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**Virtual School for Children in Care, Previously in Care and Children with a Social Worker - Summer Term Webinars**

The Virtual School are pleased to announce a new partnership with AC Education to deliver a range of Webinars.

This is a great opportunity to update your knowledge on areas vital to supporting out children in care.

Booking is via the Virtual School – virtualschool@warwickshire.gov.uk

Summer Term Schedule

* Friday 12th May 3.30-5.30 - **Understanding Attachment**

* Wednesday 24th May – 3.30-5.30 - **Understanding Trauma and Impact on Young People**

* Tuesday 13th June –3.30-5.30 -**Impulsive Behaviour**
* Monday 26th June - 3.30-5.30 -**Managing Challenging Behaviour**

* Tuesday 4th July – 3.30 – 5.30 - **Adoption Post Permanence and the Schools Role**

**Understanding Attachment**

**Friday 12th May | 3.30 – 5.30pm | Webinar with Liza Lomax**

Everyone working with children and young people needs to understand attachment and the traumatic impact of abuse, separation and loss. This course enables learners to gain this necessary knowledge and learn how to support pupils within education. It provides strategies to support learning and promote positive attachment relationships in schools.

Topics covered

* Understand the impact of the attachment process on learning
* Know how to promote positive attachment relationships in schools
* Know about different strategies in schools to support learning for children with attachment difficulties
* Understand how to identify attachment needs and respond in relation to the guidelines identified in the SEN Code of Practice

**Understanding Trauma and the Impact on Young People**

**Wednesday 24th May | 3.30 – 5.30pm | Webinar with Liza Lomax**

Children who have experienced traumatic events in their past can have more emotional and mental health needs, as well as more behavioural difficulties than most children. Early life trauma impacts on their brain development. Understanding how this trauma impacts the development of the brain allows us to understand the resulting behaviours.

Stability, security and a good relationship can help children and young people to develop and mature emotionally and can repair some of the damage that has been done as well as be an integral part of the healing process.

Topics covered:

* What is trauma
* How does it affect child development
* How is the brain affected
* Adverse Childhood Experiences
* How do Trauma and ACEs present in behaviour
* How do we support children with trauma in their history
* How do we intervene in ACE outcomes
* Trauma Informed schools

**Impulsive Behaviour**

**13th June 2023 | 3.30 – 5.30pm | Webinar with Liza Lomax**

Impulsive behaviour is when a person acts without thinking about the consequences.

Because the ability to control our behaviour and regulate our impulses is a function of the brain, this ability can be impaired in people with brain damage or who have experienced trauma.

Children and young people who display impulsive behaviour may have a complex background that explains their antisocial actions.

This webinar will help you to understand the factors that come into play when impulsive behaviour is displayed, and equip you with strategies to help such children deal with their impulses and manage their behaviour.

The ability to self-regulate is impaired by trauma. When children and young people cannot regulate their impulses they develop a range of challenging behaviours. This course enables learners to understand and respond positively and effectively to the impulsive behaviour that can have such an impact on life at home, in school and in the community.

**Managing challenging behaviour**

**26th June 2023 | 3.30-5.30 | Webinar with Steve Russell**

What is challenging behaviour? We may all answer this differently depending on our own experience. In our society, which is becoming increasingly more complicated in terms of roles, social norms, relationships and identity, it can be tremendously difficult for a young person to find a place in the world. This course allows learners an insight into what causes challenging behaviours in children and young people and provides tools for communicating with them, managing their behaviour and for keeping them safe.

All behaviour is functional and we look at the reasons behind behaviours, what may have influenced the young person in their life and how this life experience can manifest in behaviour seen at home and at school. Unregulated stress can lead to challenging behaviour. This behaviour can go one of two ways:

* Hyperarousal
* Dissociation

And we look at both of these in more detail and how to support a child in each situation.

**LEARNING OUTCOMES**

* What is challenging behaviour in children and young people?
* What might trigger a child to display challenging behaviour?
* How can you handle and manage this behaviour with the child?

**Adoption, Post Permanence and the role of schools**

**4th July 2023 | 3.30-5.30 | Webinar with Sheila Mulvenney**

Over the past 15 years we have seen increasing support for children in care and their education, leading to improved outcomes and better life chances for this vulnerable group. Previously looked-after children start with the challenges of their pre-care experiences. These do not just disappear when they move to a permanent placement such as adoption and may continue to have a significant impact on their learning.

New legislation recognises that children will have the same needs even though their care status has changed and places greater emphasis of responsibilities for schools when a child moves out of care (e.g. Adopted, Special Guardianship Order, Child Arrangements Order).

In February 2018, Promoting the Education of Looked After Children and Previously Looked After Children was published by DfE and established the role of the Virtual School Head with regards to previously looked after children. This is to promote their educational achievement through the provision of information and advice to their parents, educators and others whom the VSH considers necessary.

In April 2018, The Children and Social Work Act came into force. It contains several significant provisions intended to support the educational achievement of previously looked after children.

These are perhaps our most vulnerable children who may have experienced multiple changes throughout their lives. Some will have had changes of placement and carers, school and social worker as a result of moving to a permanent placement. They may have faced separation from siblings and grandparents and ongoing contact with family members. All these children have suffered separation from their families and have experienced significant loss in their lives.

This webinar looks at the different types of permanence and what the requirements mean for your practice. We also consider how to deal with common curriculum challenges and how trauma impacts learning.