

# Barnet Virtual School Newsletter

Autumn Term 1 2022



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 The next PEP Deadline is Friday 11th November, 2022. [Learn more about PEPs here.](#)

## Barnet Virtual School



**We have a brand new Barnet Virtual School website!**

Find us on:

[Home](#) | [Barnet Virtual School](#) | [London Borough of Barnet](#) | [England \(barnetvs.org\)](#)

Please do take the time to have a browse though. We hope it will be useful for schools, social workers, foster carers and young people. There is information around children who are in care but also the wider group of young people who have a social worker. You can find:

- copies of our previous newsletters
- guidance on PEPS and Pupil Premium Plus funding
- links to key documents
- useful information including ideas for careers support and emotional health and well being
- resources for young people

Please do let us know if you have any other ideas of what would be useful to have on the website.

Contact  
us



Tel: 020 8359 4534 @ email: [Barnet.virtualschool@barnet.gov.uk](mailto:Barnet.virtualschool@barnet.gov.uk)

Follow us on Twitter to keep up with news and opportunities to support our young people. [@barnetvs](#)



## Holiday season is coming—how can you prepare children?

Working in schools, we all know how difficult the end of the Autumn Term can be, particularly for neurodiverse children or those who have experienced trauma. With the upcoming winter holiday and the many celebrations, it can be an anxious and pressured time for many, especially our traumatised children. The holiday season can bring about expectations, past experiences, internal and external pressures. Here are some tips to help young people survive and thrive leading up to the holiday period...

- Anticipate that excitement can often feel the same as stress for traumatised children. Try and keep things low key—by reducing excitement, you reduce stress
- Make the end of term plans explicit—knowledge is empowering and can reduce stress. Draw it out, write it out, repeat it a lot and keep as much as you can the same. Use a visual timetable. Share it with foster carers/parents who can go through the changes at home before school. The more that is predictable, the easier it will be.
- Think about how small changes like decorations or wearing different clothes may need preparing for
- Do more of what works—if your child needs more support or scaffolding, how can this be facilitated?
- Explore the anticipation of the holiday season...everyone experiences it differently from being happy and excited to finding it very difficult. Allow your child to explore their feelings around it
- Understand their previous experiences of the holiday season which for some children may have been difficult

**PACE (following on from the previous school newsletter) approaches are very helpful with the lead up to the holiday season and can support both adults and children alike.**

**Playfulness:** Playfulness isn't about playing or telling jokes, but about bringing lightness to a situation and showing the child you enjoy their company. For a child experiencing anxiety, fear, or loss around end of year transitions, playfulness can bring them out of flight/flight. This could involve sharing a story together, playing a game of snap, telling each other about your favourite memory from the year!



**Acceptance:** Acceptance is about noticing what the child brings – their hopes, fears, views, and feelings, without judgement, action, or advice giving. We might not agree with a child's actions and responses but can pay attention to the feelings underlying them. It is also important to notice how we are feeling – where we might be holding stress in our bodies, or difficult emotions we are experiencing – this could be linked to our own response to transitions and endings, or our role in caring for a child. Notice what is going on for yourself without judgement.



**Curiosity:** Curiosity involves taking an active interest in the child's experience and wondering what's going on.

Even if we think we know what's happening, we need to explore this openly with the child, so they feel thought about and can safely begin to understand their experiences. We might curiously wonder out loud *'I wonder what's making you feel so bouncy right now?' 'I might be wrong, but I wonder if...'* *'I can see this is scary for you. Can I share my ideas about why this feels so scary?'*



**Empathy:** This is where we let the child know that we notice and understand their experience. It's about acknowledging, labelling, and sitting with the emotion (as uncomfortable as this can be). For example, *'I can see you're feeling worried about saying goodbye'* *'You're doing your best to stay strong, but it's hard'*. Transition periods are also stressful for adults, so offer yourself empathy and acceptance of your own feelings. Try not to ignore or judge how you're feeling – your feelings are valid and ok. Consider what you need to care for yourself. *'This job can be tough at times and I'm doing my best'*.



## Training

### Understanding Attachment and Trauma

**This course is relevant to all D.Ts, safeguarding leads or any school staff.**

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. These training sessions will cover:



- The impact of the attachment process on learning
- How to promote positive attachment relationships in schools
- Different strategies in schools to support learning for children with attachment difficulties
- What is trauma and how it affects child development
- 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

**Leader** Alun Rees in conjunction with Barnet Virtual School

**17th and 24th November 2022 13:30 - 16:00** This will be a remote training session.

**To book, please open this link:** [CPD Strand-doc v3.9c \(schoolcircular.co.uk\)](https://www.schoolcircular.co.uk/CPD-Strand-doc-v3.9c)

**Scroll to the bottom to find Virtual School Training**

### Key Contacts at the Virtual School

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