

## **\*New\* Barnet Virtual School 'Post 16 Handbook' Designated Teacher Workshop**



**Do you work in a Post 16 setting? Is it hard to find specific training as a D.T.? This might be the course for you!**

In this workshop, we will be launching our fantastic new resource from Barnet Virtual School:

- Introducing our new 'Post 16 Handbook'
- Understand how the handbook can support you in your role as DT
- How to use the handbook to support you with the PEP process
- Signposting to useful organisations and resources

**Leader(s):** Samantha Rothwell (Inclusion Advisory Teacher), Frazier Stroud (Barnet Virtual School) and Alice Fitzhugh (Barnet and Southgate College)

**15th June 2022 9.30am to 11.00am** This will be a virtual training session.

## **Working with children and families experiencing domestic violence and abuse**

**This course is relevant to all D.Ts and safeguarding leads.**

This training session will:

- Outline the impact of domestic violence & abuse (DVA) on children and young people's psychological wellbeing, learning, and relationships
- Explore approaches to supporting children, young people and families affected by DVA.
- Consider the emotional impact of working with children and families affected by DVA, and ways to protect the wellbeing of school staff.

**Leader(s):** Amy Gibb and Parminder Chana (Educational Psychologists)

**Thursday 16th June 2022 13:30 - 15:30** This will be in person at Claremont PDC. Tea and coffee will be available.

**To book any of these, please open this link:** [CPD Strand-doc v3.9c \(schoolcircular.co.uk\)](#)

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

## **ATTENDANCE MATTERS!**

If you have not had a chance to look, the DfE have a number of webinars where schools and multi-academy trusts (MATs) share their different techniques for improving attendance rates in their settings [Improving attendance: good practice for schools and multi-academy trusts - Case study - GOV.UK \(www.gov.uk\)](#)

There is also a DfE webinar which breaks down the new Working Together To Improve School Attendance guidance

[\(134\) School Attendance Guidance Training Webinar - What the new guidance means for schools - YouTube](#)

## Managing end of year transitions using PACE by Dr Amy Gibb

The end of an academic year can be difficult for many children, and especially for children in care. While it brings a degree of excitement and opportunity for growth, it can remind children of previous loss and separation. It can evoke strong feelings of fear, anxiety, and uncertainty, which can be difficult for a child and the adults around them to understand and manage.

We need to help children, adults, and ourselves(!) to feel regulated. **PACE** (Dr Daniel Hughes) can be a useful approach to use. PACE stands for playfulness, acceptance, curiosity, and empathy.

**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 snack together, playing a game of snap, telling each other about your favourite memory from the year, guessing who will eat the most ice-cream over the summer!



**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 (or your own) 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'.



## Contact us

FOLLOW  
US ON TWITTER

Follow us on Twitter to keep up with news and opportunities to support our young people. **@barnetvs**



You can read more about the Virtual School and find useful resources by going to [Virtual School | Barnet Education & Learning Service | London \(bels.org.uk\)](https://www.barnet.gov.uk/virtual-school/)



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## Virtual School Team Member Profile

### Caroline Gladkow—PEP Co-ordinator



Hi, my name is Caroline Gladkow and I am the PEP Coordinator at Barnet Virtual School. I trained as a Primary school teacher and spent many years teaching across Key Stage 1 and Key Stage 2 in the boroughs of Bexley, Greenwich and Hertfordshire. After living in Amsterdam, I became particularly interested in alternative education and child led approaches and completed a Montessori Diploma and Forest School Leader qualification. This led to spending several years working in a Montessori Early Years setting before running my own Forest School provision. My work as a Forest School leader provided the opportunity to work with a range of children, particularly school refusers and those with additional educational needs who accessed Forest School as part of an alternative timetable provision. I am particularly interested in the holistic development of children and ensuring that they are empowered and have a voice.

I joined BELS in February as the PEP Coordinator and was thrilled to be able to join a team which is focussed on advocating and supporting looked after children to ensure they have the best possible opportunities and outcomes in life. It has been inspiring to see the support network available for these young people and to work alongside so many experienced professionals who possess such a wealth of expertise across a breadth of areas.

I look forward to working with you all, please do reach out if you have any questions or queries when completing your PEPs.