



## **Peterborough Virtual School Training Offer 2024-2025 (Education)**

Peterborough Virtual School training is delivered at no charge to the following:

- All Early Years Settings, Maintained Schools, Academies and Post-16 Providers within Peterborough
- All independent schools and alternative provision providers currently offering education to Peterborough children known to social care
- All out of city schools, settings and providers currently offering education to Peterborough Children in Care and Care Leavers
- Colleagues from within PCC including Social Care and the Education Directorate
- Foster carers and other care givers supporting children known to social care

Please note that as this training is delivered at no charge, bookings are monitored to ensure equal access. Multiple bookings by a single setting, school, provider, or LA partner, even if they are applicable to different delegates, may be restricted.

Places on courses are limited, so please inform the Virtual School [virtualschool@peterborough.gov.uk](mailto:virtualschool@peterborough.gov.uk) at least 48 hours before the course date if you are unable to attend; otherwise a non-attendance charge may apply as follows:

- £50 for a full day course
- £25 for a half day course

This charge will be applied at the discretion of the Virtual School Head.

Applications for courses must be completed via Microsoft forms. The links can also be found on our website. Please note that we cannot accept bookings by telephone. For general enquiries regarding Virtual School Training, please email [virtualschool@peterborough.gov.uk](mailto:virtualschool@peterborough.gov.uk)

All training will be held virtually or at various locations within Peterborough.

- Drinks will be provided at all training sessions.
- Lunch is not provided unless explicitly stated. We advise you bring your own.



## The Roles and Responsibilities of The Designated Teacher for Children in Care

Attainment for Children in Care is low at all ages of assessment and the Designated Teacher is key in improving outcomes for this cohort of children. The Designated Teacher plays a critical role in helping school staff understand the things which affect how Children in Care learn and achieve.

This half-day course is an opportunity for Designated Teachers to examine the role; to become familiar with the legal framework and statutory guidance and to better understand Peterborough processes and procedures. Best practice will be explored and practical advice on topics such as preparing the Personal Education Plan, writing SMART outcomes and the effective use of the Pupil Premium Plus grant will be shared.

### **Monday 30<sup>th</sup> September 2024**

*Allia Future Business Centre, Peterborough United Football Club, London Rd, Peterborough  
PE2 8AN*

*1:00pm-4:00pm*

<https://forms.office.com/e/hQdeD0yYA8>

### **Tuesday 14<sup>th</sup> January 2025**

*Online Training*

*1:00pm-4:00pm*

<https://forms.office.com/e/aEktMm1d1a>

### **Wednesday 21<sup>st</sup> May 2025**

*Allia Future Business Centre, Peterborough United Football Club, London Rd, Peterborough  
PE2 8AN*

*1:00pm-4:00pm*

<https://forms.office.com/e/EYZSinciuN>



## Promoting the Education of Children Known to Social Care

The [review of children in need](#) showed that at least 1.6 million children needed a social worker between 2012 and 2018 – equivalent to one in 10 of all children, or 3 children in every classroom. These children may face barriers to education due to experiences of adversity, most commonly because of domestic abuse, mental ill-health and substance misuse. They also do significantly worse than others at all stages of education, and that poor educational outcomes persist even after social work involvement ends.

This half-day course is an opportunity for leaders in schools and other education providers to explore and make visible the specific barriers and vulnerabilities of the group and champion their educational attendance, attainment and progress. This includes:

- Children Previously in Care (Including adoption, special guardianship, and child arrangement orders)
- Children who have been assessed as needing a Child in Need or Child Protection plan within the past 6 years due to safeguarding or welfare reasons
- Children living with kinship carers

### **Wednesday 26<sup>th</sup> February 2025**

*Alia Future Business Centre, Peterborough United Football Club, London Rd, Peterborough  
PE2 8AN*

*1:00pm-4:00pm*

<https://forms.office.com/e/SkkWBWYNbb>

OR

### **Thursday 19<sup>th</sup> June 2025**

*Alia Future Business Centre, Peterborough United Football Club, London Rd, Peterborough  
PE2 8AN*

*1:00pm-4:00pm*

<https://forms.office.com/e/kjahVPgiSV>



## Designated Teacher Network Sessions

Our Designated Teacher Network meetings provide Designated Teachers and other key staff with an opportunity to develop links with the Virtual School and with other Designated Teachers (DT) as we work together to increase the progress Peterborough's children in care make in school.

These meetings typically take place on a termly basis online. The aim of these sessions is to share good practices and updates regarding the education of children in care and to also enable DTs from different schools to establish links and to share experiences that will benefit each other's work with children in care and children previously looked after.

The morning and afternoon sessions are repeats and therefore delegates only need to attend one or the other.

### **Tuesday 12<sup>th</sup> November**

*A discussion and ideas sharing session around effective use of PP+ and our Virtual School policy.*

*Online Training*

*10:00am-10:45am*

<https://forms.office.com/e/eA4AVRiva3>

OR

*Online Training*

*3:45pm-4:30pm*

<https://forms.office.com/e/mX8h7URfAA>

### **Wednesday 5<sup>th</sup> March 2025**

Feedback and discussion following the first term of the new PEP. A look at support resources and what makes a high quality PEP.

*Online Training*

*10:00am-10:45am*

<https://forms.office.com/e/N5WZX40LWZ>

OR

*Online Training*

*3:45pm-4:30pm*

<https://forms.office.com/e/TUaRjbAS3n>

### **Thursday 5<sup>th</sup> June 2025**

*To be confirmed.*

*Online Training*

*10:00am-10:45am*

<https://forms.office.com/e/8bFk1HkaYW>

OR

*Online Training*

*3:45pm-4:30pm*

<https://forms.office.com/e/ukhYYZsjh5>

# Relational Practice Training Offer

Research evidence highlights the crucial influence of attuned relationships for children's healthy growth and development. At Peterborough Virtual School, we have a vision that all settings will be relationally driven in their ethos, culture, practice, and policy. This will impact not only vulnerable children but all children and the adults supporting them; so that well-being is considered for everyone. In this endeavour, we are offering training opportunities at no charge to build and strengthen relational practice in education settings.

We offer a graduated package to support schools and other stakeholders wherever they may be on their relational practice journey. Further information can be found here [Peterborough Virtual School - Relational Practice Offer](#). Typically, schools and settings progress through the stages of our relational practice offer within specific cohorts – although where this is not possible, we of course encourage flexibility. It is expected that two delegates from each school attend relational practice training, at least one of these should be a senior leader.

All sessions take place at Alia Future Business Centre, Peterborough United Football Club, London Rd, Peterborough PE2 8AN.

There is a wealth of national evidence which finds that a range of relational practice interventions have impacted positively on education settings including:

- Better regulation skills in children, decreased exclusions, accelerated progress in Literacy and Maths and less stress and reduced sickness for staff (Rose, McGuire-Snieckus and Gilbert 2015, Gus, Rose, Gilbert and Kilby 2017)
- Head Teachers noting that following training, staff confidence had increased, there was impact on vulnerable children's engagement and sanctions had reduced (Alex Timpson February 2022, 112 schools)
- Children reporting a calm environment and strong relationships with increased engagement. Staff reporting that a calmer environment and more supportive colleague relationships helped their well-being (Alex Timpson May 2022, 26 schools)

Education professionals who have attended our whole setting trauma-responsive training report that:

- Children are more able to manage their emotions and behaviour incidents have reduced
- Colleagues are better able to identify children who are dysregulated and now use a range of taught strategies to help a child to manage their emotions
- Staff have increased confidence and more empathy when supporting children based on their knowledge of trauma-responsive practice
- There is cultural change with staff empowered to meet children's needs through changes to their practice, policy and processes
- Students have demonstrated greater engagement with learning leading to better attainment in exams

## Relational Practice

### **Stage 1: Awareness – The Power of Connection: An Introduction to Relational Practice**

- To recognise the importance of attuned relationships for children’s development and life outcomes.
- To know how relational trauma impacts on children’s development.
- To reflect on 3 key ways to enhance relationships with children in your setting.

This is the first stage of the relational practice offer. Delegates will attend a 3-hour in person training session following which there is an expectation that this learning is cascaded to their setting; resources including a video are provided to support this. A 2-hour workshop is offered for delegates to share how the training has been embedded in their setting and the impact on staff.

Training Session			
01.10.24	8:45am-12:00pm	Cohort 3	<a href="https://forms.office.com/e/99q9Az70s8">https://forms.office.com/e/99q9Az70s8</a>
08.05.25	8:45am-12:00pm	Cohort 4	<a href="https://forms.office.com/e/2PbH5i1qAG">https://forms.office.com/e/2PbH5i1qAG</a>
Workshop Session (1 of 1)			
08.01.25	9:30am-11:30am	Cohort 3	<a href="https://forms.office.com/e/iEsNWcycdy">https://forms.office.com/e/iEsNWcycdy</a>
08.07.25	9:30am-11:30am	Cohort 4	<a href="https://forms.office.com/e/5pyFF35gMi">https://forms.office.com/e/5pyFF35gMi</a>

### **Stage 2: Acceptance – Emotion Coaching: Co-regulation through Connection**

- To understand how biology and interactions influence behaviour.
- To understand what Emotion Coaching is and begin to use this.
- To prepare for facilitating a whole setting Emotion Coaching approach.

This is the second stage of the relational practice offer and it is expected that delegates will have completed Stage 1 prior to starting this. Delegates will attend a full day in person training session following which there is an expectation that this learning is cascaded to their setting; resources including a video are provided to support this.

Two follow-up workshops are offered for delegates to support delegates in training school staff and then share how the training has been embedded in their setting and the impact on staff.



Lunch is included in the full day training.

Training Session			
30.01.25	9:30am-3:30pm	Cohort 3	<a href="https://forms.office.com/e/FEAGTCn2nt">https://forms.office.com/e/FEAGTCn2nt</a>
Workshop Session (1 of 2)			
23.04.25	9:00am-12:00pm	Cohort 3	<a href="https://forms.office.com/e/BFGbiudxcV">https://forms.office.com/e/BFGbiudxcV</a>
Workshop Session (2 of 2)			
03.07.25	9:00am-11:30am	Cohort 3	<a href="https://forms.office.com/e/b4PezVRJAz">https://forms.office.com/e/b4PezVRJAz</a>

## Virtual Reality Headset Training

Peterborough Virtual School has invested in 24 headsets to support the delivery of immersive virtual reality training. This training is designed to develop adults' understanding of the effects of relational and developmental trauma and loss on children and young people. It encourages the development of professional curiosity, a 'trauma lens'. This course will consider the impact that trauma and attachment difficulties can have on a young person's life and, enabling a greater understanding of a young person's lived experience.

Within the training we follow Rayleigh's journey from pre-birth to adolescence and consider the impact of her early lived experiences.



Training is delivered in schools, settings and education providers at no charge. Members of the Virtual School team will come in and deliver in person either as part of a training day or as a twilight session. Sessions run for approximately 75 minutes and a maximum of 22 delegates can be accommodated.

To arrange a training session please complete the bookings form:

<https://forms.office.com/e/YCREu9YZQt>