

Education Schools and the Virtual School



Did you know Sh Happens**





a flourishing life

What do we want for the children and students in our care?

What do you want for the children and students in your care?

What skills do they need in the 21st Century?

How can they be achieved?

What is the role of the Virtual School for Children Looked After?

A way of :

- Viewing all of the Children Looked After as if they were attending a real school.
- Bringing together information and progress data to more effectively target support / intervention.
- Working together with settings, schools, foster carers and social workers to drive up progress and attainment for this vulnerable group.
- Allocation of Pupil Premium Plus linked to high quality education plans to narrow the achievement gap.
- Increasing care leavers participation in education, employment or training.
- Providing advice and guidance for schools and carers of children and young people previously looked after.

What is the Pupil Premium?

The Pupil Premium is additional funding paid to schools for identified groups of pupils for two purposes:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers; and
- Supporting children and young people with parents in the regular armed force.

The aims of the funding are as follows:

- To reduce the attainment gap between the highest and lowest achieving pupils nationally.
- To increase social mobility.
- To enable more pupils from disadvantaged backgrounds to get to the top Universities.
- To provide additional resource to schools to do this.
- To support looked after and previously looked after children.

Who receives the Pupil Premium?

The grant funding has risen from £488 in 2011-2 to the following allowances in 2018-19:

Disadvantaged pupils	Funding per pupil
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	£1,320
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	£935
Looked After Children (LAC)	A notional £2,300
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order (Child Arrangement Order)	£2,300
Early Years Pupil Premium	£300
Service children	
Pupils in Year Groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.	£300

Findings from Save the Children's 'A fair start for every child report 2014'

- 'Poverty becomes a life sentence, as cognitive development and educational achievement suffer. There is a direct relationship between household income and school readiness and vocabulary at five.'
- 'Only a third of the poorest children in England go onto achieve 5 good GCSEs including English and maths.'

Social Mobility Commission

Some headlines . . .

- There is a secondary school drop off in progress for low income pupils.
- A strong “within school” effect.
- Parental, family and out-of-school factors are influential.
- A positive ‘urban effect’, particularly in London.
- The progress gap is largest in schools with average levels of disadvantaged pupils.

Virtual School Bees

- Be Ambitious: Improve attainment and progress at all key stages
- Be Safe: Reduce the incidence of fixed term exclusion and improve attendance
- Be Healthy: Support the health and well-being of CLA in school through the attachment aware school programme and promotion of effective approaches to mental health in school
- Be Resilient: Engage and enable carers, guardians and parents to promote engagement in all aspects of education and improve readiness to learn
- Be Independent: Implement bespoke careers advice, guidance and support to young people to improve transition processes, life chances and opportunities
- Be Happy: Celebrate the achievements of children looked after and the work of schools to narrow the gap (Hertfordshire Pupil Premium + Awards)

The Model



Virtual School Carers Handbook

<https://www.hertfordshire.gov.uk/microsites/virtual-school/documents/carers-handbook.pdf>

<https://www.hertfordshire.gov.uk/microsites/virtual-school/documents/adoption-handbook.pdf>

Virtual School Training Courses for Carers and Adopters 2018/19

Keeping The Pace in Key Stage 3	Wednesday 10 October 2018	10:00 – 12:30	Apsley Two
Keeping The Pace in Key Stage 3	Thursday 11 October 2018	10:00 – 12:30	HDC, Stevenage
Step Up to Key Stage 4	Wednesday 17 October 2018	10:00 – 12:30	Apsley Two
Step Up to Key Stage 4	Thursday 18 October 2018	10:00 – 12:30	HDC, Stevenage
Herts Awards	Sunday 11 November	12:00 – 17:00	Watford Colosseum
Supporting Primary Curriculum	Wednesday 6 February 2019	10:00 – 13:00	HDC, Stevenage
Carers Education Conference	Wednesday 20 March 2019	10:00- 14:00	HDC, Stevenage
Introduction to the Virtual School: Training for New Carers	Monday 25 March 2019	10:00 – 12:30	The Old Courthouse, Hatfield
Supporting the Young Person in Secondary School	Wednesday 3 July 2019	10:00 – 12:30	HDC, Stevenage

Learning Something New

“There are no secrets to success. It is the result of preparation, hard work, and learning from failure.”

Colin Powell

American statesman and a retired four-star General

Learning something new can be difficult at first, but the more we practice and the harder we work the easier it becomes.

National research has repeatedly demonstrated that parents and carers are the most influential factor in the long-term academic success of their children. In addition, recent research in Hertfordshire identified that strong partnerships between schools and parents is a key factor in raising attainment for pupils across all phases.

In response to the evidence and requests from schools, HfL has developed a parental education programme, Parent2Parent®, aimed at helping parents to improve the learning experience at home by embedding key teaching and learning behaviours. The Virtual School and Fostering Service have developed the P2P programme and adapted it to meet the needs of Foster Carers and Adopters. The plan is for the C2C Programme to be delivered by Foster Carers and Adopters following Training to deliver.



All the elements suggested in P2P will be covered. However with two additions and one enhancement.

Two vital barriers to learning are not covered at all in P2P, they are:

- Developmental Trauma and;
- FASD

Foster children endure more transitions in their lives than other pupils due to changes of foster carer, social worker and other people temporarily in their lives.

The Enhancement is:

Increased emphasis on the Growth Mindset this as a part of attunement.

- C2C is an educational course that has to be seen in the context of ARC Theory.
- We have to accept the young person as they arrive into our families and attune to them as part of the process of winning their trust.

Developmental Trauma

- Traumatised Behaviour is not random and is always functional to some aspect of the child's survival.
- We may not know precisely what the behaviour is functional for.
- The young person may not be able to explain or justify the behaviour or even know why they behave as they do.
- Traumatised behaviour is the young person acting in survival mode.
- The young person trusts her/his survival instinct – s/he has survived.
- Often they do not trust us only their survival instinct.
- We have to win their trust.



I Need
You.

“Trauma is not the event itself: rather trauma resides in the nervous system...”

Levine and Kline

Judith Herman

“Traumatic events are extraordinary, not because they occur rarely but rather because they overwhelm the ordinary human adaptations of life, the common denominator is a feeling of:

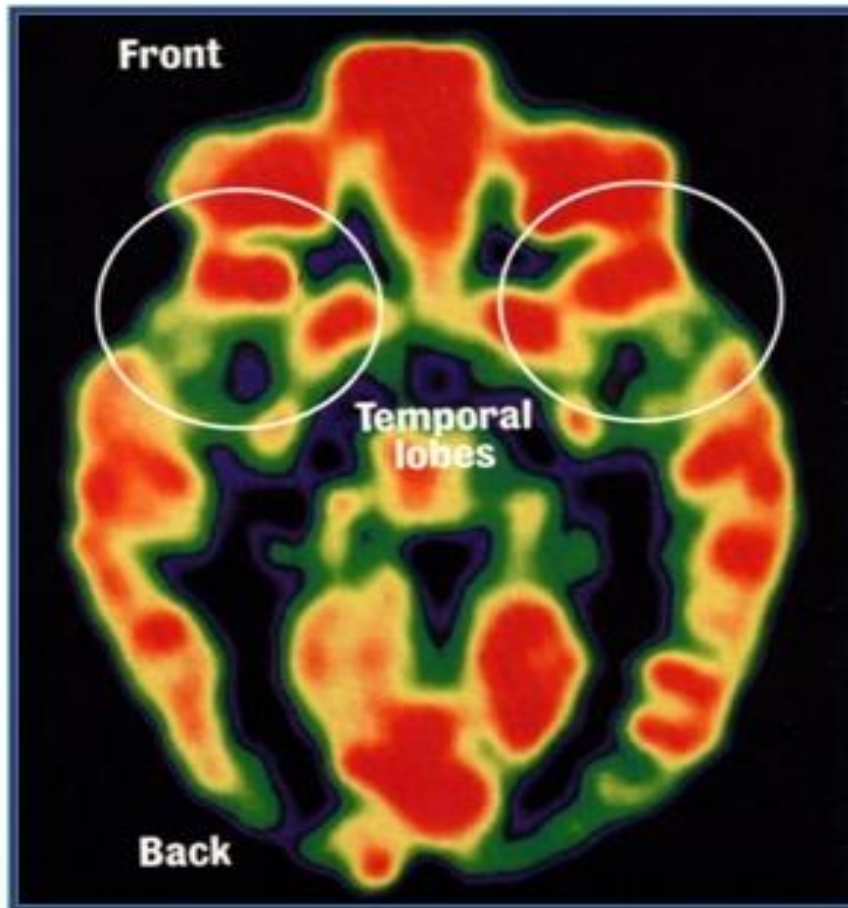
- Intense fear
- Helplessness
- Loss of control
- Threat of annihilation.”

“Trauma and Recovery” Pandora List 1994

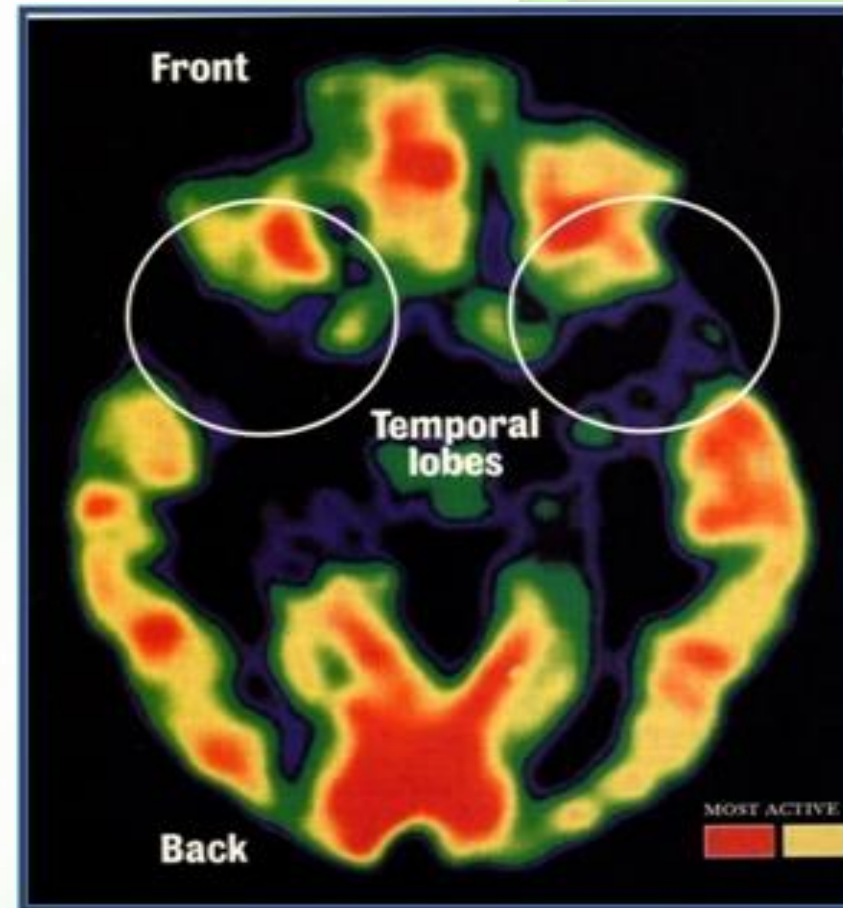
Human Stress Response

- *Perception* is more important than *reality*.
- Human beings are biologically primed for survival.
- When threat is perceived:
 - Activation of 'survival centres'
 - Recognition of fear/danger
 - Activation of fight/flight/freeze response
 - Shutting down of non-essential tasks

Brain scan of the temporal lobes in a 2 year old



Normal nurturing environment and care giving

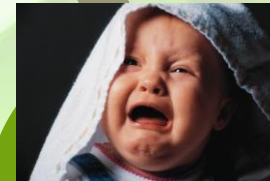


Deprived of a nurturing environment

Bruce Perry (1997)



Baby has a
need.



Baby cries.

Disturbed Attachment Cycle



Trust does not
develop. Rage
develops
instead.



Needs not
met by
caregiver.

Exposure to multiple risk factors (pre and post-natal) that can impact on development

- FASD.
- Lack of Maslow's hierarchy of need.
- Disruption to living environment.
- Mental wellbeing of parent.
- Bereavement.
- Parental substance misuse.
- Family dynamics.
- War/Natural disasters.
- Socio-economic disadvantage.

Relational techniques (in the moment)...

If relationships are where it's gone wrong, it is where we need to look to put things right!

- ARC Theory – Attachment Regulation Competency
- PACE model (Dan Hughes)
- Connection before Correction-
- De-escalation scripts
- Being kept in mind
- Name it to tame it- Dan Siegel
- “I wonder...”

FASD

- Foetal
- Alcohol
- Spectrum
- Disorder

The Effects of FASD

The complex nature of the problems a child with FASD faces makes learning within a traditional school environment difficult for them. Their memory issues mean that they may learn a new skill one day, and forget it the next.

A child with FASD is also likely to become easily distracted in a classroom environment and get into trouble because their actions are misunderstood, for instance stealing or being late. An affected child may also say things that upset others or behave in ways that seem immature and strange.

Moreover, discipline can be an issue as an affected child's lack of understanding of consequences means that traditional behaviour modifying strategies, like star charts, have limited effectiveness for them.

Context: What are the additional challenges for these children?

Typically:

- Adverse Childhood Experiences.
- Attachment difficulties.
- Foetal Alcohol Syndrome Disorder.
- The Care System.
- Professional aspirations and pre-conceptions.



Adverse Childhood Experiences (ACE)

What are they?

- Physical abuse.
- Sexual abuse.
- Emotional abuse.
- Living with someone who abused drugs.
- Living with someone who abused alcohol.
- Exposure to domestic violence.
- Living with someone who was imprisoned.
- Living with someone with serious mental illness.
- Parental loss through divorce, death or abandonment.

ACEs increase individuals' risk of developing health-harming behaviors as they grow older



Symptoms and Solutions

- The impact is often intergenerational.
- Ways of coping: self-soothing/comfort-seeking: drugs, food, sex, gambling, alcohol, smoking and violence.
- Provides short term relief from distress and pain and causes harm.
- Treating **behaviours** or '**symptoms**' alone is not a solution.
- Help link the past trauma/pain to the here and now and find new coping strategies - an attachment figure at home or in school.

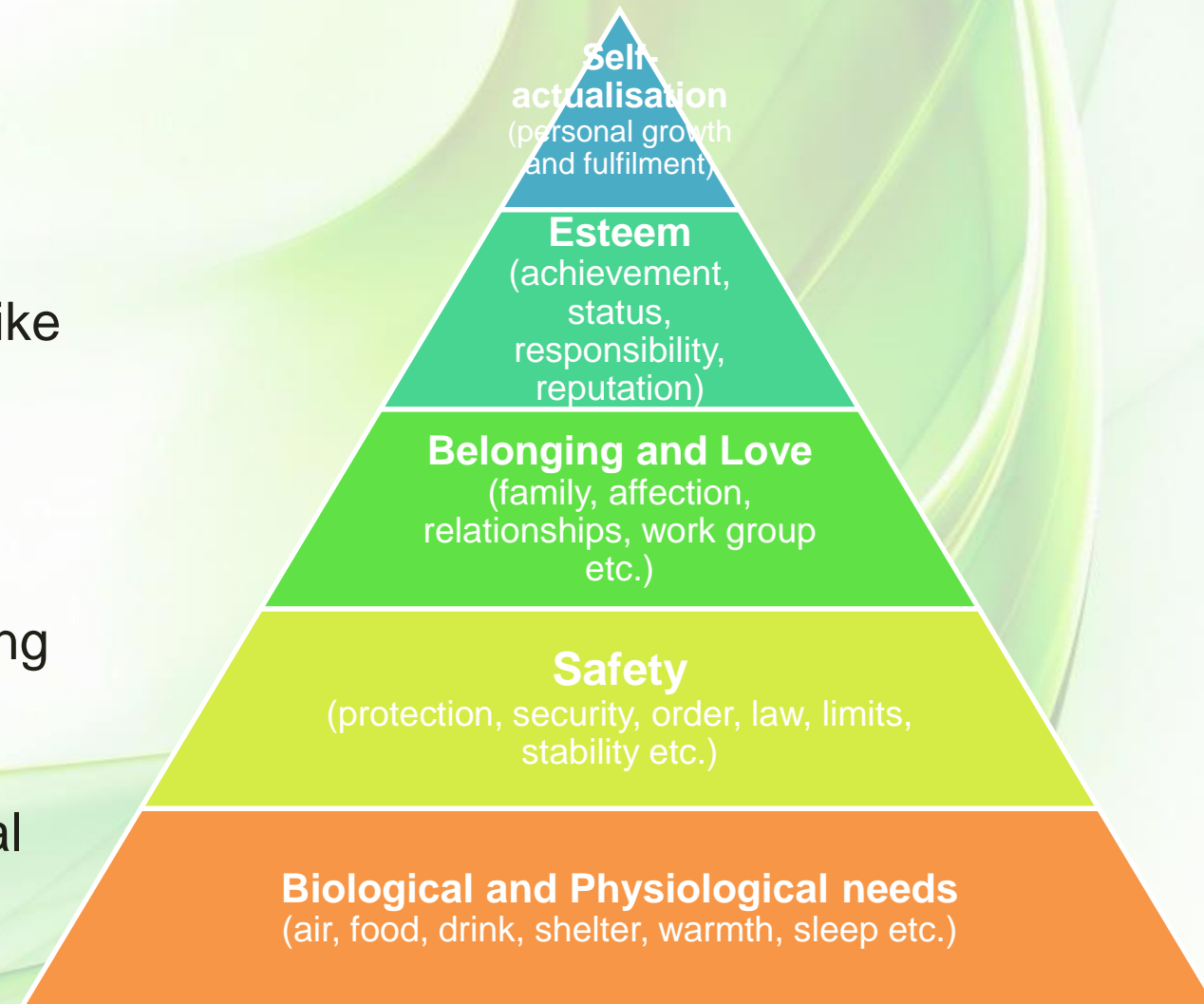
“It’s the relationship that heals.”

(Irvin D Yalom p112, Love’s Executioner...)

Maslow's Hierarchy of Needs

We understand there are some issues faced when we welcome a new foster child into our family care and engage them in learning:

- We do not know how they will react to different situations.
- They may have a very poor diet and not like the food that is prepared for them.
- They may not sleep well.
- They may have cleanliness issues, clothing issues, behavior issues.
- They may be semi permanently in survival mode.





Attachment

Attachment describes the basic human desire to attach ourselves to others especially for children to attach themselves to adults to make them feel safe and secure.

**Attachment
=
Survival**





Primary tasks for the continuation of the human race

- To survive until adulthood.
- To find a sexual partner and to reproduce.
- To protect your offspring until they can reproduce .

Attunement (A Dance)

Babies need emotionally responsive adults who respond to their distress, provide comfort and reduce bodily arousal.





- Young people in our care must have their needs met.
- They must feel that their voices are heard.
- That their caregivers “GET” them.
- That caregivers are there for them.
- That trust develops both ways.

8 Primary Skills: Building Blocks

Tier 3 Competency

Executive
Functions

Expression

Self
Development
&
Identify

Tier 2 Regulation

Identification

Modulation

Routines
&
Psychoed

Tier 1 Attachment

Caregiver
Affect
Management

Attunement

Consistent
Response

- Caregiver Affect Management.
- Know Yourself – Take Care of Yourself.
- Know you are a small part in the great scheme of things.



Life Skills for Foster Carers

There are many books about parenting and bringing up children, there are also many books on how we should manage the upbringing of the children entrusted to our foster care. This Carer to Carer session is devised to help foster carers to adapt the life skills of fostering to facilitate the education of our traumatised children and young people. It is a recognition that the scholars we care for have to overcome their trauma sufficiently in order to learn.



Know Yourself

- Life and reflection
- The Assessment Process
- Counselling
- CBT/ Therapy
- Mindfulness/System Centred Therapy.
- How did you become the people that you are?
- How important were the problems you faced?



Look After Yourself

- How could you look after yourself if you do not know yourself?
- Work... Rest... Play.
- Balanced diet.
- Take care of the mundane stuff.
- Pleasure.
- Friends.
- Support network.
- Know what nourishes.
- Know what depletes.





The ARC method suggests that we must work with our children and young people, to win their trust through modelling the kind of behaviour and responses that we wish them to learn through:

- Helping them identify their emotional states.
- How to modulate their feelings and responses.
- How to express their feelings appropriately.
- Build self confidence in our children and young people.

Accept with Compassion the Child as S/He comes into your family

- Acceptance of the child or young person in the knowledge that s/he did not choose their parents or decide how they would be brought up.
- Compassionate acceptance is the first step to gaining trust.
- Compassionate acceptance is a step towards healing.

Acceptance
is the
road to all change.

— BRYANT MCGILL



Adopters and Foster Carers are the most important people in our children's lives;

- Accept
- Nurture and nourish
- Keep safe
- Support emotional development and learning
- The ARC Model suggests that carers need to look after their own emotional wellbeing, attune to the young person and find consistent responses through routines and rituals.

Acknowledge that WE cannot change the child or Young Person. WE can only provide the context, in which the young person can make the changes they want to make.

- Changing myself is difficult.
- Changing anyone else is impossible.
- We can create circumstances and provide support for other people to make the changes they decide they want to make.



Remember,

“That Child Needs a Jolly Good Listening To!”

Being Heard and “got” is vital to winning trust.

**We all
need
someone
to talk to.**



ACTIVE listening is much more than just hearing what the child is saying

- How they say what they say.
- The words they use.
- Facial expressions.
- Body language.
- Context of the conversation.
- Then reflect... Validate... Normalise.



When WE are at our angriest, we are at our stupidest. All emotional reactions cloud our thinking. Be prepared to PAUSE and breathe.

- Acknowledge our emotional reactions.
- We feel what we feel.
- Triggers.
- Anger acted out and hatred are toxic.



~~mistakes~~
Mistakes
are
opportunities
to learn.

Mistakes

We all make them. Acknowledge our mistakes and reflect upon them, we can all learn from our mistakes.

Problems, mistakes and errors of judgement can be seen as learning opportunities

Vulnerability, Guilt and Shame

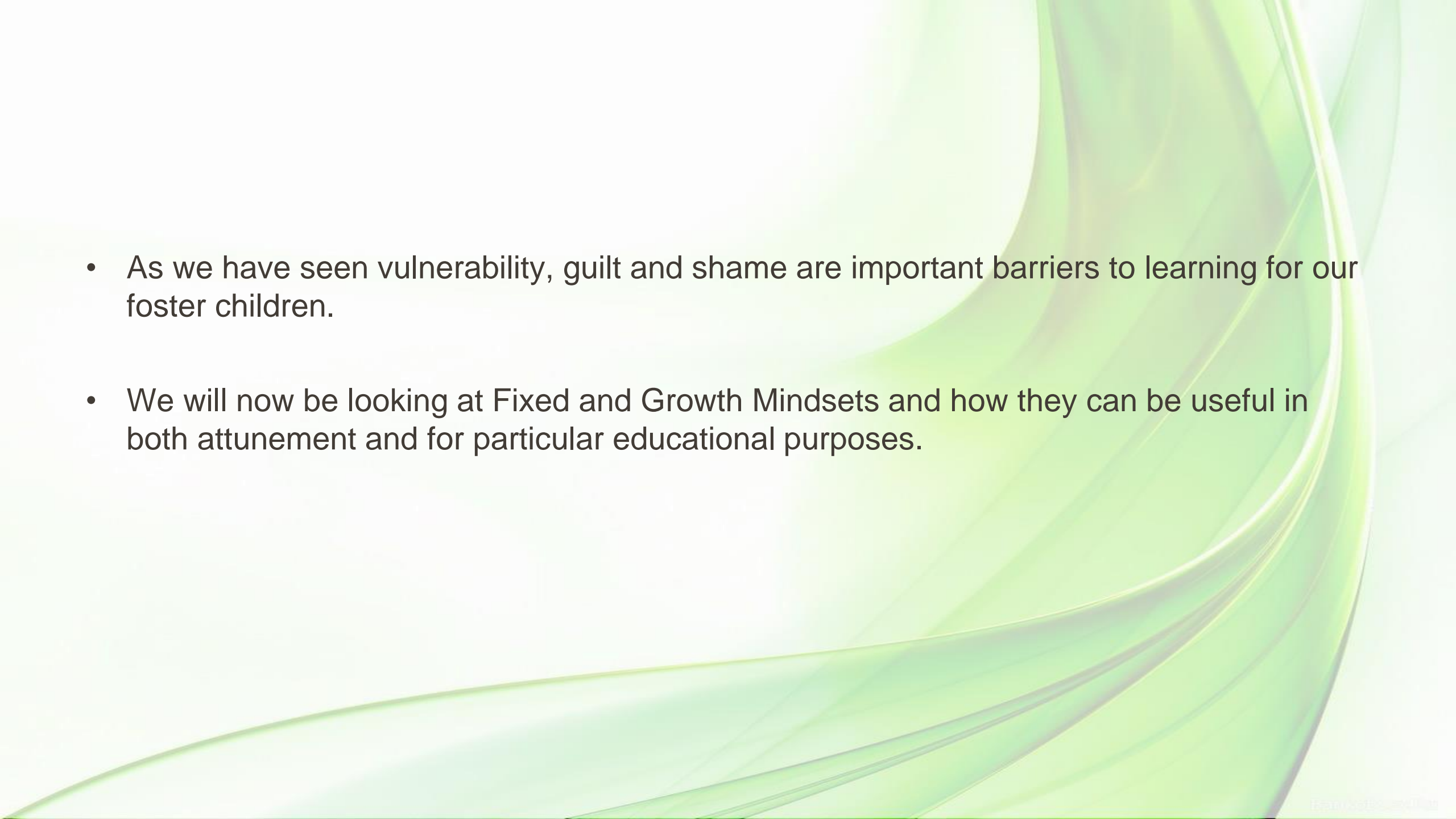


We are going to discuss our experiences of working with;

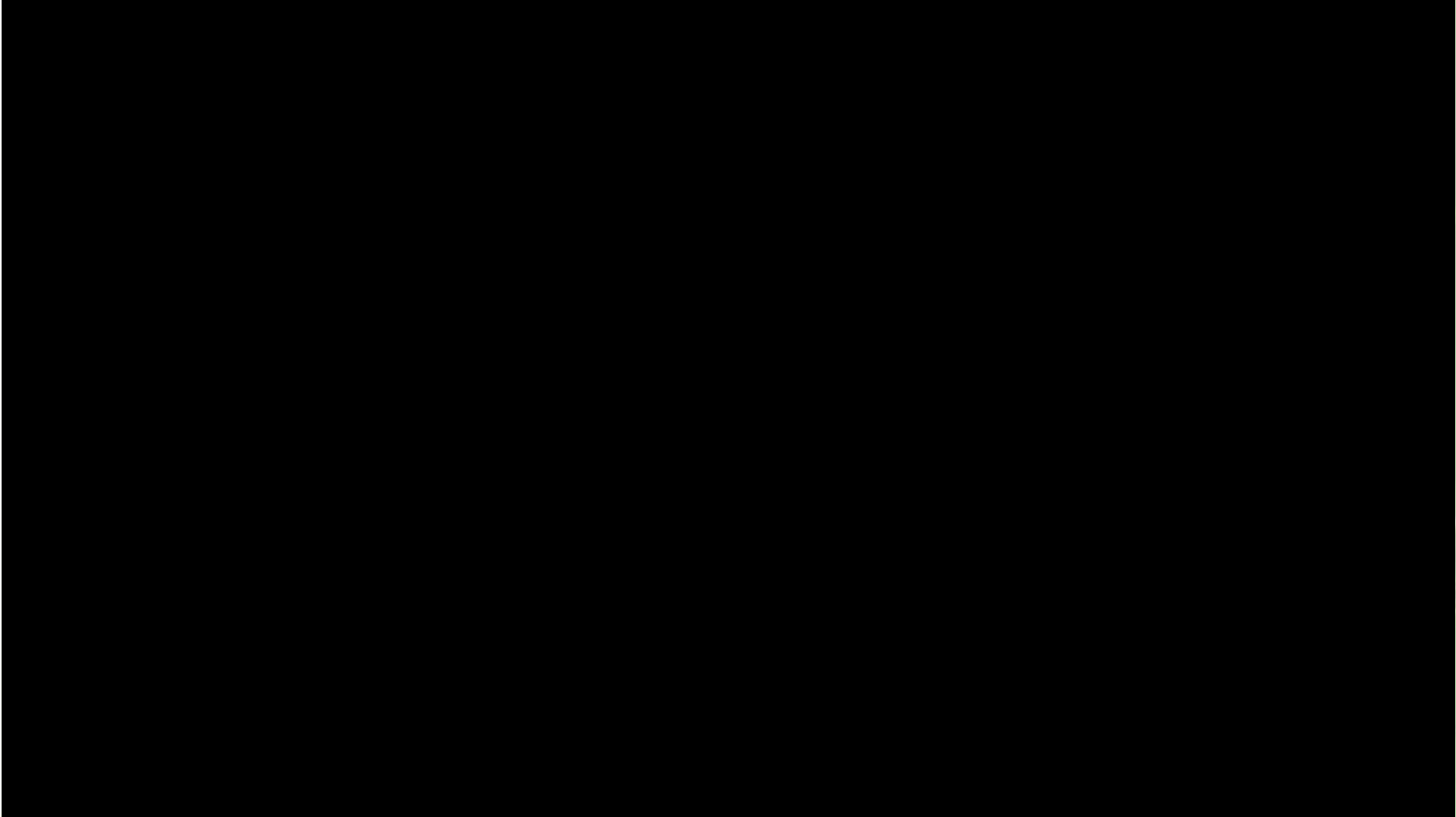
- Vulnerability
- Guilt
- Shame

With ourselves, our families and our Foster Children.



- 
- As we have seen vulnerability, guilt and shame are important barriers to learning for our foster children.
 - We will now be looking at Fixed and Growth Mindsets and how they can be useful in both attunement and for particular educational purposes.

The Power of Yet video clip Carol Dweck



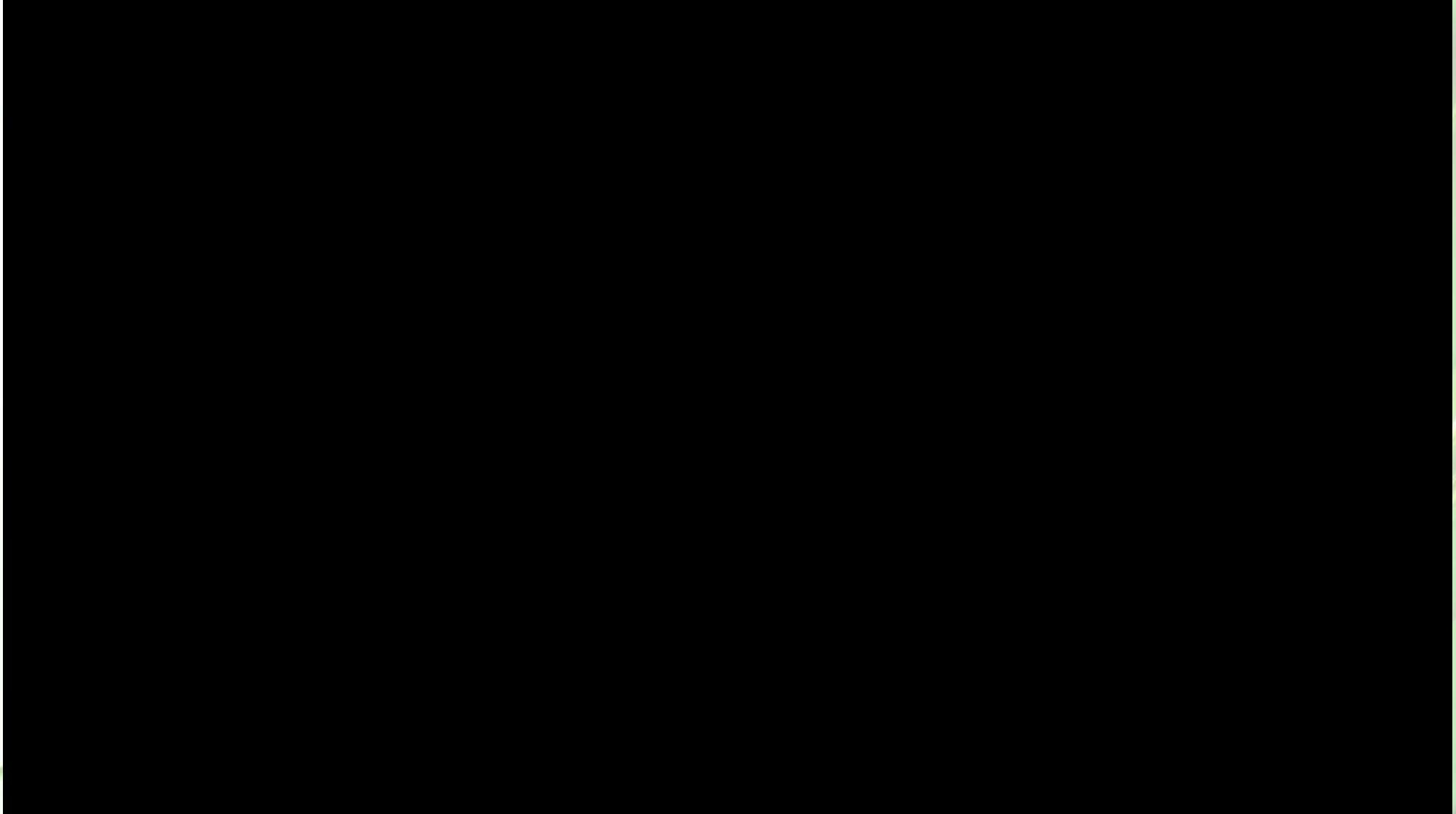
Fixed or Growth Mindset Perspective?

- With a partner discuss the statements in the handout.
- What do you think an individual with a Growth Mindset might say?
- Which of these statement are most familiar to YOU? WHY?

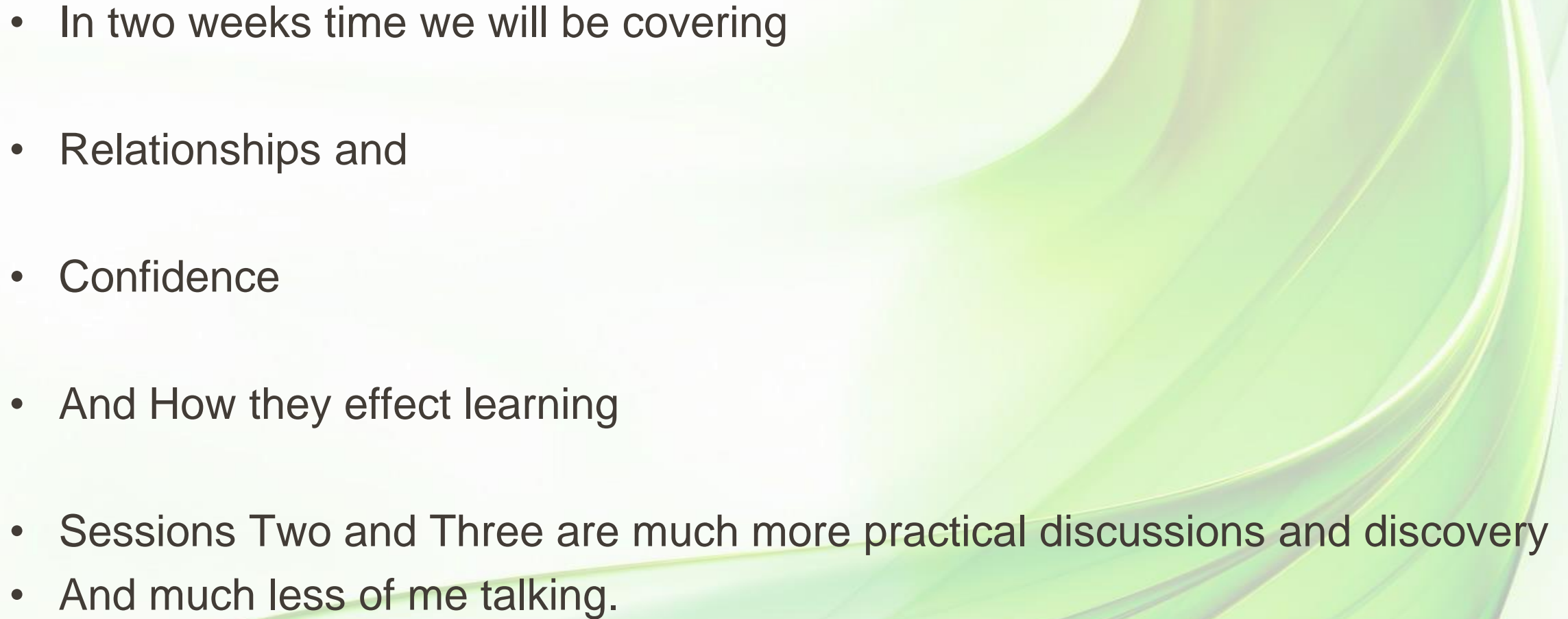
The Growth Mindset

- We will be looking at how we use the Growth Mindset in The two following sessions in the meantime here is a link
- Sesame Street “Power of Yet.”
- <https://www.youtube.com/watch?v=XLeUvZvuvAs>

Video clip “The India Tree”



- Discuss the attitudes and actions of different people in the India Tree.

- 
- In two weeks time we will be covering
 - Relationships and
 - Confidence
 - And How they effect learning
 - Sessions Two and Three are much more practical discussions and discovery
 - And much less of me talking.

- This has been a Pilot of Session One
- Please complete the Evaluation Forms
- Be Honest
- It is important that we know what works for you and what does not.