Virtual School NYCC
The New Normal Covid-19

Designated Teacher Network

For

Looked After Children

& care experienced

Julie Bunn Virtual School Head

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County Council

7 Corporate Parenting Principles

To act in the best interest, and promote the physical and mental health and well being, of those children and young people.

To encourage those children and young people to express their views, wishes and feelings.

To take into account the views, wishes and feelings of those children and young people.

To help those children and young people gain access to, and make the best use of, services provided by the Local Authority and its relevant partners.

To promote high aspirations, and seek to secure the best outcomes, for those children and young people.

For those children and young people to be safe, and for stability in their home lives, relationships, and education or work.

To prepare those children and young people for adulthood and independent living.

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Virtual School North Yorkshire Promises

Although you attend many different schools we promise to operate as if you attend one school.

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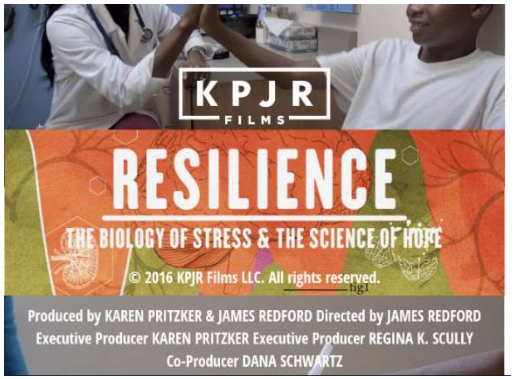
We promise to use Personal Education Plans and Pupil Premium to help you make good progress.

Trauma Informed Organisations

Resilience: The Biology of Stress & the Science of Hope



“The child may not remember, but the body remembers.”

The joining instructions are:

- https://vimeo.com/434377424
- Password: **NYCC2020**
- Monday 6 July 1-6pm
- Monday 13 July 1-6pm
- Further screenings will be available from September.

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What we will cover

COVID-19 The New Normal

Welcoming back to school

Personal Education Plans

Pupil Premium +

SMART targets

Attachment Aware Project

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Welcoming Children back to school

Marianne Doonan
Virtual School Attached Education Psychologist

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Supporting Young People Going Back to School

Emerging Evidence: The Context

Cortina, M. A., Gilleard, A., & Deighton, J. (2020). Emerging evidence: coronavirus and children and young people's mental health. Evidence Based Practice Unit, London.

Higher than usual levels of stress, anxiety, depressive symptoms and fear have been found in children and young people

Mental health challenges during the pandemic have been attributed to several events or conditions including school closures, increased time away from peers, health concerns, and media over-exposure

The disruption to routine may be particularly challenging for young people with additional support needs Difficulties are likely to persist as adjusting back to school and uncertain futures pose further challenges

Ethnic minority groups may face stigma and/or find it harder to access support.

Children in temporary or residential care are at greater risk of distress caused by sudden, relocation or difficult housing situations

Levels of domestic violence and reported child abuse have risen during school closures, further increasing mental health risks for these young people

In addition to impact being seen in the short term, this pandemic may have longer-term consequences for mental health

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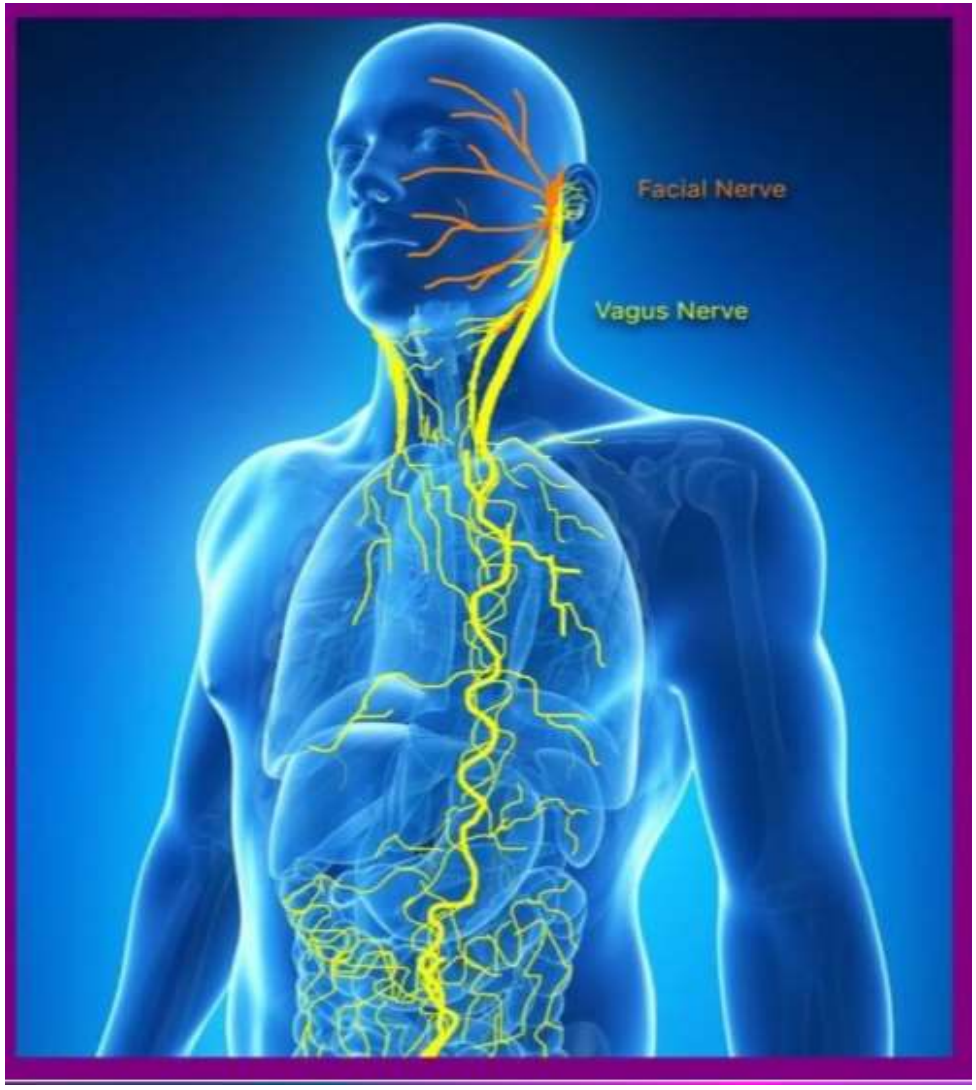
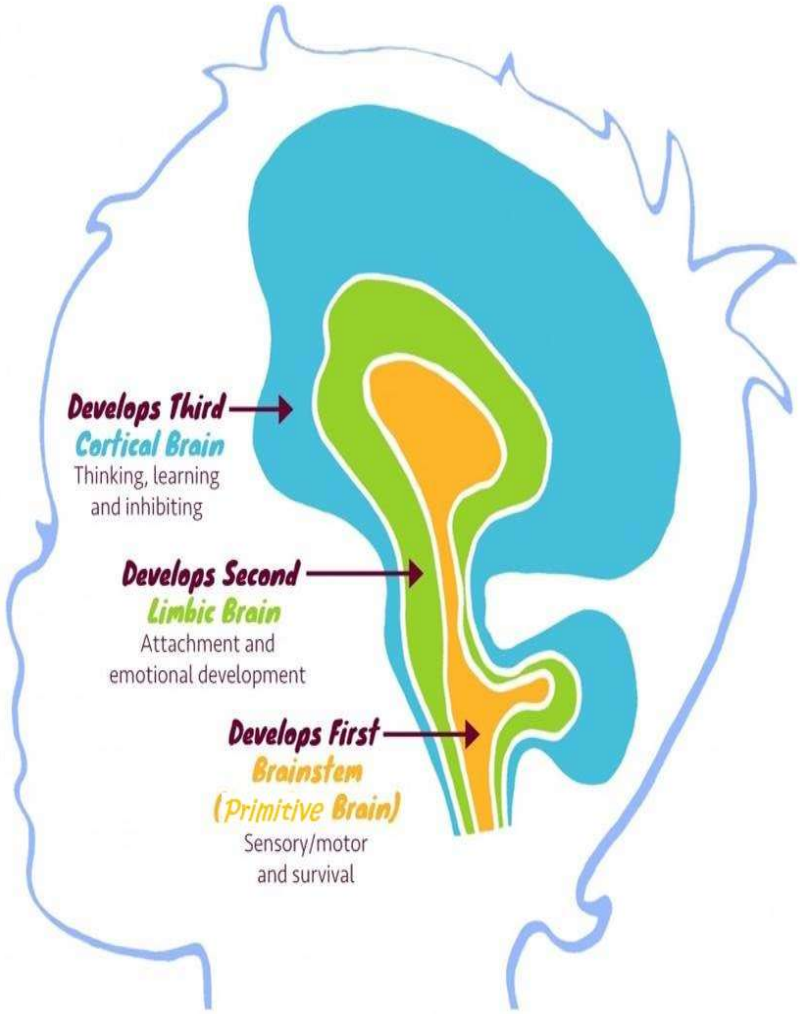
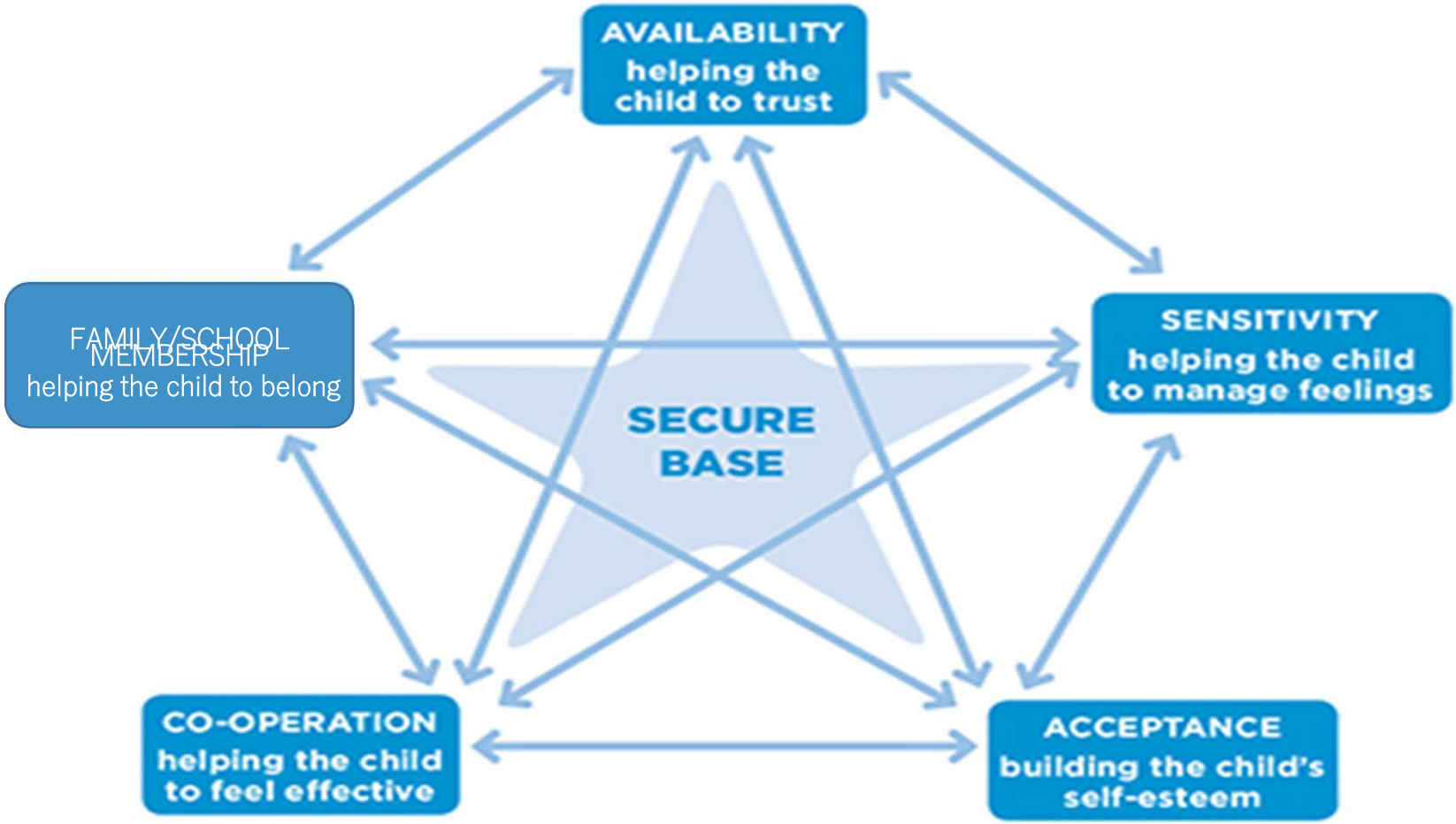
The Autonomic Nervous System (ANS) & ‘Neuroception’






AVAILABILITY
helping the child to trust
SENSITIVITY
helping the child to manage feelings
ACCEPTANCE
building the child's self-esteem
CO-OPERATION
helping the child to feel effective
FAMILY/SCHOOL MEMBERSHIP
helping the child to belong
SECURE BASE

Secure Base Model: ideas for practice

5 Key Principles of Recovery following a disaster or serious incident (Hobfoll et al., 2007)	Secure Base Model & ideas for practice. This can include ideas for inside and outside of school
• **Promoting a sense of safety:** It is important that adults, children and young people feel safe upon their return to school. • The **perception** of the young person is more important than the reality (Porges, 2014) i.e. they need to feel safe. So checks may need to be made about individual perception. • Felt safety	• **Key adult and school staff AVAILABILITY promotes trust and feelings of safety:** • Virtual pre meetings to plan / virtual tours / affirmation messages / welcome the child • Structure and routines aid predictability. Create a predictable consistent environment. Be aware of the Physical environment sensory overload? Emotional environment • Be explicit about safety: physical spaces / key adults / points of connection • Availability – supporting trust. Have safe place to talk • Who can they go to talk to? • What you can expect of us / expect of them / do it together • Provide frequent ‘check ins’ for those who need it in the week / day, adjust as needed

Regulating state: The feeling of safety exists in the body not in the mind

- **Promote calm STATE:** Children and young people are likely to experience a range of big feelings including both pleasant and unpleasant emotions.

- **Normalise feelings** (It is ok not to feel ok) and that support is provided to help them manage their emotions and return to a state of calm

- **Key adult and school Staff SENSITIVITY promotes calm through the management of feelings**
- Be aware of your own emotions and self-regulate before co-regulating
- Use an authoritative (high warmth - high guidance) and be flexible. Relationships and connection are the most powerful in behaviour change
- Support young people to manage difficult feelings. Normalise difficult emotion

- Regular re-set activities / calming activities / Practise useful coping mechanisms to develop skills / have resources / activities ready / you are likely to need regulation stations / spaces / mindfulness / sensory regulation / exercises

- Name the worry to tame it. Emotion Coaching. Wondering out loud, I wonder if you might be feeling…
- Discrete pockets of worry time – make an appointment to worry and only in that time
- List it / write it / draw it / share it
- Mood journaling / what would make a difference?
- Get active : Body Work – change STATE: Walk, run, cycle, games, dance, Yoga, Tai Chi, Breath work

Empowerment

- **Promoting a sense of mastery and collective- efficacy:** Children need to feel they have some control over what is happening to them, and a belief that their actions are likely to lead to generally positive outcomes (Bandura, 1997).

- They need to feel they belong to a group that is likely to experience positive outcomes and this is known as collective efficacy (Antonovsky,1979; Benight, 2004)

- **Effective COOPERATION between care-givers, school staff and young people promotes feelings of autonomy and efficacy**

- Learning environment

- Some young people may feel threatened by the learning environment / loss of confidence have opportunities to make shared goals, ensure some success
- Build in regular timetabled ‘re-sets’ as well as in response to dysregulation. It can be part of a routine

- **Feeling good about what you can do and Acceptance**
- Encourage activities responsibilities which promote a sense of competence / confidence. Allow some degree of control / limited choice for self-efficacy Promote opportunities for the child or young person to experience success and help them to work out ways they can put these skills to use in other areas of their learning and life. Sometimes they will need help to make the connections and generalise the skills.

- Some young people during Covid 19 will have stepped into an adult / caring role. Recognise their capability, while protecting their need to be Psychologically contained by you

- Some young people may respond to ‘adult to adult’ talk and logic

Promote Belonging

- **Promoting connectedness:** It is important that adults, children and young people feel they belong and have a social network which can support them within their educational setting.
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- Research indicates that good peer connections across transitions are connected with better: attainment, regulation and MH outcomes (Knight et.al., 2018).

- Belonging and academic behavioural engagement are predictive of transition success (Evangelou et al., 2008).

- Enjoyment and connectedness to school are insulating factors which protect against MH difficulties & improve learning performance (Roffey).

- **Class/group/family MEMBERSHIP promotes a sense of belonging and connectedness.**
- When someone doesn't feel safe, it can interrupt the circuitry of safe connection and take the person into patterns of defence e.g. refusing to engage. However, we are wired for connection but need to feel safe in our bodies, environments and relationship to others in order to do this (Dana, 2018).

- Explicit recognition of individual strengths and valuing of the individual linked to values of the family/organisation. Caring, kindness and generosity need to be recognised.

- Peer support schemes e.g. Circle of Friends / peer mentoring

- Buddy / Peer listening schemes

- Tutor Circle time activities to promote understanding of 'how to, 'support each other

- Use social connectedness programmes e.g. debates on MH between students / staff

Hope

- **Promoting hope:** Whilst life may be difficult at the moment, it is important that adults, children and young people feel the situation will improve in the future.

- Staff and pupils need to be provided with reassurance and understand that in the longer term they will feel positive again

- ACCEPTANCE of the child or young person, and the situation that they are in, can help promote SELF-ESTEEM and a more hopeful view of the future.

- Coming alongside makes a difference if it is done with congruence.

Resources & Further ideas

See Secure Base Model sent by VS to schools

5 ways to wellbeing, by Mindkit:
https://www.mindkit.org.uk/5-ways-to-wellbeing/

Purpose / Effects: There is a part of your body's defence system (Nervous System) involving the Vagal Nerve which can act as a brake on your 'fight flight mobilisation system,' returning systems to normal. These exercises stimulate the part of your nervous system that creates positive feeling, thus reducing stress, enhancing positive emotion, and strengthening the body's defences. With persistence this can help stop the cycle of chronic stress.

Techniques: http://yourskillfulmeans.com/knowledgebase/progressive-relaxation
Learn more about meditation: http://yourskillfulmeans.com/what-is-meditation/
3 good things exercise: http://yourskillfulmeans.com/knowledgebase/three-good-things-exercise/

Breath Exercise: Breathe so that your inhalation and exhalation last the same amount of time. While doing this imagine the breath coming in and out of your heart centre in your chest, radiating love, gratitude, and peace. Integrate this positive emotion into your own brain. This exercise is called "increasing heart rate variability"; it increases and harmonizing the variation in heart beats, activating the PNS to enhance physical and mental well-being.

Anna Freud Centre:
Sharing good practice and looking to the future we take the opportunity to reflect on the last three months and share learning and practice from schools on how they adapted and responded to the challenges of lockdown and the pandemic.

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Personal Education Plans

PEP meetings are held Termly

Those attending are

- The Designated Teacher
- The Social Worker,
- The Foster Carer(s)
- Virtual School Staff
- And where appropriate the Child/Young Person

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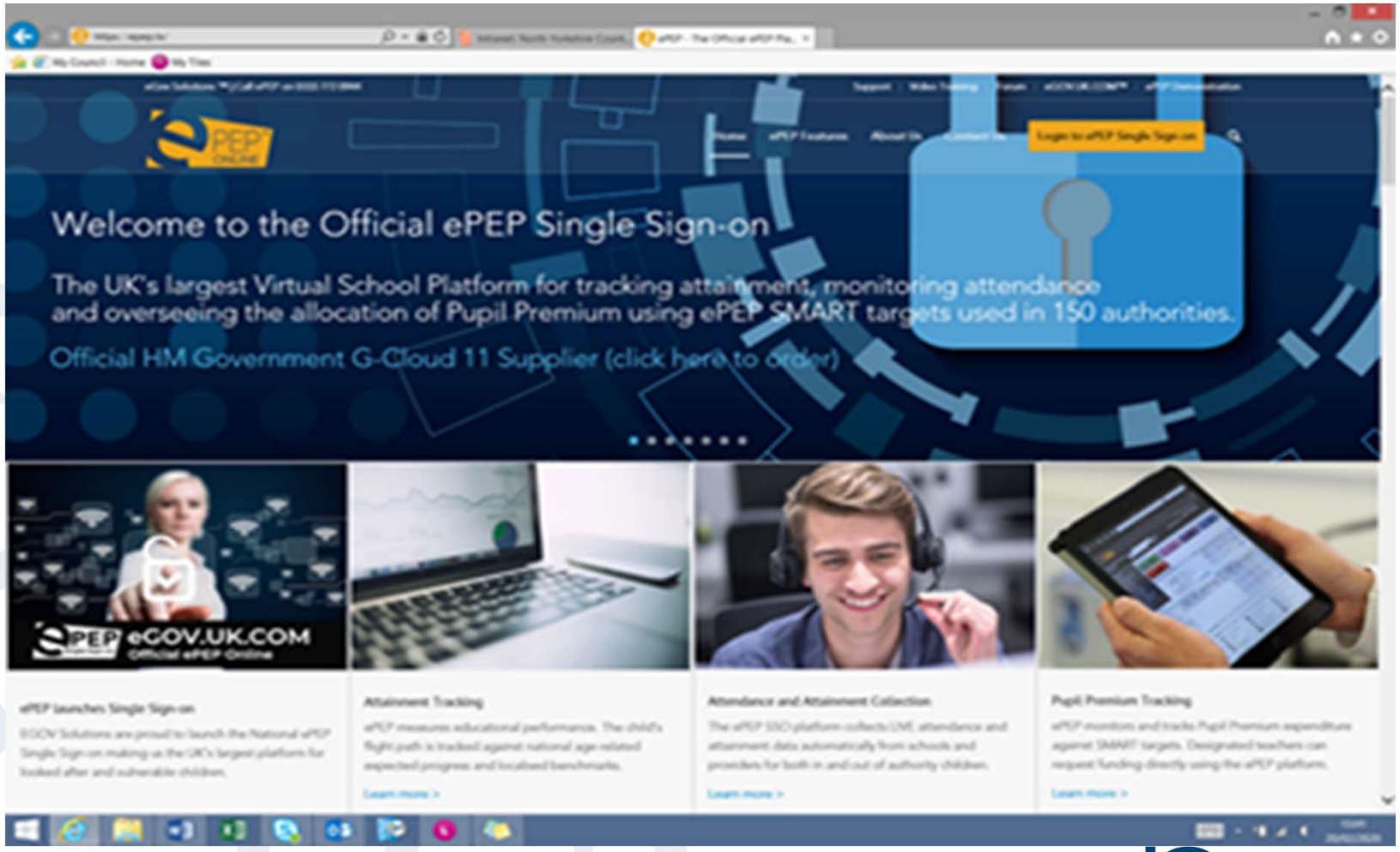
ePEP from eGov Solutions

The ePEP platform has been designed by eGOV Solutions. [eGOV.UK.COM]



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ePEP from eGov Solutions

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Personal Education Plan

Top Tips for PEP meetings

Tell ‘the story’

The General Overview - This is who they are

Attainment Levels and Progress

Historic attainment is a starting point. **Current data** is where they are now.

Target levels/predicted grades/progress. This is where we’d like then to be at the end of the academic year.

What can we do to help them get there

SMART Targets – Next steps or a specific action

- What we shall spend the Pupil Premium Plus on?
- Current Support 1:1 support/tutoring
- Small group work
- Other resources – e.g. a laptop, revision guides etc.

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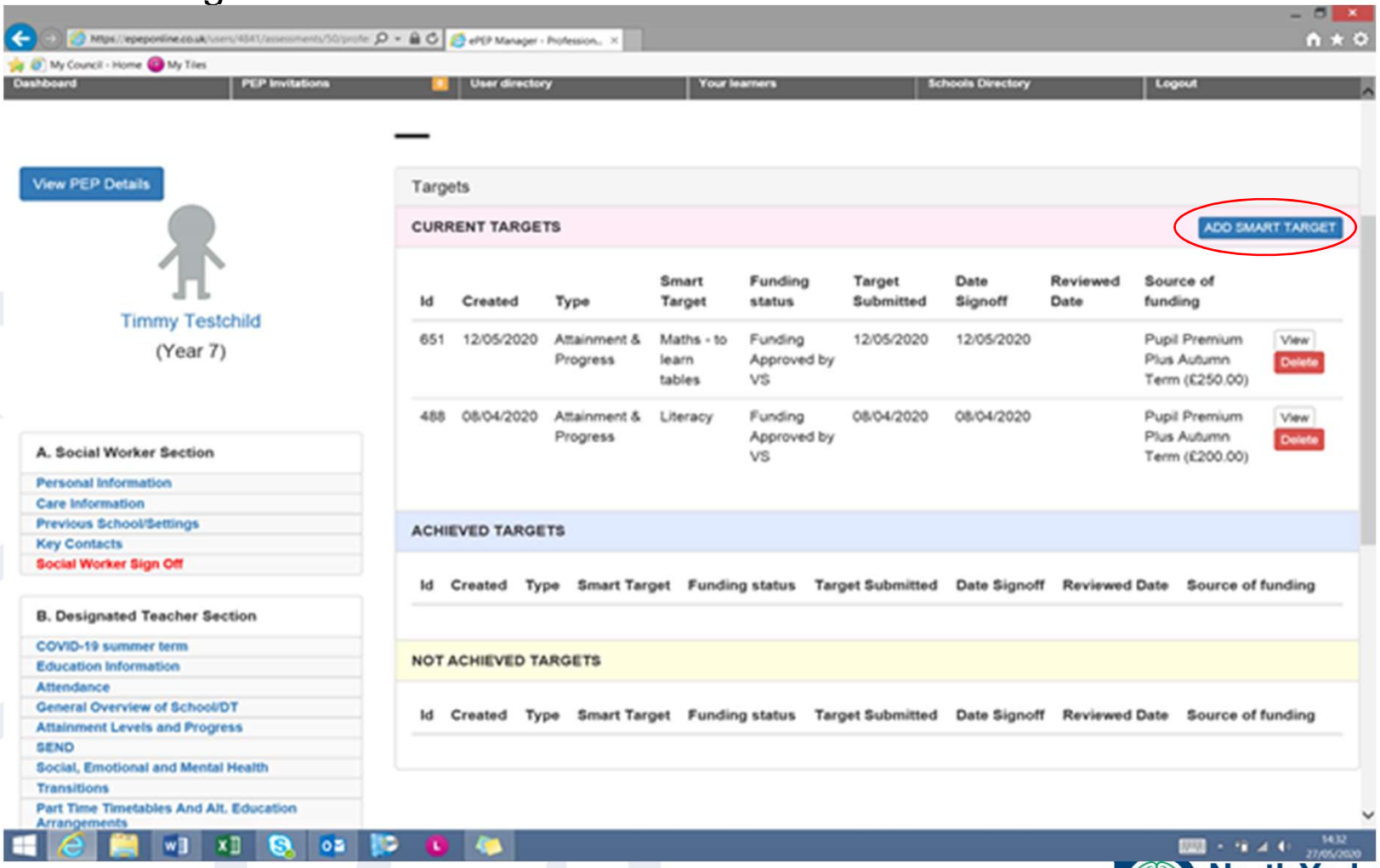
ePEP from eGov Solutions

SMART Targets



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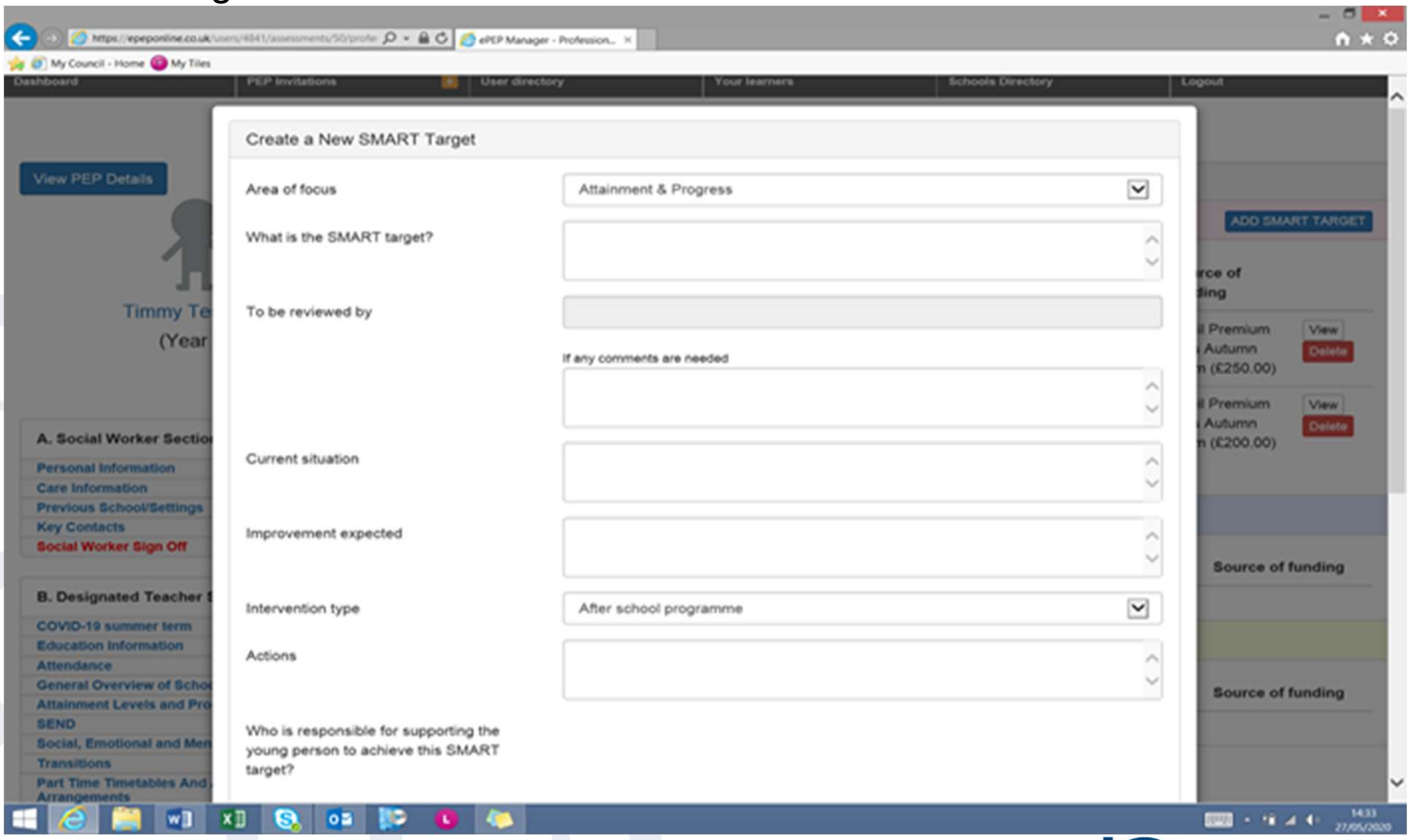
SMART Targets



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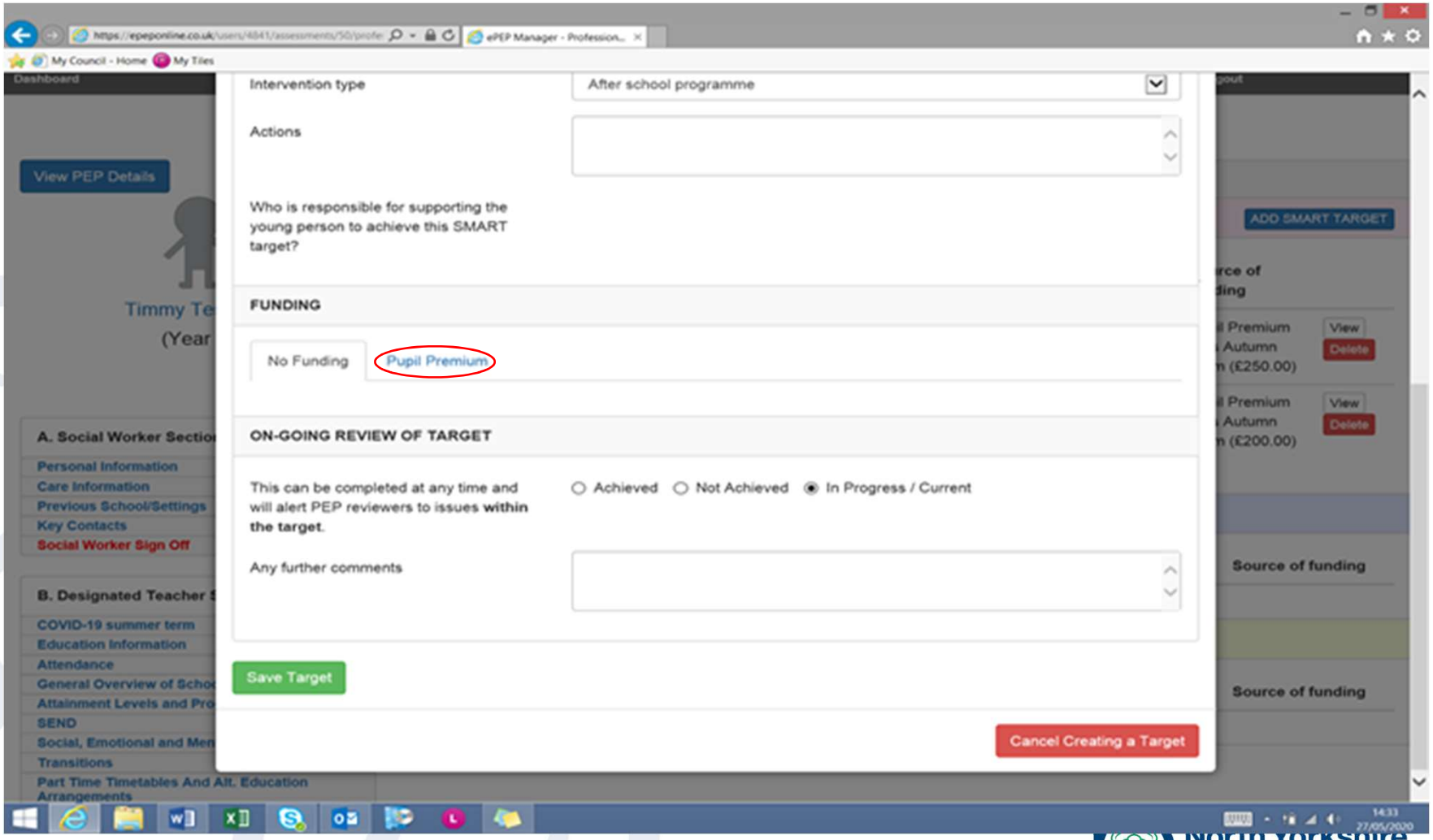
Record the Pupil Premium Spending with the target



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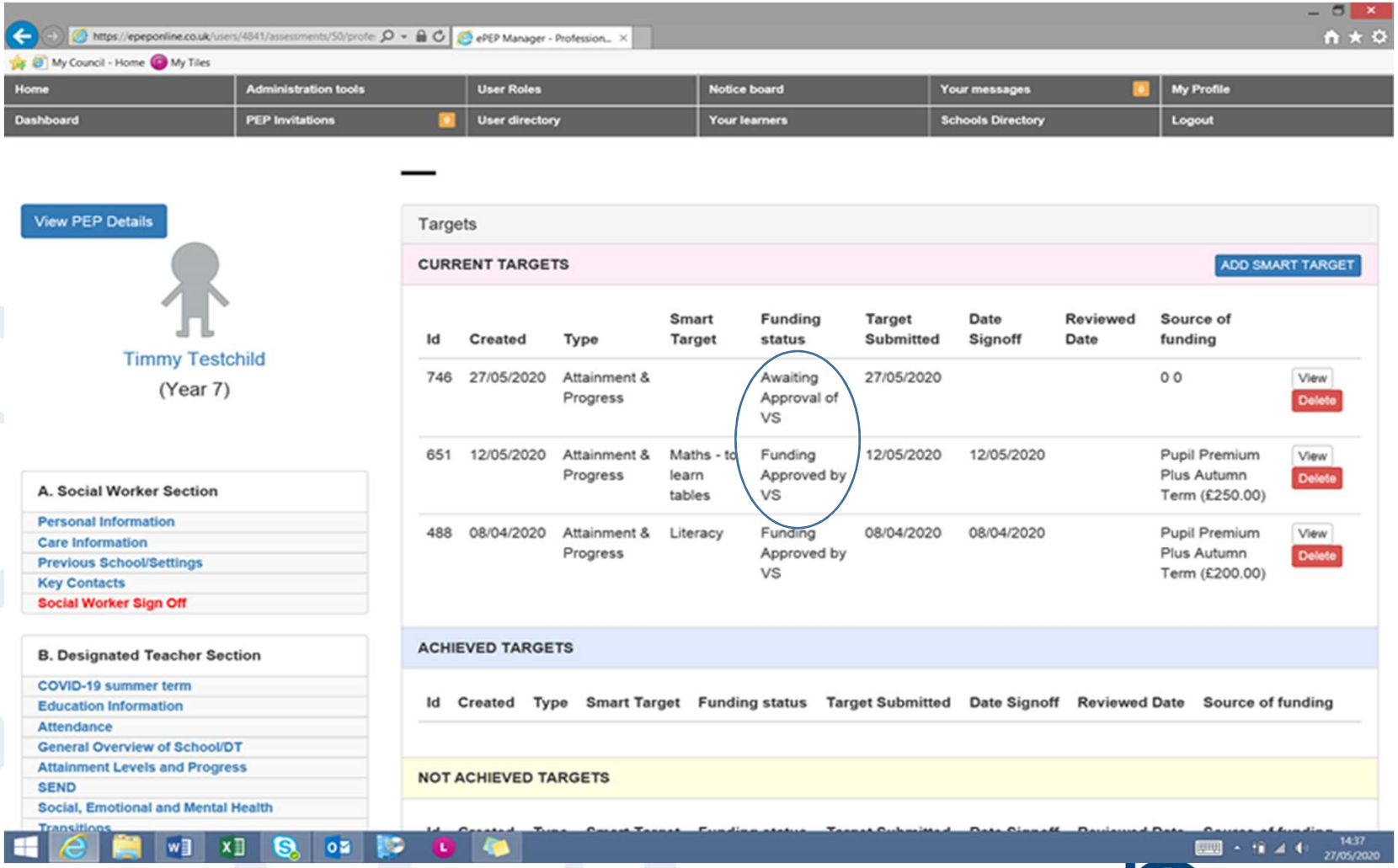
ePEP from eGov Solutions

Pupil Premium Spending Approved



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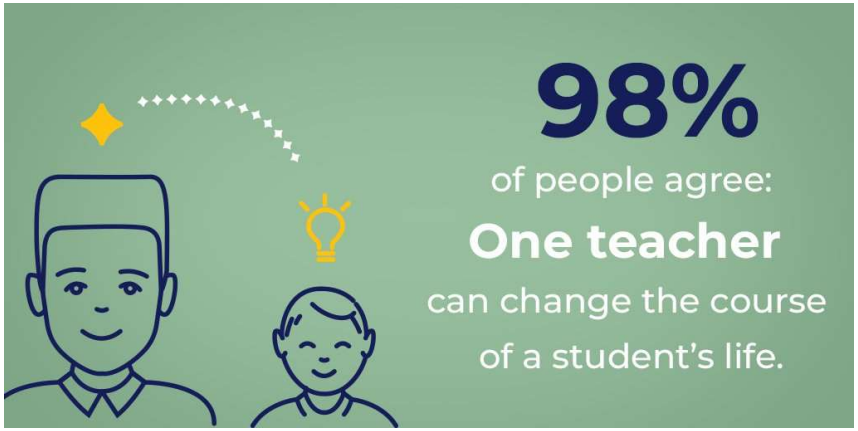
What works for LAC?
What has worked well during Covid-19?

- Outdoor Education
- Helps mental health
- Concepts through play

Be brave and do the right thing.
Is it good enough for **your** child?



- Relationships
- Relationships
- Relationships

What works for LAC

PALAC- Institute of Education

Attachment Aware approaches

Personalised learning

Therapeutic approaches

Relational approaches

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Pupil Premium Plus

- The Pupil Premium Plus (PP+)for LAC is grant funding from the DfE to raise the achievement of children in care in order to close the educational gaps with their peers.
- LACPP+ is not FSM PP and is a grant given to the LA Virtual School Head.
- LACPP+ is awarded to school per child, and should be ring fenced for the particular child.

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How Much?

Children Looked After attracts funding of £2,345 from the date they enter care £1,900 is directed to schools, top up payments can be requested from NYCC Virtual School. Children Looked After in Early Years settings attracting £310.58 for **Pupil Premium** (Early Years PP+). It is available the term after their third birthday.

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Care experienced pp+ £2,300 per annum

Parents/Guardians responsible – provide evidence of adoption care experienced status to school (self-declare)

Special guardianship Order

Child Arrangement Order

Record child as eligible on school census (January each year)

Virtual school recommend

Termly bespoke meeting similar to PEP

Attend Designated Teacher Training events

VSH- can provide advice and information

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Use of PP+

- **additional** interventions and learning resources tailored to the individual child's need.
- **not** intended to replace services, support or resources that the Local Authority, schools, Early Years settings, carers or other agencies working with CLA already provide
- **or** that is provided to all children as part of the universal education offer.

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Extended duty for NYCC VS and DTs
How can we learn from the PEP ?

Adopted from care:

Special guardianship orders:

Child arrangement orders:

Responsibility for advice and information to previously LAC attending NYCC Schools

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Post 16 update

Cohort numbers

Large year 12 cohort -58

34 - attending college/6th form

3 - Apprenticeships

3 - Employment

16 - Not in employment or training (NEET)

8 - Unaccompanied asylum seeking young people (UASC)

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Year 13 cohort

Majority have now reached 18 years old and left care

On going support from Leaving Care team with ETE.

5 young people are on track to achieve successful A level grades or A level equivalent grades

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Impact of COVID 19

Colleges and 6th forms have continued to deliver the curriculum through online learning

Some difficulties with any practical observations for assessment required for final grade

Colleges and 6th forms have partially reopened for Year 12 students since June enabling some face to face teaching to take place.

Some young people employed have lost their jobs, those on apprenticeships have been disrupted

Those young people looking for employment have had very restricted opportunities

Transitional plans have been harder to implement.

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Post 16 PEPs

All young people have a PEP every term up to their 18th birthday

These have continued during COVID through skype and the ePEP

No Pupil Premium currently for Post 16 providers

All LAC are eligible for the independent living bursary, up to 1200 per year.

Each school /college has their own arrangements as to how this can be claimed.

Virtual school will arrange for any young person who needs a career interview to see a specialist careers advisor

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Issues we face as a Virtual School

- Many of our young people are complex, have unmet attachment needs, issues of loss and trauma often causing children to be in a state of 'fight, flight or freeze.' Many children are 'misread,' schools don't always know how to respond and this can lead to increased exclusions

- **The aim of the Attachment Aware programme** is to support schools to develop policy and practice that is relationship-based and creates environments in which all staff can more successfully respond to the needs of vulnerable learners

-

- The programme operates from a **theory of change** that improved relationships lead to improved outcomes. It also draws from a social model of difficulty

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Attachment Aware Schools Project: offer to schools

An **Audit Tool** via SLT, to identify the development needs of staff

- **Bespoke whole school training** & follow up sessions to build professional practice in the areas of **Attachment/ Early Developmental Trauma** & **Emotion Coaching** - an accessible, high empathy, high guidance approach, focusing on adult support and development of pupil self-regulation skills

Increasing capacity

Evidence based Action Research

- Most primary schools Action Research Project is in the area of **Emotion Coaching**, using EC Champions and measuring the impact of the approach in their setting

- Most Secondary schools are supported to evaluate the **Circle of Adults** model to help them to problem-solve around the needs of young people with more complex histories of developmental trauma

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