



# 2024/25 Training & Development Offer

## Our offer

A programme of FREE training and development opportunities for all H&F education providers, Children's Services staff and for those who support any of our Children Looked After outside of the borough

Hammersmith and Fulham Virtual School have developed a programme of webinars and face to face training across the 2024/25 academic year to support education providers to fully understand the needs of our most vulnerable children.



For booking details, please see the last page of this booklet.

All sessions are delivered by external experts and fully funded by the Virtual School. Places can be booked using the Microsoft Forms link. Webinars are delivered over Zoom or Teams. Links will be sent 48 hours before each session.

Please look at the last page of this booklet for details of our outreach offer which could provide more bespoke support for your setting.



# 2024/25 Training & Development Offer Overview

Autumn Term	Spring Term	Summer Term
<p><b>A Model of Self Esteem</b> 10.10.24, 2-4pm Karen May</p>	<p><b>Online Safety and Cyberbullying</b> 16.1.25, 10-12pm Vanessa Rogers</p>	<p><b>Adoption, post permanence and the school's role</b> 1.5.25, 2-4pm Sheila Mulvenney</p>
<p><b>Working Together - Social Care and Education (Full Day, in-person event)</b> 16.10.24, 9-3pm</p>	<p><b><u>For Parents &amp; Carers:</u> Understanding Brain Development in Children</b> 28.1.25, 10-12pm Amelia Brunt</p>	<p><b>Children and parental mental health</b> 6.6.25, 10-12pm Mike Armiger</p>
<p><b>An Introduction to Social Care for Education Professionals</b> 6.11.24, 10-12pm Lucy Arthur</p>	<p><b><u>For Parents &amp; Carers:</u> Play Therapy</b> 7.2.25, 10-12pm Wendy Sawyer</p>	<p><b>Children and domestic violence</b> 24.6.25, 10-12pm Siobhan Collingwood</p>
<p><b>Building resilience and promoting a positive mental health within the classroom</b> 13.11.24, 10-12pm Dr Sarah Moseley</p>	<p><b>Supporting asylum seeking and refugee children</b> 5.3.25, 10-12pm Andrew Russell</p>	
<p><b><u>For Parents &amp; Carers:</u> Dyslexia, Dyspraxia and Dyscalculia</b> 19.11.24, 10-12pm Dr Sarah Moseley</p>	<p><b><u>For Parent &amp; Carers:</u> Communicating with Children &amp; Young People</b> 13.3.25, 10-12pm Christina Enright</p>	
<p><b>EBSA (Emotional Based School Avoidance)</b> 5.12.24, 10-12pm Dr Jerricah Holder</p>	<p><b>Understanding and responding to behaviour that challenges</b> 19.3.25, 10-12pm Dr Sarah Moseley</p>	



# 2024/25 Training & Development Offer

## Autumn Term

A Model of Self Esteem  
Karen May

10th October 2024  
2-4pm

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We all know how our regular bank account works. We make deposits, save up money, and when we need that money later, we withdraw it. An emotional bank account is an account of trust instead of money. It's an account based on how safe you feel with another person.

The way we think and feel about ourselves can impact, both positively and negatively, on many of areas within our lives: relationships, achievements, resilience, overcoming challenges... the list is endless. In this webinar, we will explore a model of self-esteem, looking at the role the self-image and ideal-image play and associated behaviours. We will explore the power of self-talk and look at strategies for developing self-esteem.

Learning outcomes of this webinar are:

- To gain a deeper understanding of self-esteem and associated behaviours
- To understand the importance of the praise
- To understand the role of self-esteem in the development of pupils
- To understand the power of self-talk





# 2024/25 Training & Development Offer

## Autumn Term

Working Together - Social Care and Education  
(Full Day, in-person event)  
Irish Cultural Centre, Hammersmith

16th October 2024  
9-3pm

**WHEN THE  
ADULTS  
CHANGE  
EVERYTHING  
CHANGES** PAUL DIX  
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR

[Click here to  
book](#)

### Summary of the day

AM:

H&F Virtual School are delighted to welcome Tara Elie, from Paul Dix's 'When the Adults Change'. Tara will deliver a keynote speech followed by two workshops which will support you to implement practical strategies within your setting.

PM:

After lunch (which is provided) Dr Emma Denholm, one of H&F's Educational Psychologists, will deliver a session on EBSNA (Emotional Based School Non-Attendance). Emma has developed an EBSNA toolkit which practitioners can use to support the children and young people in your setting

**Spaces are limited so sign up early to avoid disappointment!**

**This session is fully funded by H&F Virtual School. Non-attendance will be charged at £50 per person.**





# 2024/25 Training & Development Offer

## Autumn Term

An Introduction to Social Care  
for Education Professionals  
Lucy Arthur

6th November 2024  
10-12pm

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Lucy Arthur is a social worker currently working in Hammersmith & Fulham. She is responsible for the induction of newly qualified social workers and is the Practice Development Coordinator in the Performance and Improvement Service.

Key highlights of this webinar will be:

- Service structure – e.g. what services do we have across children's social care
- Journey of support from families from point of referral right through to leaving care
- Links with local early years settings and schools and sharing of information
- Schools role in working collaboratively with children subject to CIN or CP Plans
- Family practitioners roles in schools





# 2024/25 Training & Development Offer

## Autumn Term

Building resilience and promoting a positive mental health within the classroom  
Dr Sarah Moseley

13th November 2024  
10-12pm

The session provides strategies to enhance resilience and promote positive mental health for all learners. It addresses the challenges that neurodiverse learners with additional or complex needs may encounter in developing self-awareness and understanding of others. Exploring how this may impact on their ability to face challenges and become happy members of the community.

### Key Highlights:

- Understand Neurodiversity and SEND: Understanding how differences impact on learning and social interactions. Knowledge is the foundation for creating an inclusive environment.
- Develop Resilience Strategies: Learn to create an inclusive and supportive classroom environment, implementing personalised learning plans and emotional support techniques to foster resilience.
- Promote Positive Mental Health: Ensure that a culture of on holistic well-being is emphasised. Using collaborative approaches and techniques. Collaborate effectively with parents and caregivers building a network of care.
- Use Practical Tools and Techniques: Apply positive behaviour management strategies with the development of self-reflection and meta cognition. Use technology that promote mental health and resilience, providing tools to provide ongoing support, ensuring they receive continuous and comprehensive care.







# 2024/25 Training & Development Offer

## Autumn Term

### For Parents & Carers:

Dyslexia, Dyspraxia and  
Dyscalculia

Dr Sarah Moseley

19th November 2024  
10-12pm

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An informative session designed to provide an overview understanding of dyslexia, dyspraxia, and dyscalculia.

#### Key Highlights:

- Understand neurodiverse differences dyslexia, dyspraxia, and dyscalculia are, including their characteristics and how they differ.
- Learn about the common signs and differences to help identify these learning differences.
- Explore the Impact on Learning and Daily Life: Understand how dyslexia, dyspraxia, and dyscalculia affect academic performance and everyday activities. Recognise the strengths and challenges of each.
- Access Effective Support Strategies: Discover practical strategies to support your child's learning at home and in school. Learn about assistive technologies and resources that can help your child overcome challenges.
- Navigate the Educational System: Gain insights into working with schools to ensure your child receives the appropriate support and accommodations importance of Plans and how to advocate for your child's needs.
- Foster a Positive and Encouraging Environment: Learn ways to boost your child's confidence and self-esteem

This session will equip you with the knowledge and tools to better understand and support your child with dyslexia, dyspraxia, or dyscalculia, helping them thrive both academically and personally.





# 2024/25 Training & Development Offer

## Autumn Term

Emotional Based School  
Avoidance - EBSA  
Dr Jerricah Holder

5th December 2024  
10-12pm

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Through this session, Dr Jerricah Holder will provide an introduction to Emotionally Based School Avoidance (EBSA) and key psychological models essential to understanding the needs of children who find it difficult and distressing to attend school.

Moving away from the language of school refusal and with increased emphasis on a more compassionate and child-centred approach, Dr Jerricah Holder will share her 'Integrated Model of EBSA' enabling school staff, health and social care colleagues to develop a greater understanding of the complex and often multi-faceted aspects of school avoidance behaviours. The child and family perspective will be integrated throughout the webinar, with videos of children and parents sharing their journey of EBSA.

The aims of the webinar will be as follows:

- An introduction to key psychological models of Emotionally Based School Avoidance
- Exploration of terminology and why we are no longer using the term 'school refusal'
- Presentation of an alternative model, the 'Integrated Model of EBSA'
- Increased understanding of the complex and often multi-faceted nature of school avoidance behaviours







# 2024/25 Training & Development Offer

## Spring Term

Online Safety and Cyberbullying  
Vanessa Rogers

16th January 2025  
10-12pm

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The vast majority of adults in the UK are computer literate and own a mobile phone, providing them with almost unlimited access to information and the ability to keep in touch around the globe.

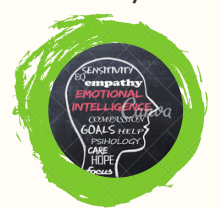
This is also true for children and young people for whom the internet has rapidly become an essential tool for learning, communication, self-expression and forming personal identity. Online safety is all about equipping users to understand the risks and protect themselves online.

In a culture where there is a seamless connection between online and offline, many teenagers document their whole lives via social networking, making the everyday topical. This can be motivational and is certainly influential, but critics question the value of living life in the public gaze, concerned that showcasing like this blurs the lines between real life and fantasy and puts additional pressure on children as they try to live up to the glossy lives they follow online.

Alongside the benefits of access to information and friendship 24/7 there is a darker side to the digital world, defined as 'cyberbullying'. This is where technology is misused to threaten, harass, humiliate or embarrass. As access to digital communication grows, methods of cyberbullying have become more sophisticated.

From nuisance texts to bogus websites, anyone can be targeted with little effort and minimal cost to the bully, leading to national concerns.

It is therefore important that schools have the knowledge, skills and confidence to educate children and young people about the risks and responsibilities of internet use so that they develop the online literacy skills to enjoy the benefits of digital technology safely.





# 2024/25 Training & Development Offer

## Spring Term

### For Parents & Carers:

**Understanding Brain Development  
in Children  
Amelia Brunt**

**28th January 2025  
10-12pm**

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Amelia Brunt is an Attachment Lead Teacher and Specialist Educator in Trauma Informed and Responsive Practice. Amelia provides training, workshops and keynote speeches to audiences across the UK as well as working directly with schools and families to support regulated and relational approaches to mental health and successful life outcomes.

As children we are extremely flexible and adaptable to the situations we are born into. Due to the size of our human brains, we are born ready and primed to absorb all of the experiences offered to us, particularly in the first months and years of life. During the first three to five years there is rapid growth and brain development. Indeed, some consider this an additional period of gestation outside of the womb, which other animals don't need to survive. The reality of this flexible and adaptable approach to brain development is both amazing and fragile at the same time. Following extensive research over the past 30 years we now have a much better understanding of the neurobiology of brain development and how our experiences can shape both our brains and our behaviours, determining how healthy and successful we might be in later life. The good news is that nothing is set in stone and there is also extensive research showing how positive, patient and nurturing relationships can support changes in brain architecture and healthier outcomes for young people long term.

In this training we will consider what factors effect brain development, the balance of positive and adverse childhood experiences and how every individual child is unique, even if born into the same family. We will explore how our experiences effect both brain and body development and emphasise the phenomenal ability of the human brain to adapt and heal. This session is as much about the parent/carer and supporting their needs as it is about the child. Together we can grow healthier brains to support ongoing mental health and positive life experiences.



# 2024/25 Training & Development Offer

## Spring Term

For Parents & Carers:  
Play Therapy  
Wendy Sawyer

7th February 2025  
10-12pm

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Play therapy is a form of therapeutic intervention designed primarily for children to help them express their feelings, explore their thoughts, and process their experiences through play. Since children may lack the verbal skills to articulate their emotions and experiences effectively, play therapy uses the natural medium of play to facilitate communication and healing.

This webinar will cover:

- What is play therapy?
- What does a play therapist do?
- When is play therapy useful?
- Who can refer a child to play therapy?
- Methods of play therapy
- What can I do to support my child during play therapy?
- What will my child experience during play therapy?
- Can I do play therapy with my child?
- The importance of play
- What activities can be used to engage therapeutically? (try out an activity)

There will also be an opportunity to ask questions and even engage in more play!





# 2024/25 Training & Development Offer

## Spring Term

Supporting asylum seeking and refugee children  
Andrew Russell

5th March 2025  
10-12pm

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Home Office figures show that there were 5,242 applications in 2022 from unaccompanied asylum seeking children in the UK.

Lone asylum seeking children are more likely to have experienced higher exposure to war combat, trauma and torture than those who arrived in the country with the adults responsible for them.

The difficulties ensuing from years of fleeing their home communities because of war, persecution or organised violence are multifaceted and complex.

This session focuses on these issues and provides some examples of how school staff can help support these children and young people.

This session will cover:

- Useful language
- Why children leave their countries and seek asylum
- The journey to the UK
- Age assessments
- Child trafficking
- How you can help





# 2024/25 Training & Development Offer

## Spring Term

### For Parent & Carers:

**Communicating with Children & Young People**  
**Christina Enright**

**13th March 2025**  
**10-12pm**

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When children feel that they are listened to and that their feelings are valued, they are able to develop a stronger relationship with social workers, foster carers and educators.

In turn, listening to children's feelings and needs helps professionals to give effective support and make better decisions about their care.

Because children may not always find it easy to talk about worries or difficult feelings, it is just as important to observe how children behave and what remains unsaid, as well as what they do say.

This session covers non-verbal communication in addition to verbal communication and offers advice on listening to children and young people, along with important confidentiality and recording procedures.

This webinar includes:

- The importance of good communication
- Communication considerations
- Your role in communication
- What's in a question?
- How you can help





# 2024/25 Training & Development Offer

## Spring Term

Understanding and responding to behaviour that challenges  
Dr Sarah Moseley

19th March 2025  
10-12pm

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A mix of theory and practice to support you with knowledge, skills and strategies needed to effectively understand and respond to behaviour that challenges.

Within the session we will look at:

- Understand Causes of Behaviour; Deepen understanding of factors that contribute to challenging behaviour. Recognise impact of underlying issues such as trauma, unmet needs, and neurodiverse conditions.
- Understand Assessment and Individualised Support Plans:
- Use assessments to understand needs, triggers, and strengths of each learner. Develop individualised support plans to address challenges and learning needs.
- Develop Effective Response Strategies: Explore techniques for de-escalating challenging situations. Implement proactive strategies to prevent challenging behaviour before it occurs.
- Promote a Positive and Supportive Environment: Foster an inclusive environment /culture that embraces diversity and promotes acceptance and understanding. Use environmental modification/ sensory-friendly spaces. Use restorative practices to address and resolve conflicts, building strong, trusting relationships.
- Collaboration with Families and External Specialists: Engage families in the planning and implementation of behavioural strategies, ensuring consistency. Collaborate with external specialists.
- Enhance Communication and Collaboration: Improve and support communication skills for all. behaviour, creating a more positive and productive learning environment for all students.







# 2024/25 Training & Development Offer

## Summer Term

Adoption, post permanence  
and the school's role  
Sheila Mulvenney

1st May 2025  
2-4pm

Over the past 15 years we have seen increasing support for children in care and their education, leading to improved outcomes and better life chances for this vulnerable group. Previously looked-after children start with the challenges of their pre-care experiences. These do not just disappear when they move to a permanent placement such as adoption and may continue to have a significant impact on their learning.

New legislation recognises that previously looked-after children will have the same needs, even though their care status has changed and places greater emphasis of responsibilities on schools when a child moves out of care (e.g. Adopted, Special Guardianship Order, Child Arrangements Order). Previously looked-after children start with the disadvantage of their pre-care experiences and these do not just disappear when they move to a permanent placement and may continue to have a significant impact on their learning.

This session looks at what this means for schools and what the new requirements mean for your practice.

It will cover:

- The new requirements for schools to support adopted children
- What adoption is and other types of permanency
- What are the implications for schools
- How to deal with curriculum challenges
- Breakdown of school placements
- The impact of trauma on learning





# 2024/25 Training & Development Offer

## Summer Term

Children and Parental  
Mental Health  
Mike Armiger

6th June 2025  
10-12pm

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When parents have mental health issues, children and young people often carry great burdens. They may be young carers, or they may have stressful or frightening experiences. This session explores the impact on children of living with these issues, and enables staff to work positively to support them.

This webinar will cover:

- An introduction to mental health issues
- How children and young people can be affected by their parent's mental health issues
- An overview of personality disorders
- The various organisations within the Mental Health Service and the help that each one provides
- An overview of mental health treatments
- The view of the child or young person
- The consequences of emotional trauma
- Helping children and young people to build resilience and recover from these experiences





# 2024/25 Training & Development Offer

## Summer Term

Children and Domestic Violence  
Siobhan Collingwood

24th June 2025  
10-12pm

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Children and young people are traumatised by living with domestic abuse. This webinar on Children and Domestic Abuse enables learners to understand the key issues facing these children, and how to help them to develop resilience and become more able to grow towards healthy and positive adult life.

This session will cover:

- The definition of domestic violence and abuse (DVA)
- The impact of DVA on child development
- The impact of DVA on secure attachment
- The consequences of emotional trauma
- Post Traumatic Stress Disorder (PTSD)
- Recovery from trauma
- Stabilising and integration
- Building resilience in young people effected by DVA





# Virtual School Outreach Offer



## What is it?



### 1 Tier 1

Initial support and guidance - which could include:

- Meeting and consultation with key members of staff
- Observation of a student (consent needed) / class and suggested strategies
- Email and telephone support and consultation

### 2 Tier 2

Intermediate support - which could include:

- Whole school or phase specific audit (based on relational practice, attachment aware knowledge and understanding)
- Follow up meeting with analysed audit results and suggested next steps / outcomes
- Staff training around attachment, relational practice, emotion coaching, restorative practice, EBSA

Led by H&F Educational Psychology Service:

- Practical workshops to explore resources and apply attachment informed approaches in your setting (some previous knowledge assumed)
- Group consultation: an opportunity for key adults to come together to discuss an individual child, group, or whole class in a safe and confidential space

### 3 Tier 3

Advance support - which could include:

- Policy writing support – based on relational practice, attachment aware knowledge and understanding
- Attachment Aware Schools Award Project (subject to criteria)
- Funded training for school staff, e.g. Lego Therapy, Drawing & Talking



To apply for outreach support, please visit:  
<https://forms.office.com/e/yE4NN55SsM>



# 2024/25 Training & Development Offer

Booking details for webinars  
can be found here:

For Schools and Social Care:

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

For Parents & Carers:

<https://forms.office.com/e/0QCBKt30E1>

For any queries please contact Della Freedman  
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