

**Telford & Wrekin Virtual School Conference (CPD 620)**  
**Friday 9 June 2023**

**Venue: Central Telford, to be advised via the joining instructions**

Telford & Wrekin Virtual School is pleased to announce our fourth **Annual Conference**, taking place **Friday 9 June 2023** from **8:30am to 4:00pm**. This year's theme is:

**“Relationships, Connection & Role Models”**

**Supporting all young people with a Social Worker and Previously Looked After Children**

**WHO SHOULD ATTEND?**

**This conference is designed for Designated Teachers, Designated Safeguarding Leads and Nominated Governors for Children in Care.**

The conference will provide you with an opportunity to develop links with the Virtual School, Health and Social Care colleagues and with other Designated Teachers, Designated Safeguarding Leads and Nominated Governors, as we work together to increase the progress Telford & Wrekin children in care make in school and beyond. Even if you currently have no children in care at your school, it is important that you remain up to date with processes and expectations, should a child join you. In addition, Ofsted is looking quite closely at the relationship schools have with the Virtual School, and information gained at network meetings has proven very useful to many schools during inspection. Educational outcomes for children in care and children in need are a key priority for Ofsted in the West Midlands Region and inspectors have told us that they will be looking closely at how a school prioritises work with children in care when making inspection judgements.

**Keynote speakers**

**Mary Anne Hodd** Director & founder of Vital Voice

Mary-Anne Hodd is a Care Experienced trainer and consultant, a PGCE Psychology teacher and the founder of The Guarantor Scheme. Mary-Anne is passionate about connecting psychology and lived experience, where the child's voice is the vital one in the room. Mary-Anne supports understanding of what it means to be in care, to be understood beyond our trauma, proudly contributing to the ever-changing narrative of what it means to be care experienced.

**Nick Budge** - DfE Children in Need Delivery Team Leader

As the DfE Children in Need Delivery Team Leader, Nick is responsible for the delivery of the Virtual School Head extension to children with a social worker. His role includes national oversight for the funding and delivery of this programme as well as working with local authorities to gather evidence on progress to inform future policy and delivery decisions. Nick works closely with the evidence and practice programme, which includes social workers in schools and designated safeguarding lead supervision to help shape delivery and sharing of emerging practice. Nick also contributes to the development of a range of wider education and school related policies to ensure proper strategic fit with the programme. In addition, Nick has a particular interest in the importance and use of data to support evidenced based decision making.

**Nick Barwick** - Director of Insight Wellbeing Services

Nick founded **INSIGHT** back in 2015 where it was a small company offering support to foster carers and children in care. It has now grown into a service which offers mentoring, training and motivational talks, and consultation to local authorities working with care leavers. Nick grew up in the care system and feels very fortunate to have had only one foster family during the 9 years he was in care. He believes this security, stability, and consistency has played a huge role in who he is today.

## **WORKSHOPS**

Delegates will have the opportunity to attend **two** elective workshops during the day - please see below for details and indicate your preferences on the attached booking form.

### **BOOKING YOUR PLACE**

**£120 for 1 delegate**

**£180 for 2 delegates**

**£60 for each additional delegate, up to a total of 4 per school**

**Early Bird discount: Save £20 per delegate, if booked before 14<sup>th</sup> January 2022.**

Schools which book **by 14<sup>th</sup> January 2022** are guaranteed two places, with priority being given to the Designated Teacher/Designated Safeguarding Lead and the Nominated Governor for Children in Care. Any 3<sup>rd</sup> or 4<sup>th</sup> delegate places can be requested, which will be placed on a reserve list with allocation to be confirmed by 25<sup>th</sup> May 2023, so please act quickly to secure your places. **(maximum 4 places per school)**

To book, please email your completed booking form (attached), indicating your **workshop choices and dietary requirements**, to [cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk)

If you have any questions regarding this event, please don't hesitate to contact the Virtual School directly, via [virtualschool@telford.gov.uk](mailto:virtualschool@telford.gov.uk)

## Workshop Choices

All delegates have the opportunity to attend **two workshop sessions**.  
Please clearly indicate your **1<sup>st</sup>, 2<sup>nd</sup> and 'reserve' choice** on the booking form.

### **Workshop A: 'Embedding a relational ethos within school' , Dr Adele Thacker Specialist Practitioner Educational Psychologist for the Virtual School**

The session will focus upon embedding relational practice within schools to create a school culture that supports children to build trusting relationships, resilience and enables all children to thrive. Supportive tools and resources will be shared that can aid settings to evaluate current practice and produce a development plan

The aim of the workshop is to:

Consider how a relational approach/ethos differs to traditional approaches

Consider the benefits of a relational approach

Explore the key factors we need to consider:

*Developing relationships*

*Responding and calming*

*Repairing and restoring*

Explore the tools available to support consideration of next steps

### **Workshop B: 'Edge of Care and Fostering', Childrens Safeguarding & Fostering – Social Care**

**Synopsis:** The workshop will enable participants to understand the impact of going into care versus enabling children to stay at home if it is safe to do. The session will also explore how Telford & Wrekin invest to save, which is an initiative designed to use public money in new innovative ways to break cycles of behaviour and encourage families to successfully promote the welfare of their children.

### **Workshop C: 'Applying the PACE model into practice' Tim Allin - Stay True Project**

**Synopsis:** This workshop will educate professionals around the concept of the PACE model. PACE is an approach developed by Dr Dan Hughes, PACE stands for Playfulness, Acceptance, Curiosity and Empathy. Tim is an experienced Residential Manager/Peer Mentor who has implemented the PACE model in a variety of settings.

### **Workshop D: 'Role Models'- Johnathan Knight**

**Synopsis:** This session focuses on managing and responding to the pastoral needs of your pupils. How do we effectively respond to the friendship issues, pupils' worries and all the many pastoral related aspects of supporting our pupils beyond their academic progress? This session explores a restorative approach and focuses on how to support your pupils' social and emotional wellbeing in a practical way, given the time constraints and pressures within the school day.

### **Workshop E: 'Connection what does it really mean? Mary- Anne Hood founder Vital Voice**

**Synopsis:** This workshop combines psychology and lived experience to explore relationships and connection from a young person's perspective. The workshop will consider barriers to connection with a nod to overcoming these, alongside discussion around relational harm and healing. The workshop has a tone of hope, inspiration and possibility, leaving delegates with a renewed sense of potential and purpose.

### **Workshop F: 'Supporting Nominated Governors – Interpreting data and key questions', Rebecca Carey Team Leader School Performance & Joe Leppington– Virtual School Team**

**Synopsis:** This workshop explores the role of the Nominated Governor for Children in Care and how you can be a high quality 'critical friend' – offering both challenge and support to the Designated Teacher and School through interpreting key data and skillful questioning.

