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Virtual School Programme

for Education Providers

2026/2027



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To view available dates and to book any of our courses, please see the calendar on the ['Training and Events'](#) page of our [website](#) or via the button below:

Search training and events

In Person Sessions

Motivating the 'Unmotivated': Understanding Adolescence



Audience: KS3, KS4 and KS5 staff

Duration: Whole day

If you apply what you have learnt on this course, you will be able to:

- understand patterns in teenage behaviour and how teenagers' developing brains impact their thinking, learning and emotions
- use neuroscience to support teenagers in a way that works with their brain changes, rather than against them
- facilitate motivational conversations that engage and support adolescents

Relational Practice: workshops on PACE and Trauma-Informed Drawing Activities

Audience: EYFS, KS1, KS2, KS3, KS4 and KS5 staff

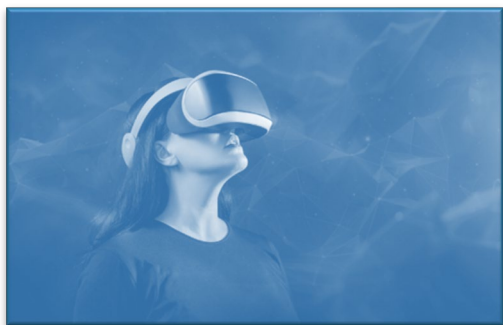
Duration: Whole day



If you apply what you have learnt on this course, you will be able to:

- understand what trauma-informed relational practice is, and why it is beneficial for all
- implement key relational approaches such as PACE and trauma-informed drawing techniques
- practice these approaches to support building connections and attunement with children and young people

The Impact of Trauma – through the eyes of a child



Audience: EYFS, KS1, KS2, KS3, KS4 and KS5 staff

Duration: Whole day

Before booking a place, please ensure that a manager or senior leader from your setting has attended an online demonstration and agrees to your attendance.

After this course, you will have:

- used immersive **Virtual Reality** technology to understand the neuroscience underpinning the impact of adversity and trauma on a young person's development, their presentation and ability to engage in learning
- an insight into the lived experiences of children and young people
- practical strategies to support in meeting needs in school and settings

Due to the nature and content of the training, and in order to safeguard your own health and wellbeing, you will not be able to attend without the consent and support of the nominated person who has attended a demonstration. Where possible we suggest that delegates attend with a colleague from their school/setting.

Theraplay Informed Workshops

Audience: EYFS, KS1, KS2, KS3, KS4 and KS5 staff

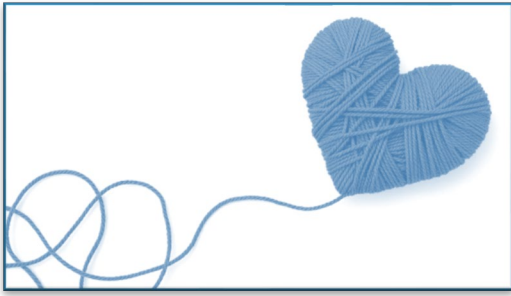
Duration: 2 hours 30 minutes



If you apply what you have learnt on this course, you will be able to:

- understand the principles of Theraplay
- have experienced Theraplay informed activities
- use Theraplay informed activities with children and young people with increased skills and confidence
- understand how these activities can be used to help children develop relationships with trusted key adults, build self-worth and develop skills to be able to interact with peers

Understanding and Supporting Attachment Needs



Audience: EYFS, KS1, KS2, KS3, KS4 and KS5 staff

Duration: Whole Day

If you apply what you have learnt on this course, you will be able to:

- understand the importance of significant relationships throughout the child's life and educational journey
- understand distressed, disruptive, and challenging behaviours in the context of self-protective attachment strategies
- use knowledge of attachment theory in your planning to meet the needs of children who have experienced adversity and trauma

Understanding and Supporting Young People with Foetal Alcohol Spectrum Disorder

Audience: EYFS, KS1, KS2, KS3, KS4 and KS5 staff

Duration: 3 hours



If you apply what you have learnt on this course, you will be able to:

- understand Foetal Alcohol Spectrum Disorder (FASD) and how it can impact brain development, learning and behaviour
- recognise and interpret the range of challenges that young people with FASD may experience within educational settings
- select and apply appropriate strategies and resources to effectively support young people with FASD in school

Virtual School Breakfast Briefing



Audience: Designated Teachers, staff supporting DTs, SENCos, Mental Health Leads and Designated Safeguarding Leads

Duration: 1 hour 30 Minutes

After attending this briefing, you will have:

- networked with others in your locality
- heard updates from the Virtual School
- discovered training opportunities
- discussed relevant and emerging issues relating to the young people you support
- enjoyed a breakfast pastry or two!

Online Sessions

Beyond Sorry - Helping Children and Adults Move Forward After Difficult Moments



Audience: KS1, KS2, KS3, KS4 and KS5 staff

Duration: 1 hour

If you apply what you have learnt on this course, you will be able to:

- explain why relational repair matters for children and young people's wellbeing, learning, and long-term trust in adults
- recognise the barriers that get in the way of repair, including your own nervous system's response to rupture
- apply the REPAIR framework; a practical, step-by-step approach to navigating difficult moments with young people compassionately and confidently
- reflect on the importance of creating a culture of repair across the whole educational setting

Effective Use of Early Years Pupil Premium (EYPP) to Meet the Needs of Vulnerable Learners

Audience: Early Years Setting staff

Duration: 1 hour



If you apply what you have learnt on this course, you will be able to:

- identify appropriate uses for EYPP using case studies and innovative projects
- use EYPP to support the engagement and learning of all children within the Virtual School remit
- measure and demonstrate the impact of EYPP spending

EYFS Bitesize Training



Audience: EYFS (age 2 – end of Year R) staff

Duration: 1 hour

Overview: These workshops explore a variety of topics that are specific to Early Years. Each session will be delivered through a trauma-informed lens and will provide attendees with useful strategies and interventions to support children in the early years. You are welcome to book on to one or all these bitesize training sessions.

“Ahh there’s a bear!”

If you apply what you have learnt on this course, you will be able to:

- understand the impact of early trauma
- identify Dr. Bruce Perry’s 5 States
- recognise toxic shame and how to prevent and reduce it in children

“999 – what’s your emergency?”

If you apply what you have learnt on this course, you will be able to:

- understand Dr. Bruce Perry and Louise Bomber’s 4 R’s (Regulate, Relate, Reason, Repair)
- understand the Window of Tolerance
- better support a dysregulated child

“You’ve got a friend in me”

If you apply what you have learnt on this course, you will be able to:

- understand the impact of disrupted relationships on children
- understand the importance of an attuned adult in repairing that disruption
- use PACE (Playfulness, Acceptance, Curiosity and Empathy) as a way of connecting with children

“The same but different”

If you apply what you have learnt on this course, you will be able to:

- understand why change is challenging for some children
- facilitate quality transitions
- understand the importance of providing a secure base

"It Wasn't Me": Exploring Lying and 'Alternative Truths' from a Trauma-Informed Perspective

Audience: EYFS, KS1, KS2, KS3, KS4 and KS5 staff

Duration: 1 hour



If you apply what you have learnt on this course, you will be able to:

- understand why children who have experienced trauma may say untruthful things or indeed engage in 'fantastical lying' or 'deception'
- begin to understand the likely underlying needs and communicative functions behind lying behaviours
- have knowledge of supportive ways in which to respond to these behaviours

My Body, My Rules: Responding to Sexualised Behaviours in Children



Audience: EYFS, KS1, KS2, KS3, KS4 and KS5 staff

Duration: 1 hour

If you apply what you have learnt on this course, you will be able to:

- understand why children who have experienced trauma may display sexualised behaviours
- more confidently distinguish between typical and problematic sexualised behaviours
- show awareness of the many factors that may be driving more problematic behaviours
- identify supportive, empathic ways in which to respond to these children's underlying needs, alongside ensuring the safety of themselves and others

Shields Up: Responding to Shame in Young People

Audience: EYFS, KS1, KS2, KS3, KS4 and KS5 staff

Duration: 1 hour



If you apply what you have learnt on this course, you will be able to:

- recognise how 'toxic shame' impacts children and young people's behaviour
- identify differing shame responses that may be seen in your setting
- understand why shame can be exacerbated through typical reward-and-punishment practices
- use strategies that are more likely to strengthen relationships and guide children's behaviour while minimising defensive shame responses

Supporting the Executive Function Skills of Children with Developmental Trauma



Audience: EYFS, KS1, KS2, KS3, KS4 and KS5 staff

Duration: 1 hour 30 minutes

If you apply what you have learnt on this course, you will be able to:

- deepen your understanding of the psychological theories and neuroscience of executive functioning
- further understand the role of executive functioning for children who have had Adverse Childhood Experiences – especially in relation to learning, social relationships and emotional regulation
- apply your knowledge and skills to support children and young people in your settings

Please note – it is **essential** that attendees of this training have watched the two 30 minute webinars on 'An Introduction to Executive Function Skills' **before** attending this training in order to facilitate discussions on the day – these webinars can be found and accessed for free on the [West Sussex EPS Learning Library website](#).

The Impact of Trauma - Online Virtual Reality Demonstration

To be attended ahead of the [full-day training \(page 4\)](#)

Audience: Senior Leaders in EYFS, KS1, KS2, KS3, KS4 and KS5

Duration: 1 hour



After this course, you will:

- have viewed some of the films used during the full day training
- understand the potential impact of the content on attendees
- have knowledge of the main theories and concepts covered and the structure of the session
- be able to make an informed decision about the suitability of the full day training for individual staff members
- be able to allow staff members to book onto the full day training with your consent

The PACE Approach (Playfulness, Acceptance, Curiosity and Empathy): Building Trusting Relationships to Guide Behaviour



Audience: EYFS, KS1, KS2, KS3, KS4 and KS5 staff

Duration: 1 hour

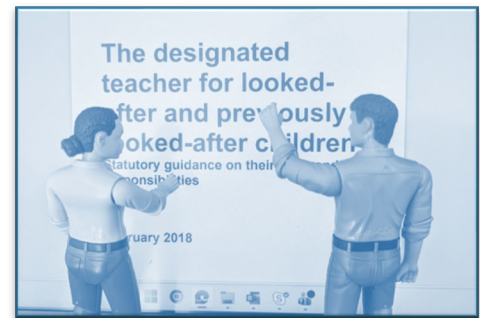
If you apply what you have learnt on this course, you will be able to:

- empathise with why some children need a different approach to help build trust
- understand how the principles of PACE support connection with children of all ages who have been impacted by development trauma
- use PACEful responses with children and young people

The Role of the Designated Teacher

Audience: EYFS, KS1, KS2, KS3, KS4 and KS5 staff

Duration: 1 hour



If you apply what you have learnt on this course, you will be able to:

- understand the statutory duties, roles and responsibilities of the Designated Teacher
- understand the role of the Virtual School and how they will support your role

What Makes a Good PEP?



Audience: Designated Teachers and Social Workers

Duration: 1 hour

If you apply what you have learnt on this course, you will be able to:

- use the knowledge and information gained to create a high-quality PEP
- understand the different elements needed to complete a PEP
- prepare and plan for the PEP meeting
- understand your role in the process and where to access further support

“Why Am I Like This?”: Understanding the Impact of Trauma on Young People – A Two-Part Course

Audience: EYFS, KS1, KS2, KS3, KS4 and KS5 staff

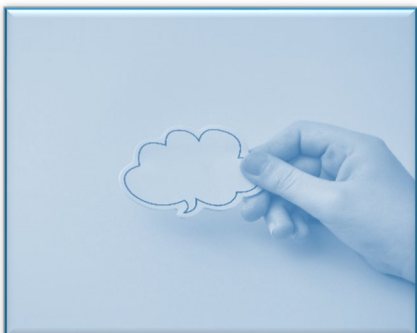
Duration: 2 x 1 hour 30 minutes



If you apply what you have learnt on this course, you will be able to:

- understand how developmental trauma impacts the brain
- understand both the neurological and psychological consequences of early adversity and trauma on the developing brain
- reframe challenging behaviours according to the latest neuroscience
- understand the Neurosequential Model (or Bottom-Up approach) and how this can be used in an education setting

“You don’t understand”: The impact of adversity and trauma on language and communication



Audience: EYFS, KS1, KS2, KS3, KS4 and KS5 staff

Duration: 1 hour

If you apply what you have learnt on this course, you will be able to:

- understand how adversity and trauma can impact language development and communication
- recognise the differences in the development of social cognition including narrative and mentalisation
- recognise the behaviours that may indicate a child has hidden language/communication needs and utilise strategies and approaches to support their development

"You're Not the Boss of Me": Responding to a High Need for Control in Children who have Experienced Trauma

Audience: EYFS, KS1, KS2, KS3, KS4 and KS5 staff

Duration: 1 hour



If you apply what you have learnt on this course, you will be able to:

- understand the numerous reasons why children who have experienced trauma may need a higher degree of control in order to feel safe
- reframe challenging behaviours as a means of seeking predictability in an unpredictable and dangerous world
- apply strategies that work *with* children and their need for control, rather than *against* them