

# Agenda

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**Welcome from Host School**

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**Current Context and Next Steps (+ DfE toolkits) – Jonathan Willcocks & Greig Sturges, ISS**

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**You Said, We Did Update – Tamsin Austoni, Virtual School**

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**Supporting Parents with Anxiety - Sue Parker, CAMHS**

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**Relational Practice - Michelle Nye, Virtual School**

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**DISCUSSION on relational practice/working with parents**

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**SEN, Ordinarily Available Provision - Laura Hamson, HIAS**

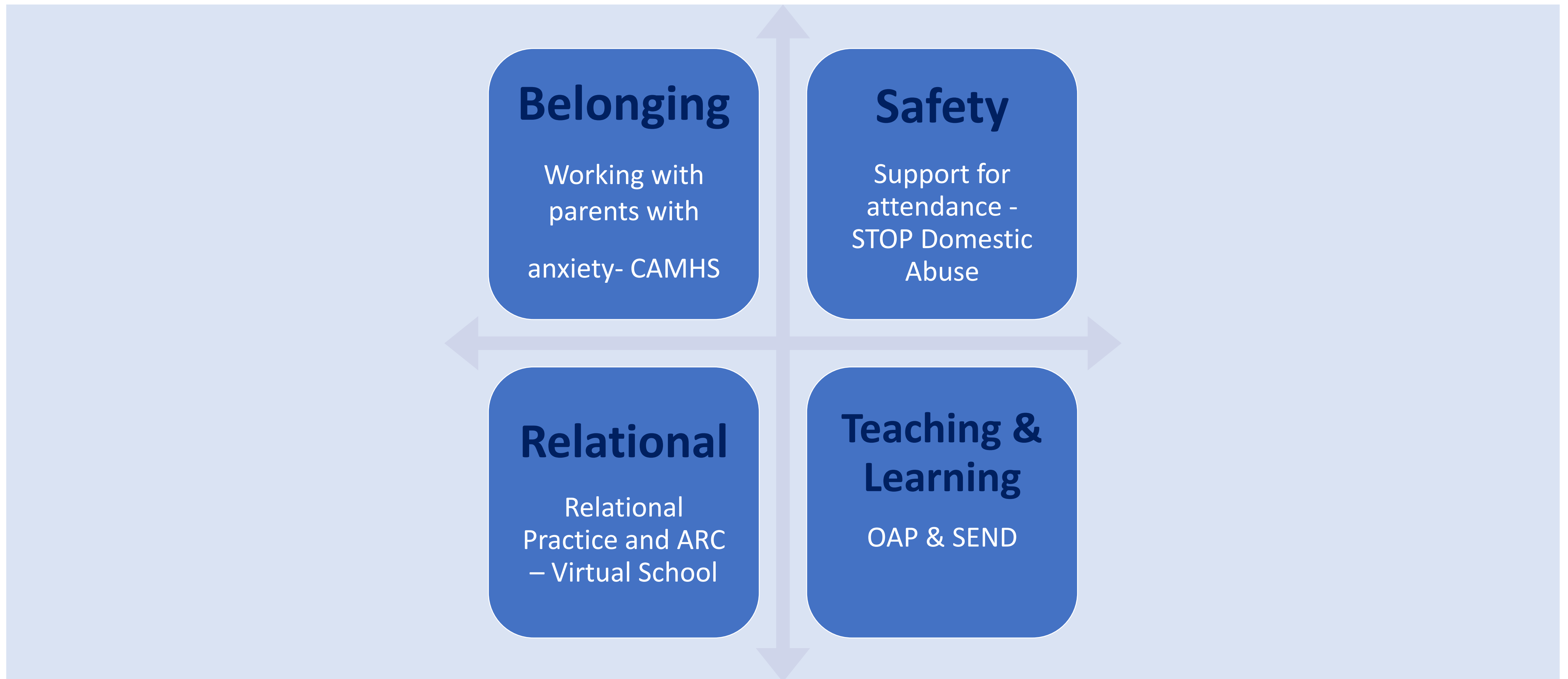
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**STOP Domestic Abuse**

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**Close**

# Impact Ed Themes/Autumn Term themes



# NSPCC – Childline Data

## REFERENCE



1) In 2024/25, Childline delivered 1,812 counselling sessions where returning to school was mentioned by children and young people. Over a third (34%) took place in August or September, with 377 and 236 counselling sessions respectively.

Young people told Childline that they were worried about reactions to a **change in their appearance** from peers and concerns about the **demands of schoolwork** in the new term. Children also told...counsellors that they were worried about **specific teachers or school staff**, while others were concerned about stating a **new school**. However, some shared that they were looking forward to going back to school to **escape family tensions** and were missing **friends**.

# Current Context and Next Steps

Minister warns parents on school attendance ahead of new term



| Bridget Phillipson told the BBC that the start of the year was a crucial time for pupils and parents

“The first week of term is crucial in setting the right behaviours for attendance.”

“Parents have a responsibility to send their children to school, and schools have a responsibility to create welcoming, engaging and inclusive spaces for pupils.”

Bridget Phillipson, Secretary of State for Education

# Quotes from Bridget Phillipson on Attendance and Parents

“Of course, every day in school matters – that’s a really important message.”

“There are some parents who are struggling themselves with mental health and rising levels of child poverty and cost of living. Just lecturing people without supporting them isn’t helpful.”

“We must support families, not just blame them. Attendance is about compassion and understanding, not punishment alone.”

“We also have to be clear that parents have responsibilities as well.”

“It’s about everyone involved working together, pulling together to make the difference that we need as a country.”

– Bridget Phillipson

# Context: The Attendance Crisis

- Over 1 in 5 children in England are persistently absent – double the rate before the pandemic.
- Persistent absence = missing 10% or more of school days.
- Long-term absence affects attainment, mental health, and life chances.

## Key Measures

- Universal Free Breakfast Clubs for every primary school.
- Increased mental health support and early intervention.
- National Register for Home-Schooled Pupils.
- Use of AI and Ofsted to track absence trends.
- Funded by ending tax breaks for private schools.

## Implications for Local Authorities

- Emphasis on collaboration between parents, schools, and government.
- Potential for local data sharing and predictive analytics.
- Balance between supporting families and enforcing attendance.

# To improve school attendance, especially for our most vulnerable pupils

- Make attendance a key focus of ALL frontline council services
- Create and establish a School Attendance Support Team (SAST) which works with all schools
- Hold termly Targeted Support Meetings with every school in their area to identify pupils who need support with removing barriers to attendance
- Working jointly with all local partners to offer multi-agency support
- Work jointly with schools on an agreed approach/plan for every severely absent pupil
- Secure the regular attendance of pupils looked-after as their corporate parent
- Provide support and advice to previously looked-after children
- Monitor and improve the attendance of children with a social worker through their Virtual School

# Next steps

- Embed the I&EE Hubs further to ensure that all schools engage with the centralised support, with sharing of best practice remains a key focus
- Use the TSM offer to schools that are identified as requiring support (case clinic)
- Use the Hampshire context data to identify the cohort of schools who are at risk regarding SA and PA, compared to schools of a similar type to offer support and intervention
- Further develop the use of data by schools and LA colleagues to ensure schools are confident in identifying of cohorts which need intervention and support
- Explore developing relationships with our MATs to ensure all children across Hants have a universal offer of support
- Offer special schools an opportunity to work with the LA on bespoke support and intervention and sharing best practice
- Work with HIAS to ensure attendance to underpins school improvement work
- Further develop the partnership with GPs and primary care, expanding into other partners
- Form "challenge partner" style relationships with other LAs such as the work with Kent, looking outside for best practice and developing new methods of service delivery around attendance

# View your Education Data (VYED)

## Monitor your school attendance

Hide

### View school attendance data

- [View school attendance data](#)

View attendance data and insights for your school, pupil groups and individual pupils.

- [Your attendance summary reports](#)

Download a Word document report of your school's attendance. New files are added at the end of each half and full term.

- [Absence bandings user guide on GOV.UK \(opens in new tab\)](#)

Find out how the absence bandings report works, what the data shows you and how to use it to target your resources across your school, academy trust or local authority.



Current insights

Data visualisations

Previous academic year

Year-to-date comparison

**Absence bandings**

Attendance returns



### Compare your attendance

- [Compare your attendance](#)

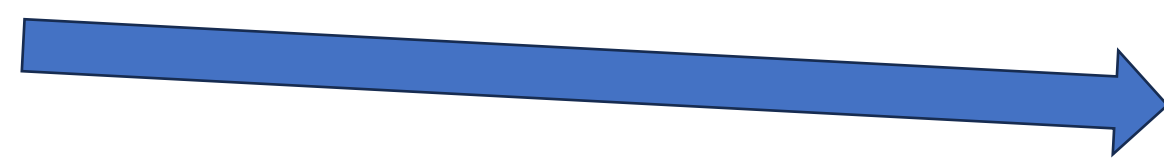
Use this tool to compare your attendance with other schools (mainstream primary and secondary schools only).

Latest session available  
05/09/2025

### Similar schools comparison reports

- [Your similar schools comparison reports](#)

Download a summary comparing your school's attendance with 20 similar schools. Identify your strengths and areas that require focus. You can share this report with your academy trust, governing body, or local authority.



### Year 6 transition data download

- [Year 6 transition data](#)

Download absence data for year 6 pupils offered a place at your school in the 2025 to 2026 academic year. This is only available to secondary schools.

## Absence bandings

Identify pupils with and approaching persistent and severe absence in your LA, to help target your resources and interventions. Select an absence band to get a list of pupils, their overall attendance rates and year group.

[How to use your absence data to identify pupil groups and individuals in need of support.](#)

Select school

Absence band	Total number of pupils	Total percentage of pupils	Status
<a href="#">Absence from 0% to less than 5%</a>	1,172	84.6%	
<a href="#">Absence from 5% to less than 10%</a>	0	0.0%	Approaching
<a href="#">Absence from 10% to less than 15%</a>	29	2.1%	Persistently absent
<a href="#">Absence from 15% to less than 20%</a>	13	0.9%	Persistently absent
<a href="#">Absence from 20% to less than 25%</a>	5	0.4%	Persistently absent
<a href="#">Absence from 25% to less than 30%</a>	35	2.5%	Persistently absent
<a href="#">Absence from 30% to less than 35%</a>	21	1.5%	Persistently absent
<a href="#">Absence from 35% to less than 40%</a>	7	0.5%	Persistently absent
<a href="#">Absence from 40% to less than 45%</a>	5	0.4%	Persistently absent
<a href="#">Absence from 45% to less than 50%</a>	0	0.0%	Persistently absent
<a href="#">Absence greater than or equal to 50%</a>	99	7.1%	Severely absent



## Bishop Challoner Catholic Secondary School - Similar schools comparison report

Monitor your school attendance

Summer term 2024 to 2025

Filters on this page

- Compulsory school age is (All)
- School is (All)
- Phase is (All)
- Sex is (All)
- Ethnicity is (All)
- English as an additional language (...) is (All)
- Year Group is (All)
- Persistently absent is (All)
- Severely absent is (All)
- Special educational needs (SEN) su... is (All)
- SEN type (Rank 1 or 2) is (All)
- Free school meals (FSM) is (All)

# HCC similar schools

DFE R	School Name	Phase	Status	HIAS District	Score 1 FSM Actual v Predicted	Score 2 SEND Actual v Predicted	Score 3 IDACI Actual v Predicted	Score 4 Pre v Post Pandemic Difference	Score Latest Total Absence	Score Latest Unauth Absence	Score Latest PA	Score Latest SA	Score Last Yr Total Absence	Score Last Yr Unauth Absence	Score Last Yr PA	Score Last Yr SA	Score Average Trend Score	Overa Score	Maintaine Secondary Schools (1 to 31)
		Secondary Sch	Maintained	Havant	3	3	2	3	3	3	3	3	3	3	3	3	3	38	1
		Secondary Sch	Maintained	Basingstoke	2	2	3	3	3	3	3	3	3	3	3	3	3	37	2
		Secondary Sch	Maintained	Havant	1	3	2	3	3	3	3	3	3	3	3	3	2	35	3
		Secondary Sch	Maintained	New Forest	2	1	2	3	3	3	3	1	3	3	3	3	3	33	4
		Secondary Sch	Maintained	Eastleigh	2	1	2	3	3	2	3	2	3	3	2	2	3	31	4
		Secondary Sch	Maintained	Fareham	1	1	1	3	3	2	3	1	3	3	1	3	28	6	
		Secondary Sch	Maintained	Winchester	1	1	1	3	2	2	2	2	2	2	1	2	3	24	7
		Secondary Sch	Maintained	Eastleigh	0	1	1	3	3	2	2	2	3	3	2	3	2	27	8
		Secondary Sch	Maintained	Hart	2	1	2	3	2	1	1	1	2	1	2	2	2	22	9
		Secondary Sch	Maintained	Basingstoke	1	1	1	3	2	1	2	1	3	1	1	2	3	22	9
		Secondary Sch	Maintained	Basingstoke	0	0	1	3	2	2	2	1	3	3	1	2	2	22	11
		Secondary Sch	Maintained	Havant	0	0	0	3	2	2	2	1	2	3	1	2	2	20	12
		Secondary Sch	Maintained	Havant	0	0	0	3	2	2	2	2	3	3	2	3	1	23	12
		Secondary Sch	Maintained	Test Valley	0	0	0	3	2	2	1	1	1	3	1	1	2	17	14
		Secondary Sch	Maintained	Fareham	0	0	1	3	2	1	2	1	2	2	2	2	1	19	14
		Secondary Sch	Maintained	Hart	1	0	0	3	1	1	1	1	1	1	1	3	15	14	
		Secondary Sch	Maintained	Winchester	0	0	0	3	1	1	1	2	1	1	1	2	15	17	
		Secondary Sch	Maintained	Havant	0	1	0	2	2	1	2	1	2	2	1	1	1	16	17
		Secondary Sch	Maintained	Basingstoke	0	0	0	3	1	2	2	1	2	2	1	2	1	17	17
		Secondary Sch	Maintained	Rushmoor	0	0	0	3	0	2	1	1	1	1	1	2	14	20	
		Secondary Sch	Maintained	Eastleigh	0	0	0	3	1	1	1	0	2	1	1	3	14	20	
		Secondary Sch	Maintained	Fareham	1	0	1	2	1	1	1	0	2	1	1	1	13	22	
		Secondary Sch	Maintained	Rushmoor	0	0	0	3	2	1	1	0	2	2	1	2	1	15	22
		Secondary Sch	Maintained	Basingstoke	1	1	0	1	1	1	1	0	1	1	1	0	2	11	22
		Secondary Sch	Maintained	Winchester	1	0	0	3	0	1	0	0	0	0	0	3	9	22	
		Secondary Sch	Maintained	Winchester	0	0	0	2	0	1	1	1	0	2	0	1	2	10	26
		Secondary Sch	Maintained	Rushmoor	0	0	0	3	1	1	1	0	1	2	1	1	1	12	26
		Secondary Sch	Maintained	Test Valley	0	0	0	2	0	1	0	1	1	1	0	2	10	28	
		Secondary Sch	Maintained	Hart	0	0	0	2	0	0	0	0	0	1	0	1	2	6	29
		Secondary Sch	Maintained	Havant	0	0	0	1	0	1	0	0	0	1	0	1	2	6	29
		Secondary Sch	Maintained	Basingstoke	0	0	0	1	0	0	0	0	0	0	0	1	2	31	

Higher Score =  
Worse  
Performance

Higher Rank =  
Worse  
Performance

- HCC has created its own data comparison tool using VYED data and the associated methodology.
- This has created an opportunity to manipulate the data to perform key functions.
- We are looking to track any schools which are close to those already identified as being underperforming compared to other school locally in a similar context.
- The principal focus at the current time is to look for trends where schools are not making progress on the twin track approach.
- Looks at trends across both MAT and Maintained schools and look for trends by area, type and context against projections.
- Be able to gauge success of the twin track approach - with a view on trends for SA, PA and the use of Banding analysis.

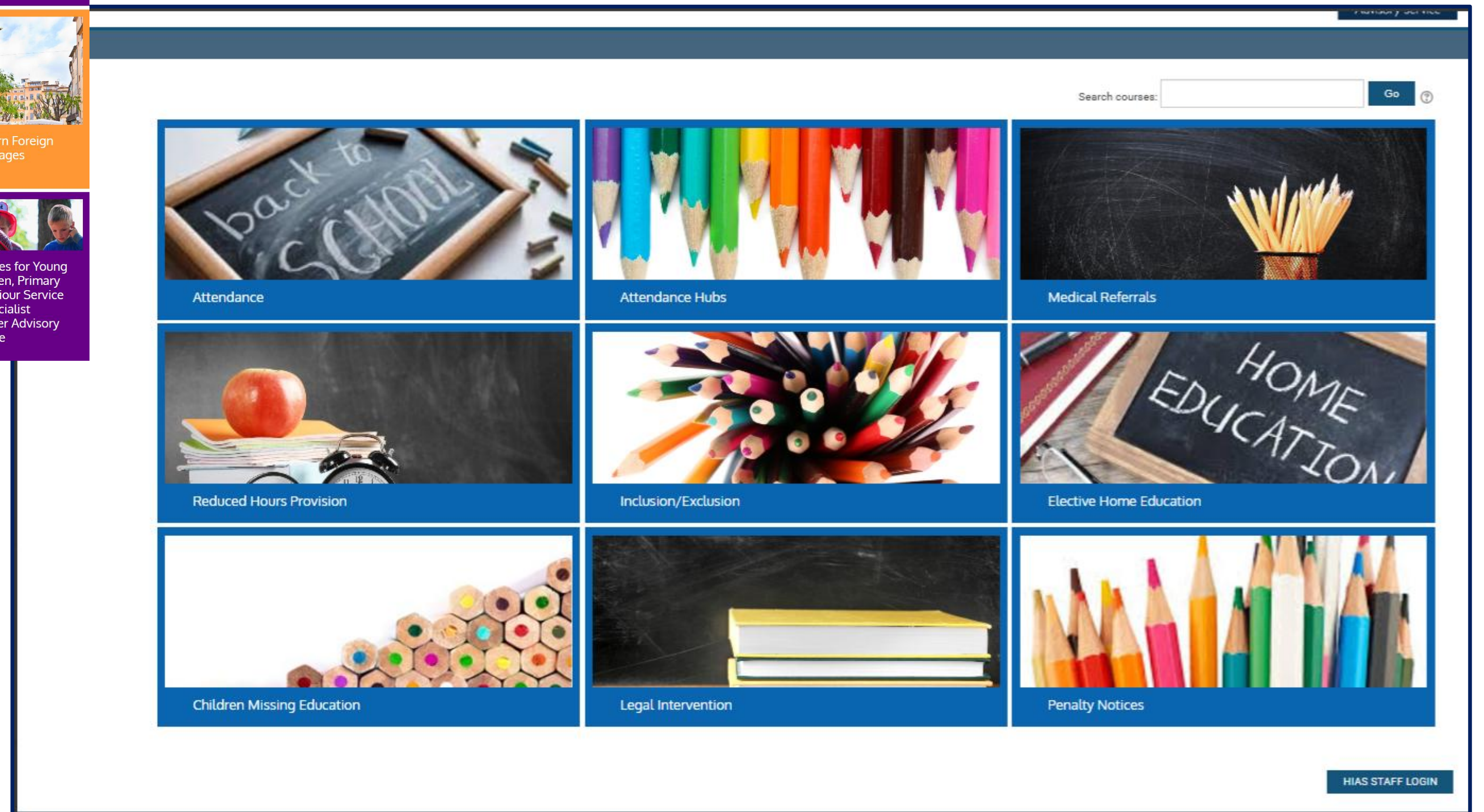
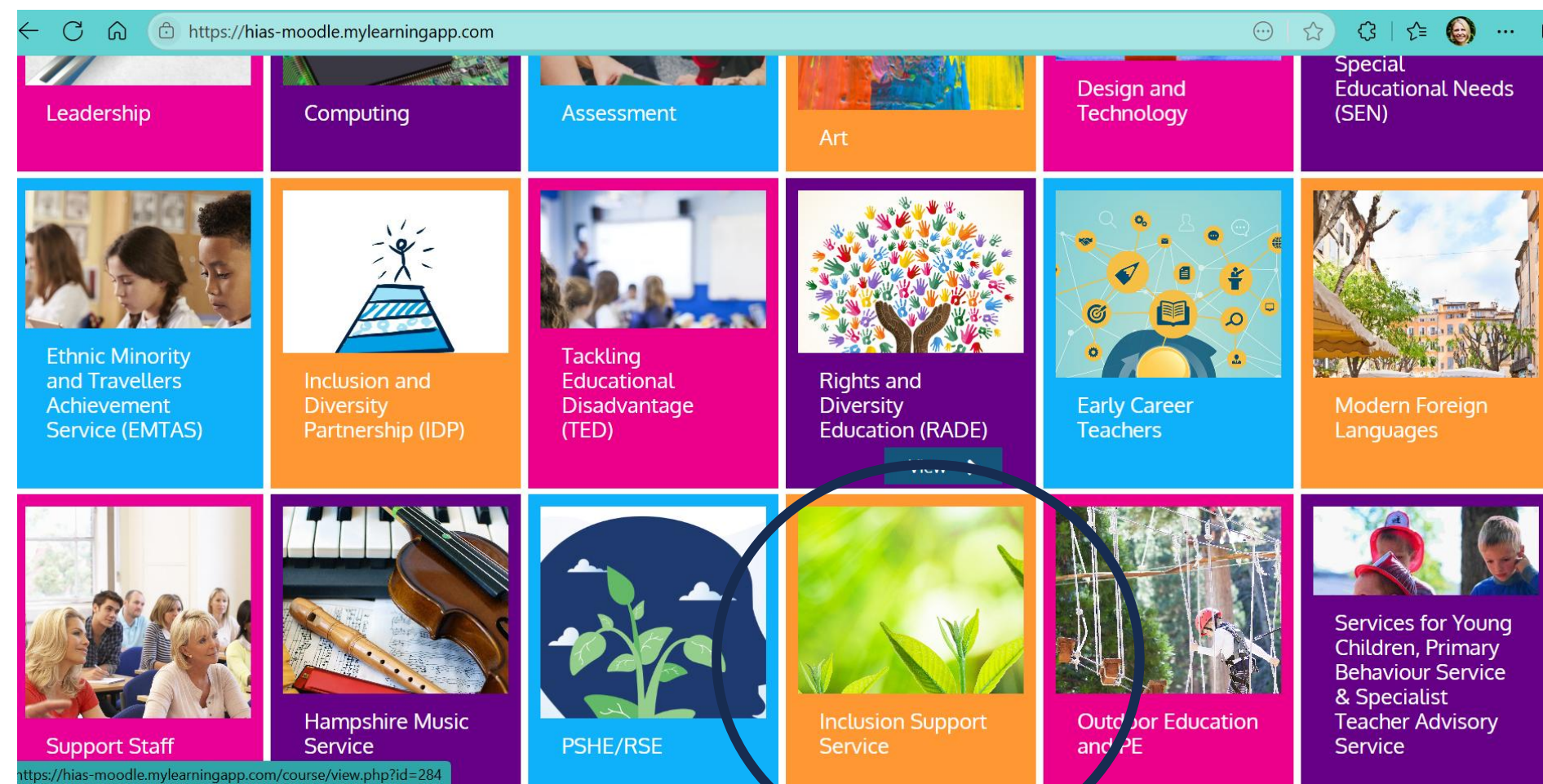
# You Said, We Did



## Updates

- Moodle Site
- Flow charts

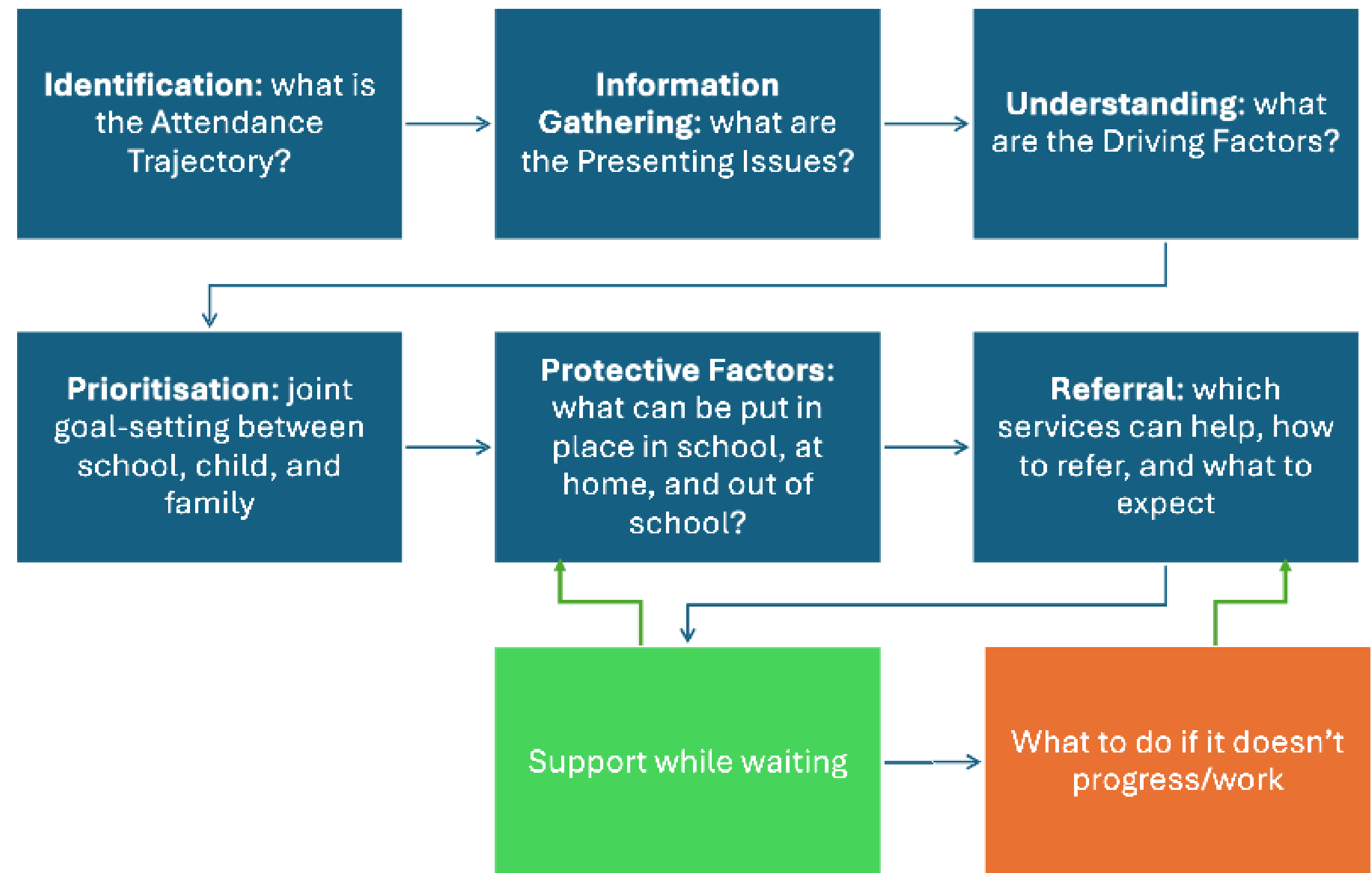
# Coming Soon... ISS Moodle Site



# Flowcharts: Mapping multi-agency support



THRIVE Framework for system change (Wolpert et al., 2019)





# Working with parents with anxiety

Inclusion and Educational Engagement (Attendance) Hubs

Sue Parker. CAMHS Early Help Lead Clinician. Family & Systemic  
Psychotherapy

# Parent & child anxiety. Who comes first?

- Children living with parents experiencing emotional distress are more likely to have their own mental health challenges. They may perceive the world as a more threatening place and develop similar anxious responses.
- 4/5 parents whose children are struggling with their mental health/wellbeing may also find their own mental health and wellbeing impacted.
- Genetic link. Multi-generational link will have an impact in view of what family members have seen and experienced, and the expectation that the CYP may have of developing the same difficulties.
- Anxiety behaviours are often mirrored. Parents and CYP can generate anxiety for the other. Negative spiral effect.
- Maintenance. Inability to complete education, maintain employment and/or financial pressures may lead to poor housing and difficult neighbourhoods in which to live. Recurrent stress responses.
- Mental health challenges can strain all family relationships and create instability.



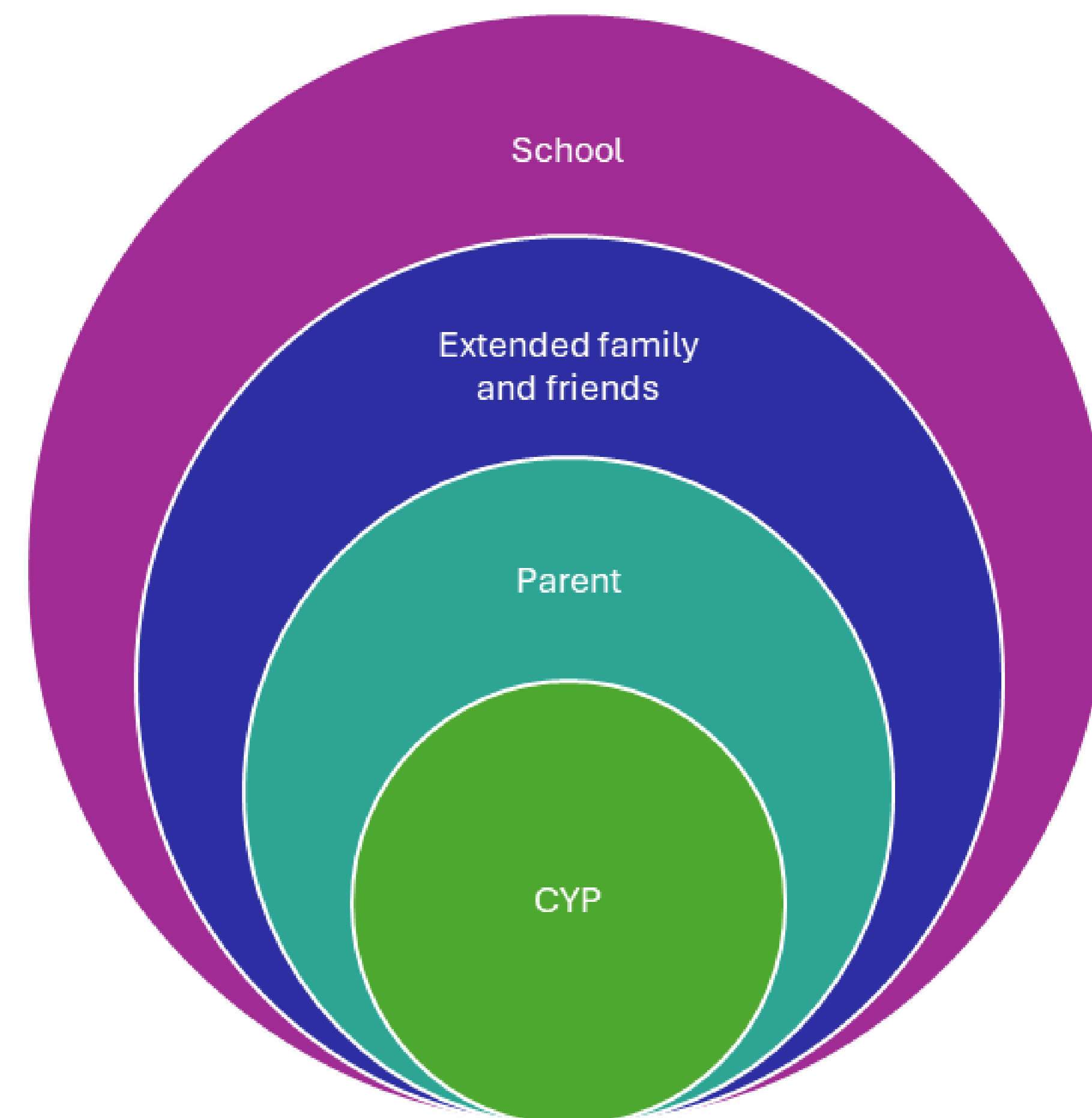
# Impact on the CYP's life.

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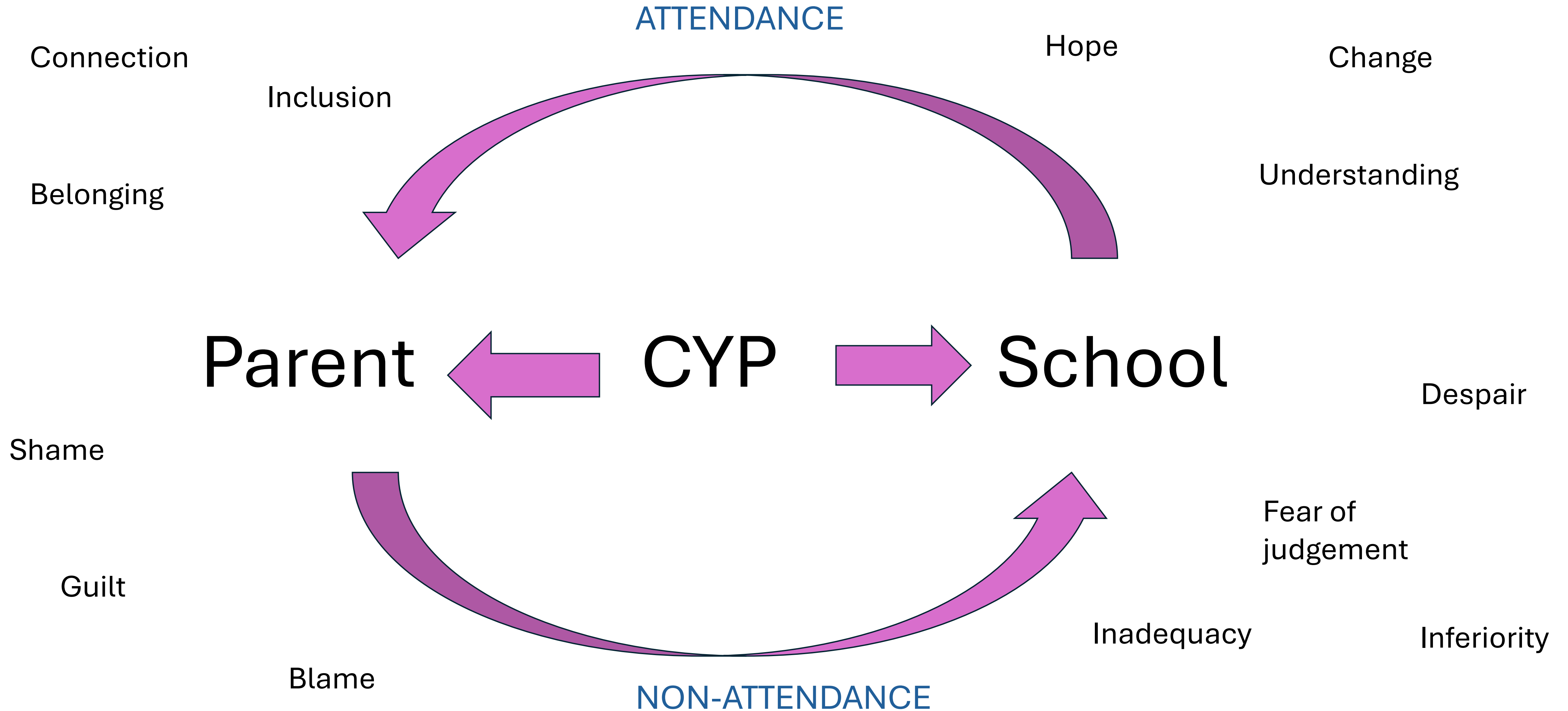
- Are the parent's MH difficulties preventing them from offering containment. Warmth and boundary. Positive attachment behaviours.
- Inconsistency and instability.
- They may have to cope with frightening and upsetting situations. What they witness and what is happening for them that are coping with alone or with limited support.
- They may be separated from their parents, either because parents need to go into hospital, or withdraw from family life.
- They may feel that they must look after their parent, themselves or their siblings. This may influence their ability to leave them and so attend school.
- The CYP may feel that they are protecting the family from professional support as this may feel threatening, or do they seek support or know that it is there? What might be conscious and what might be unconscious?
- Who is taking the parental role?
- Is school the place of a safe adult space where the child can be the child?

# Influencing change

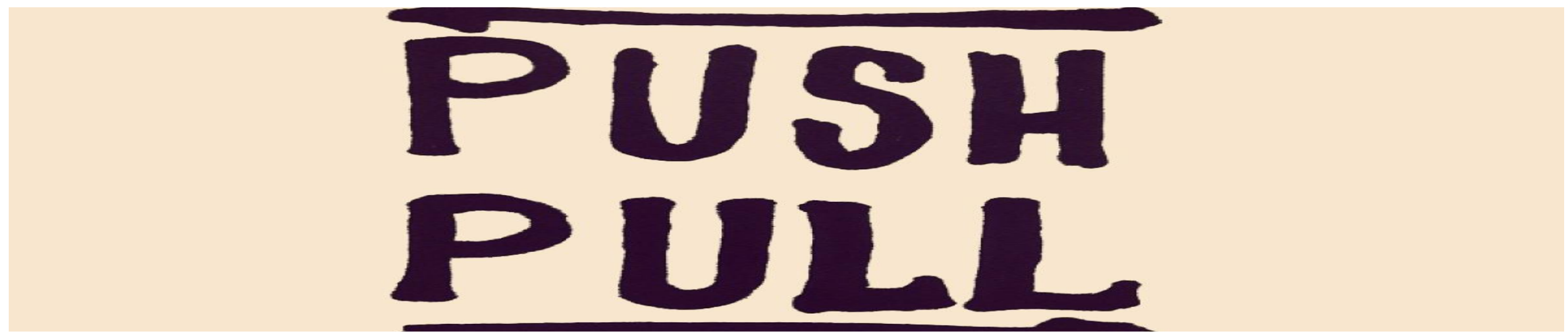
- All aspects influence each other.
- Seeking to change the influence of one layer will influence the others.
- Different layers may not always seek the same path.
- Where the parent is struggling with anxiety then the school can seek to change their behaviour to create change for the parent and so the child.
- Family, friends and other professional agencies also play a key role.
- The parent being central to communication is an important component.



# Where is the problem and where is the solution?



# Permissive vs authoritarian



## Permissive

- Highly protective. 'eggshells'
- Taking on the role of accepting MH difficulties and continually reassuring them or helping them avoid anxiety:
- *They can't handle stress*
- *It's traumatising to see her suffer like that.*
- *My job is to protect him from all this.*
- Continued reassurance is demanding and exhausting.
- May perpetuate the problem.
- May leave to feelings of guilt or inadequacy as difficulties persist.

## Authoritarian

- Super-strict. High level of expectation.
- Demand that the parents/school and the child need to 'get on with it' without noticing the difficulties that exist.
- *Don't be ridiculous. It's not frightening*
- *Just do it for goodness' sake, just like everyone else.*
- Can lead to physical and emotional distance between parent and the school.
- May leave to feelings of guilt or inadequacy as difficulties persist.

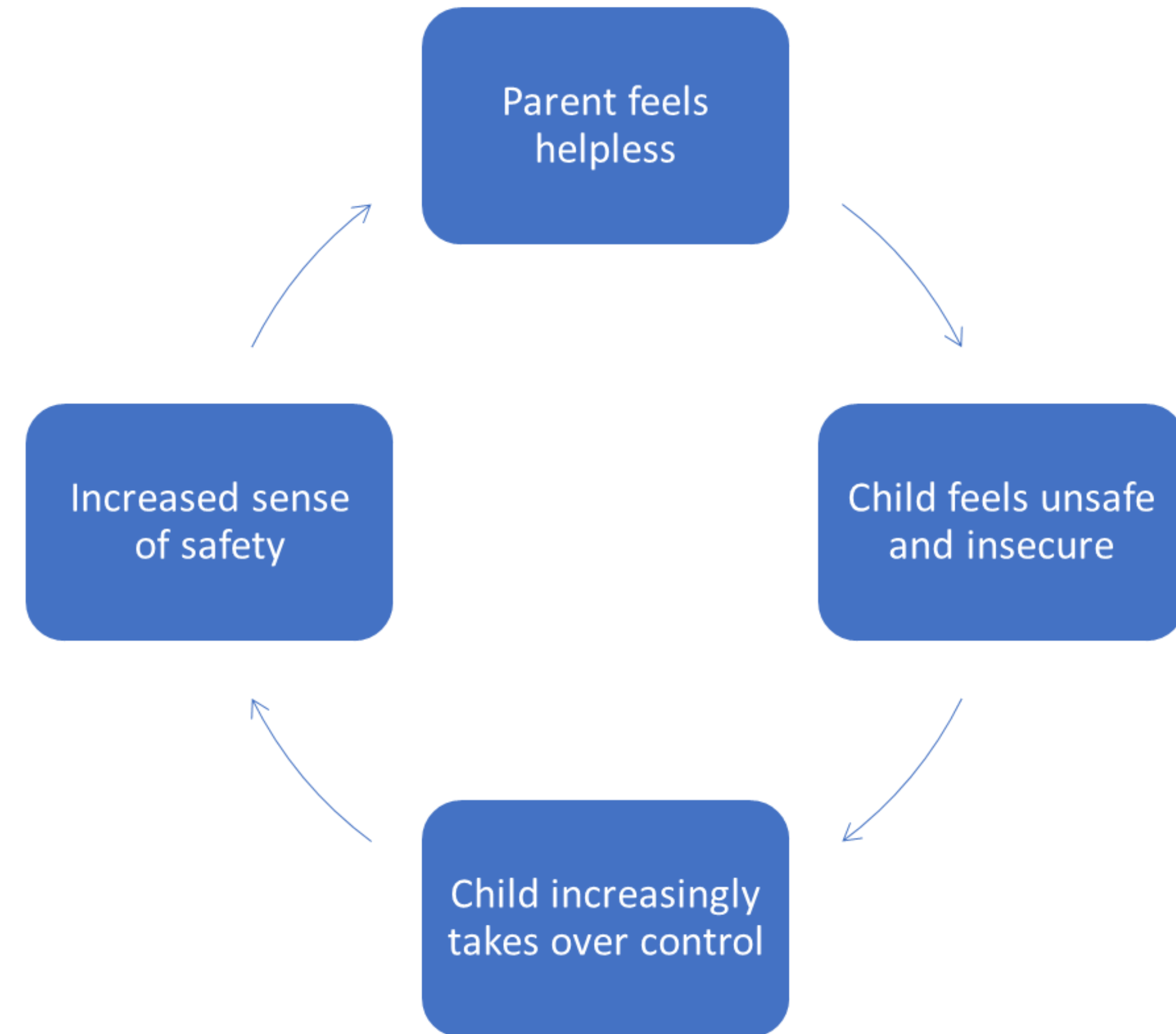
A pair of brass scales of justice is shown against a blue background. The scales are slightly tilted, with the right pan hanging higher than the left pan. The pans are empty and have a polished, reflective surface. The central pillar is dark and has a circular base.

# What should I do?

- Stress increases the chances of both protection and demand.
- Both responses are important but consider how they are balanced or exaggerated.
- Trying harder with either response can have the opposite effect.
- Find the middle ground. Empathy with boundary.
- Difficulties with anxiety can rise and fall. This may change how you balance the scale.
- Allow supported expectation to be present, even when change feels overwhelming.

# Lost Presence

- An anxious parent may feel helpless and so unable to take a positive feeling of control.
- School nonattendance may be a response to the child feeling unsafe and insecure. Home may feel like the safe place. CYP may feel that they are protecting themselves, or the parent.
- The school may be able to take an increased sense of control, or positive influence, at times of high stress.
- Intent to return parent to a sense of hopefulness and positive control.
- Positive relationship cycle.



# Negative Relationship Cycle.

- Conflict/Withdrawal.
- Us vs them.
- You're the problem.
- What you can give is not enough.
- You're not giving me what is needed.
- Not feeling heard.
- Not doing what I want.
- Different messages/expectations.
- Lack of recognition of strengths.
- Poor consistency.
- Too much to manage.
- I'm not feeling supported or contained
- No point.
- Unhelpful consequences.



# Positive Relationship cycle.



- **Communication.** Verbal, physical, written.
- Use communication styles that are relevant to parent and school.
- Communicate with empathy and validation and normalise the impact of mental health on parents, particularly when their child is struggling.
- Communicate by saying ‘how can we help’ rather than ‘you need to’.
- **Collaboration.**
- Awareness and understanding. What difficulties might there be?
- Shared goals.
- Joint acceptance of what is manageable.
- Consistency.
- Confidence.
- Support. Feeling of safety.
- **Strength based.**
- What is happening that is good and can be built on?
- How can these be recognised and communicated?
- Positive mirroring can happen between school and parent.

# How would you respond if you think that a parent suffers from anxiety?

- What assumptions might you make?
- What experiences might influence you?
- Were there examples of a positive and/or negative relationship cycles?
- Are there parents that you feel more able to support and some less so?
- What would you like to be able to do?
- What might you be able to do?
- Is there a difference?
- Are there times when the support that you have been able to offer has been helpful or unhelpful?
- What strengths and challenges might be present for you and for your school?



# Signposting & resources when you are concerned about parent/carer's wellbeing

- Help parents to consider who they can speak to in their system.
- Encourage parents to speak to GP.
- Family Information and Services Hub – Hampshire  
<https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=2>
- Quell (by Kooth) – mental and emotional wellbeing support for parents  
<https://connect.kooth.com/for-adults>
- Hampshire CAMHS resources for parents – parent & carer support  
<https://hampshirecamhs.nhs.uk/help/parents-carers/parent-carer-support/>
  - *The good mental health handbook – whole second half is around parent and carer wellbeing strategies*
  - *Supporting yourself to support your child video series on website*
  - *Hampshire CAMHS events - How to cope when your child can't workshops*



# Reflection Point

Why is this relevant to attendance?

What one action will you take as a result of this?

What further information/training do you need?



Hampshire  
County Council

Virtual School

# Attendance Hub Relational Practice and the Attachment Research Community (ARC)

Michelle Nye – Virtual School Head

[Michelle.nye@hants.gov.uk](mailto:Michelle.nye@hants.gov.uk)

# The Hampshire Approach

The **Hampshire Approach** is a mindset that has been established across the Children and Families branch since 2018 and is at the heart of all they do.

It guides how staff work with children, families, partners and each other to contribute to positive change, now and in the long term.

The four values that underpin the Hampshire Approach are:

- Respond to risk and **keep children safe**
- Develop **positive relationships**
- Identify and **build on strengths**
- Grow and **strengthen support networks**



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# Behaviours as communication

## *Experiences:*

- Abuse/neglect/trauma/stress

## *Unmet needs:*

- Biological/physical
- Emotional
- Social
- Cognitive
- Sensory

## *Internal working model:*

- Beliefs
- Values
- Attitudes
- Hopes, fears & dreams

A child's behavior is not always what it seems

*\*Behavior is communication\**

What we see: Behavior

What we don't see:  
What's under the surface



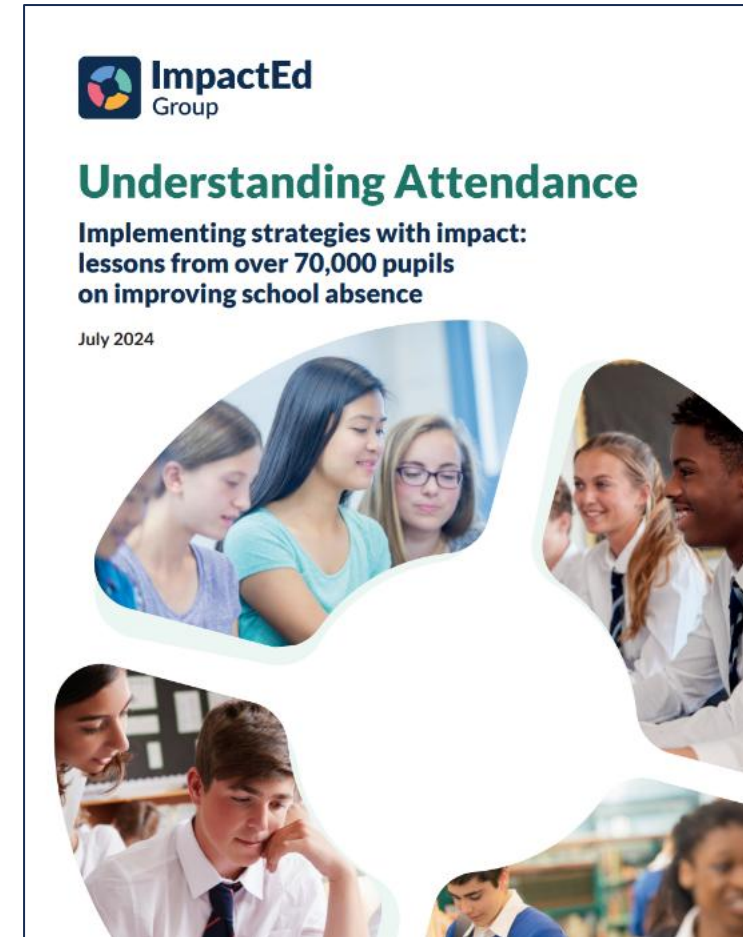
There comes a point where we need to stop pulling people out of the river. We need to go up stream and find out why they're falling in

(Desmond Tutu)



# Why belonging is the key to attendance

[Understanding Attendance, Implementing Strategies with impact July 2024](#) Impact Ed



2 . Sense of belonging continues to be associated with school attendance, and quality of **relationships** may be an important influence.

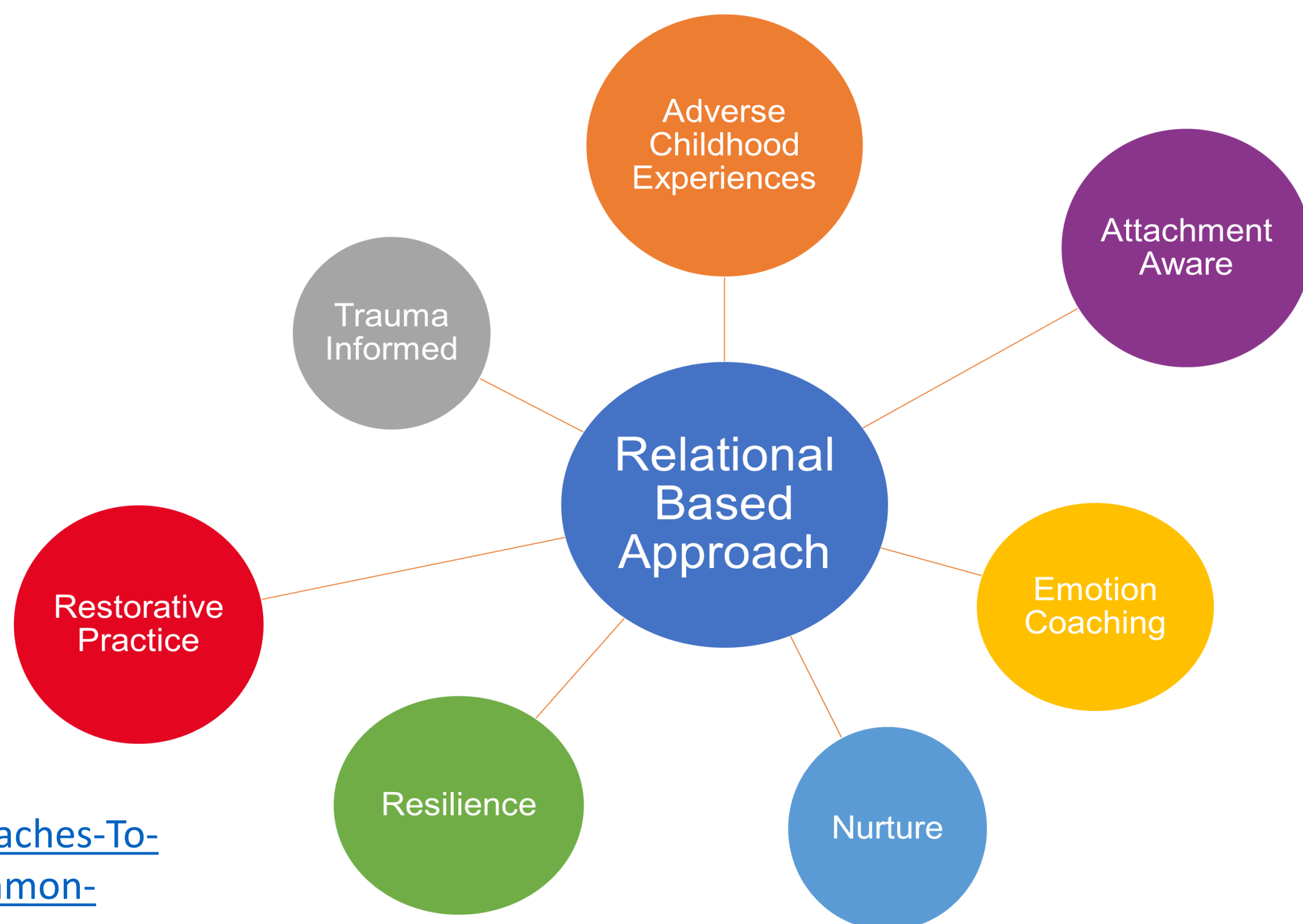
5. A relational and targeted approach to intervention was particularly effective.

## The Power of relationships

“The more healthy relationships a child has the more likely he is to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.”

Bruce Perry, Psychiatrist and Neuroscientist

# What is a relational based approach?



**Trauma informed practice**

- Trauma informed practice considers the impact of trauma (including neglect and disrupted attachments) to focus on understanding and repairing opportunities for the child across the whole school system.
- Trauma Informed Schools UK

**Attachment Theory**

- Infants initially attach to a primary caregiver. Through this relationship they learn about the world, including about trust (Bowlby, 1959)
- Attachment style – Strange situation (Ainsworth, 1979)

**Nurture UK**

- Based on Attachment theory.
- Graduated approach: Boxall Profile, Whole school, nurturing interventions, nurture groups, nurture plus.
- 6 principles: Safety, wellbeing, language, behaviour, learning, transitions.

**iThrive**

- An approach to supporting children's mental health and ensuring they get the right support at the right time.
- Based on neuroscience, training via Anna Freud Centre
- Framework for system change (Wolpert et al, 2019)

**Emotional literacy (pastoral care, ELSA, others)**

- Early intervention work to promote mental health and wellbeing.
- Delivered in school by school staff, sometimes with support from other professional networks.

**Solihull Approach**

- Douglas (2002)
- Impact of early years experiences on neurodevelopment and relationships.
- Containment (Bion, 1959) reciprocity (Trevarthen, 1978) and behaviour management (Skinner, Pavlov)

**Person-centred planning**

- A collaborative approach which holds a child's views, aspirations and individual strengths and challenges at the centre of planning and support
- Strengths-based approaches
- Solution focused approaches

**Video Interaction Guidance (VIG) & Video Enhanced Reflective Practice (VERP)**

- Infants are predisposed to communicate (Trevarthen, 1993).
- Strengths-based approach to consider what works well in interactions through Principles of Attuned Interaction Guidance (Kennedy, 2011)

[Relational-Approaches-To-Education-A-Common-Terminology.pdf](#)

[Relational Approaches to support School Belonging \(Kent County Council\)](#)

Figure 5. Relational approaches umbrella: Weathering and thriving in the storm

# Misconceptions about a relational approach

Misconception	Reality
You can't exclude or give consequences.	Children will thrive from firm boundaries and consistency (even if the child displays dysregulation)
Children and some staff will think this approach means children can get away with things and that excuses are being made for poor behaviour.	Boundaries are the walls that keep the house up. Relational inclusion is firm on behaviour, but gentle on the child shouting, threatening and shaming overstimulate the fear response. You may get a quick win but the child is then only capable of a reactive response, as they are working from the lower part of their brain.
If they do something wrong this approach means we can't address it.	We address this by reflecting on the behaviour, not shaming the child; maybe just a tweaking of consistent language is what's required. Consequences should actually be <b>learning opportunities</b> . "if a child can't read, we teach, if a child can't behave we..." Children need to be shown a positive process of rupture and repair and a clear message that it's OK to get something wrong.
If we move away from rigid tariff system behaviour will go through the roof.	Wondering with curiosity and empathy to co regulate has more long term impact than a tariff behaviour system where we're following procedures but not meeting the needs of the child. A relational inclusive system created by you, for your school, is reflective of your culture, demographic , and character. One size doesn't fit all. Every system takes time and effort. But move the shame; Develop the child's confidence.
We need a clear system such as "red cards" or "C1-C3" so that children know where they stand.	From a child's perspective, these systems make the children feel that they are not good enough or are shamed. It makes them ask, what's the point ? It can make them think that their teacher doesn't like them (the child personalises the teachers use of the system)

# A Relational Approach

**Trust and Respect:** Establishing a foundation of mutual trust and respect between educators and students.

**Emotional Support:** Providing a supportive environment where students feel safe to express their thoughts and emotions.

**Collaboration:** Encouraging collaborative learning experiences where students work together and learn from each other.

**Communication:** Promoting open and effective communication to understand students' needs, interests, and challenges.

**Empathy:** Showing empathy towards students' experiences and perspectives, fostering a sense of belonging and understanding.



Connect with other adults before the day starts

Welcome every single child/young person into the classroom

Plan 1:1 moments with each child throughout the week  
*Eg: tell Amy how amazing she was in the school football training that week or ask Josef how his pet dog is.*

It is ALWAYS a fresh start no matter what happened the last time you saw them don't take what they did/said personally

Tell those who need it 'I am Glad you are here' or 'it's great To see you'

## 7 Small Things for Relational practice in the classroom

Plan for moments of joy, for playfulness, for bonding and connecting

Use your whole self to build the relationship – non-verbals are crucial

# Attachment Research Community (ARC)



The Attachment Research Community (ARC) is a national charity set up in 2017 by Virtual School Headteachers, school leaders, psychologists, training organisations and academics, with a mission for 'every school to be attachment and trauma aware'.

Hampshire Virtual School has purchased membership for all Hampshire schools and colleges.

The ARC Audit helps schools evaluate their attachment, trauma, mental health, and well-being practice, which guides their development plan and gives a baseline to measure the impact of their work. The built-in action tracking and review tools will keep a focus on development priorities.

It covers:

- ✓ Leadership and management
- ✓ Ethos and inclusive environment
- ✓ Curriculum
- ✓ Working in partnership
- ✓ Staff development
- ✓ Identifying need
- ✓ Targeted support

# Self assessing relational practice



229 schools and settings registered with the Attachment Research Community (ARC)

92 schools started audit

13 bronze pathway schools

1 silver pathway school

Attachment and Trauma Aware Schools (ATAS) training

Cohort 13 starting Spring 2026

Designated Teachers Conference Thursday 2<sup>nd</sup> October

Data correct as of 01/09/2025



## ARC Bronze Pathway Schools

Ashley Infants School

Hook Junior School

Bishop Challoner Secondary

Great Binfields Primary

The Hamble School

Bosmere Junior School

Fairfield Infant School

Anton Infant School

Fareham Academy

St Michaels' C of E Infant

Tower Hill Primary

Anstey Junior School

Braishfield Primary

## ARC Silver Pathway Schools

Rownhams St Johns Primary



# Examples of what this may look like

## Services to support

Primary Behaviour Service

Educational Psychology Service

Virtual School Attachment Trauma Aware Settings (ATAS)

HIAS SEN Advisers

Therapies Service (Training and Toolkits)

Specialist Teacher Advisers (STAS)

Mental Health Support Teams

## Approaches

Ordinarily Available Provision (OAP)

Thrive Approach

Emotion Coaching

Executive functioning work

Curious not furious, Kit Messenger

Tackling Educational Disadvantage Toolkit

PEP Toolkit

Reach2Teach

PACE

# Relationships

**Without relatedness, no work can occur [...]**  
**Connect before content.**  
***Peter Block***

Supporting staff in recognising the impact Adverse Childhood Experiences (ACEs) can have on their well being.

## Window of tolerance (Dr Dan Siegel, 1999)

- |                               |
|-------------------------------|
| 1 Very Disconnected           |
| 2 Disconnected                |
| 3 Slightly disconnected       |
| 4 Very dysregulated           |
| 5 Dysregulated                |
| 6 Slightly dysregulated       |
| 7 Narrow window of tolerance  |
| 8 Calm window of tolerance    |
| 9 Optimal window of tolerance |

**Check in where we are at the beginning of the day**

# Start your ARC journey – it is free!

## Membership includes

### Members **online platform** including

- ✓ ARC Audit Tool
- ✓ Online Development Plan
- ✓ ARC Matrix
- ✓ Resources and examples
- ✓ Contact and collaboration

### **Learning programme**

- ✓ Access to Learning Hubs in person and online events
- ✓ Weekly webinars and podcasts
- ✓ Regional and national conferences
- ✓ Monthly newsletter



**Check with your Headteacher or Designated Teacher if you are already registered**

If you haven't already registered for ARC, follow the link <https://forms.office.com/e/Qd7Bwz2ZtW>



## Emotional and Behavioural Regulation: Supportive Strategies

	Emotional and Behavioural Regulation: does the child/young person:	Never	Rarely	Sometimes	Frequently	Almost always
EBR1	Have difficulties calming themselves down after an altercation? The optimal level is approximately one and a half hours					
EBR2	Have uncontrolled/unpredictable emotional outbursts (to release/relieve pent-up anger/aggression/anxiety)?					
EBR3	Have difficulty controlling reactions when they do not get immediate attention (poor frustration tolerance)?					
EBR4	Overreact to affection or attention? (they may become overexcited, loud, boisterous)					

### Managing emotional and behavioural regulation

**Connection before correction approach – Dan Siegal**

During periods of heightened emotions when children are dysregulated it is important to learn, think and reflect.

Children need to learn to calm their **fight/flight** response.

**Relating:** this requires relating and connecting through attuned adult-sensitive relationships

Only when fight/flight is calm can adults use reason to develop reflection

The process of 'co-regulating' is essential to learn to self-reflect

Children need to feel physically and emotionally settled to do this

Children need to feel comfortable, safe and connected.

Children can then access the **reason**, learn to problem solve, and reflect on alternative solutions

See Emotion Coaching and PACE slides  
Flipping Your Lid can be shared with children: [The Hand Model of the Brain \(youtube.com\)](https://www.youtube.com/watch?v=...)

# Needs Analysis – Reach2Teach

REACH 2TEACH		The BIG APP (Behaviour Intervention Guide)	
Highly anxious	Clingy	Can't sit still	Hypervigilant
Denies need for support	Can't organise or forgets	Overly dependent	Resists teacher's guidance
Continually avoids work	Arrogant	Control the	Rubbishing teacher's work
Rubbishes or rips up work			Wants to work on their own
Rapid mood change			Misinterprets others' behaviour
Sulks if not picked			Finds transitions & endings difficult
Appears arrogant & controlling			Appears indifferent or uncaring
Insists on going first	Talks about	and fabricates	Angry & aggressive
Steals or gorges food	Needs constant reassurance	Avoids eye contact	Hates & rejects praise
Gets Upset easily	Risky behaviour	Limited imagination	Attention seeking

Click on a behaviour to start

Presenting Behaviours

REACH 2TEACH Home

The BIG APP  
Rapid mood changes

Ambivalent pattern
Disorganised pattern

Potential pattern of Ambivalent Attachment behaviour

- This describes a type of insecure pattern of attachment behaviour which some children develop as a survival strategy to manage the context of their early lives.
- It does not in any way suggest that the child has an 'attachment disorder', something only a clinician can diagnose.
- We all have habitual patterns and styles of relating, which can expand and develop through maturity, or become more fixed and evident when we are stressed or overwhelmed.
- So noticing and understanding your child's pattern or style of being in the world and relating to people and activities, could help you understand what needs and feelings may be driving their behaviour, particularly if that behaviour becomes challenging at times.
- And that can help you respond with empathy, to continue to help them feel safe and loved, grow and thrive.

Please note that there may be other reasons driving the behaviour, for example

See other Ambivalent behaviours
See other Disorganised behaviours

Potential pattern of attachment behaviour
Child's needs
Approaches / actions
General principles

MARK INCOMPLETE
CONTINUE →

All Hampshire Schools have access to Reach2Teach via their Designated Teacher

# Virtual School relational training

## Attachment and Trauma Aware Training

- Attachment Training (1 hour online)
- Attachment Training (half day, face to face)
- Strategies and Support in the Classroom for vulnerable children (half day, face to face)
- Attachment and Trauma Aware Schools (ATAS) programme (3 core day training)
- ARC webinar: From Introduction to Bronze
- Early Years: Introduction to Attachment and Trauma (1.5 hours online)
- Early Years: Emotion Coaching

## Termly Education Psychologist led webinar

- Emotion Coaching, building emotional literacy and regulation skills (Autumn term)
- Minimising the feeling of shame in difficult conversations (Spring term)
- Sexualised behaviour (Summer term)



The Virtual School Training Brochure 2025-26 is displayed on a chalkboard in a classroom setting. The brochure features the Hampshire County Council logo and the text 'Virtual School' in the top left corner. The main title on the chalkboard is 'Virtual School Training Brochure 2025-26'. Below the title, the brochure lists the training offer, vision, and purpose. The Hampshire County Council logo is also present in the bottom right corner of the brochure.

**Virtual School**

**Virtual School**

**Hampshire County Council**  
Virtual School

The Virtual School training offer is open to:

- All Hampshire schools, colleges and education settings
- Out of county schools (OOC) with Hampshire looked after children (CLA)
- Early years settings (nurseries, pre-schools, and childminder)
- Post 16 Settings
- Independent schools

**Vision** Working in partnership, all children we care for will have high quality education and support so they are prepared for life.

**Purpose** The Virtual School promotes a culture of high aspirations, progress and achievements for all our vulnerable children and young people.

# Virtual School Contacts

General enquiries [virtualschool@hants.gov.uk](mailto:virtualschool@hants.gov.uk)

PEP related enquiries [HCC.PEPs@hants.gov.uk](mailto:HCC.PEPs@hants.gov.uk)

PLAC/CWSW/Kinship [VSExtendedDuties@hants.gov.uk](mailto:VSExtendedDuties@hants.gov.uk)

Training enquiries [HCC.VSTraining@hants.gov.uk](mailto:HCC.VSTraining@hants.gov.uk)

Telephone: 01962 835227

Check with your Headteacher or Designated Teacher if your school have already signed up for ARC

If you haven't already registered for ARC, follow the link <https://forms.office.com/e/Qd7Bwz2ZtW>

# Further reading

[Education Everyone, An introduction to Relational Inclusion in Schools. Anthony Benedict and Alan Braven \(Routledge 2025\)](#)

[Practical tips for trauma-informed schools that also build wellbeing](#)

[Engaging Our Children & Young People – Connecting The System \(ARC and Restorative Justice Council\) \(2025\)](#)

[Relational Approaches to support School Belonging \(Kent County Council\)](#)

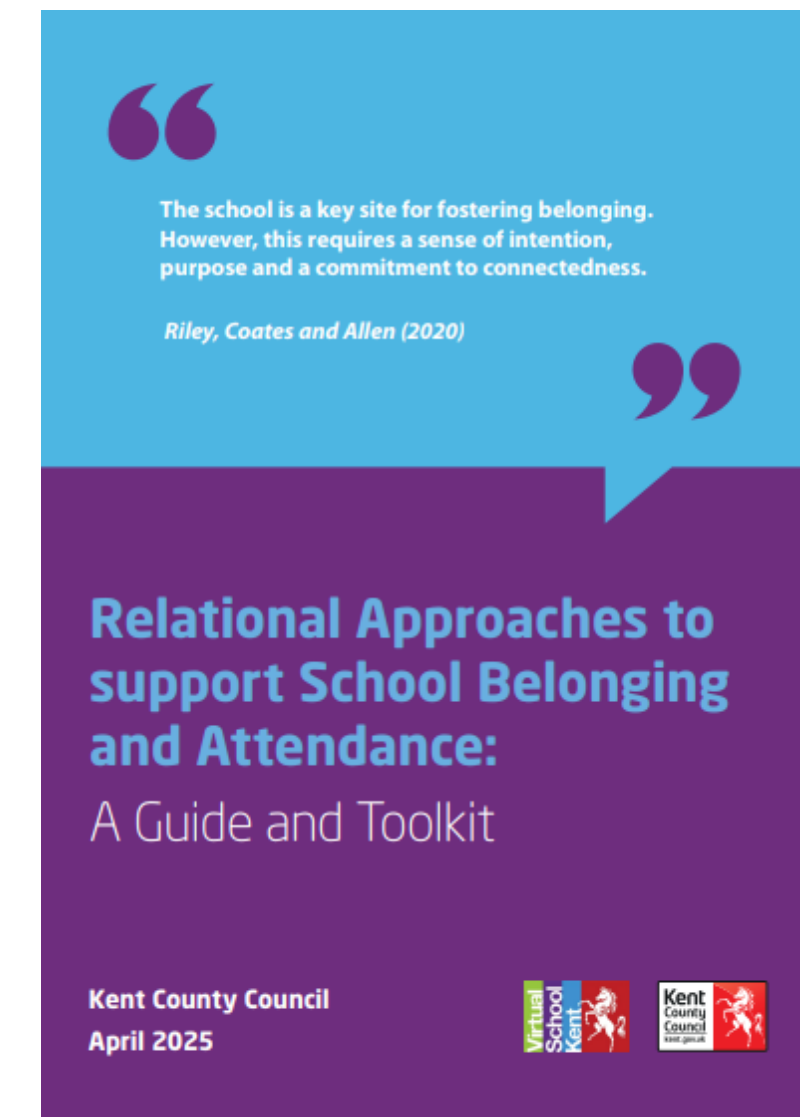
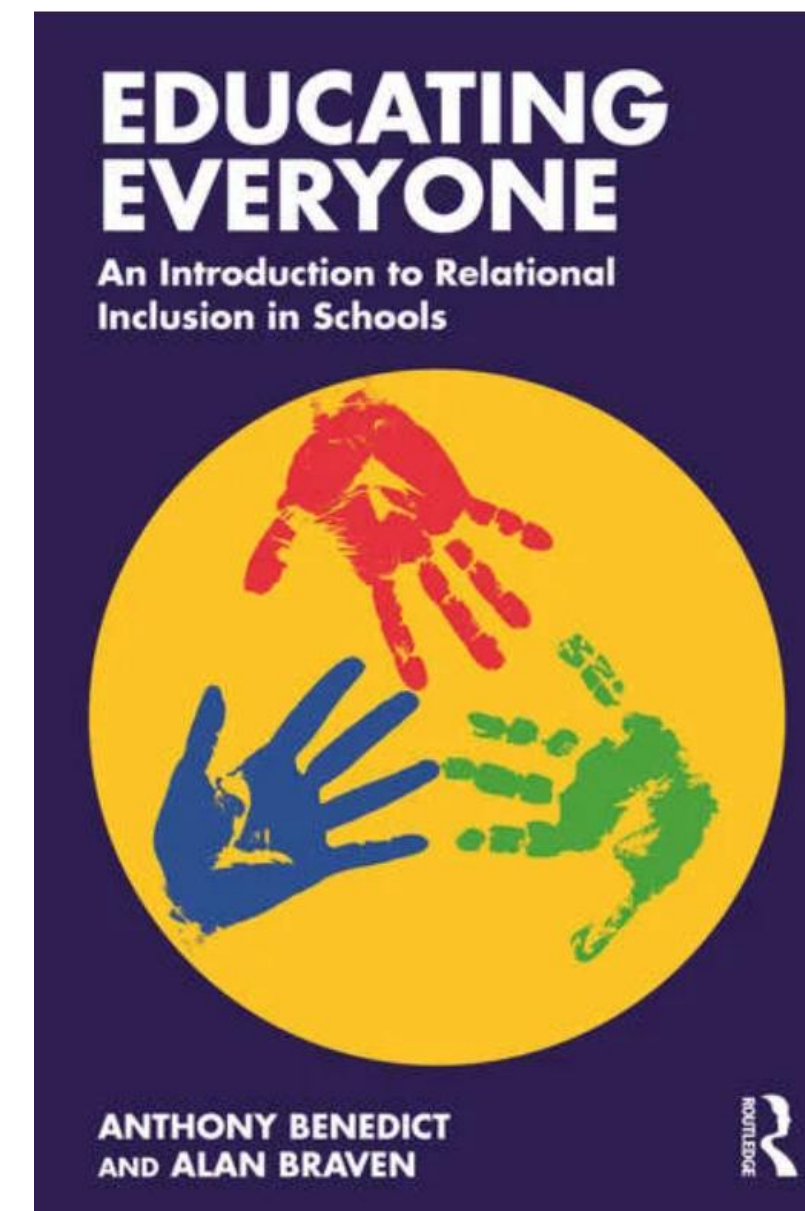
[Trauma-Informed Practice: A Toolkit for Scotland](#)

[Sowing Seeds: Trauma Informed Practice for Anyone Working with Children and Young People on Vimeo \(10 minute watch\)](#)

[Belonging, engaging and participating: Guidance on improving learner engagement and attendance \(2023\)](#)

[3516 Belonging Schools Report Update.pdf \(Teach First, April 2023\)](#)

[Beacon House](#)



# Links to behaviour policies and toolkits

[TheKeyEducationCentre – Policies](#) Behaviour policy

[Relationship\\_Policy\\_2023-24.pdf](#) Spen Valley High

[Statutory policies for schools - Gillingham School](#) Behaviour and written statement of principles

[Developing an Attachment Aware Behaviour Regulation Policy](#) Brighton and Hove

[Guidance for developing relational practice and policy - Support for schools and settings](#) Devon

[Trauma Informed and Attachment Aware Behaviour Regulation Policy | Birmingham Education Support Services](#)

[Understanding Behaviour in Schools | The East Midlands Education Support Service](#)

A small shift in perspective can change everything!



Beacon School Support  
[beaconschoolsupport.co.uk](http://beaconschoolsupport.co.uk)

...

A dysregulated child isn't  
giving you a hard time.  
They're having a hard time.  
Big difference.

# Reflection Point

Why is this relevant to attendance?

What one action will you take as a result of this?

What further information/training do you need?

# Discussion Activity

---

What key takeaways do you have?

---

What best practice can you share?

---

What concerns do you still have about parents & anxiety or relational practice?

---

Children's  
Services

# Ordinarily Available Provision and SEND Support Inclusion and Educational Engagement (Attendance) Hubs

# Our current landscape

## Headline facts and figures - 2024/25

Overall absence rate

**6.38%**

in autumn term 2024/25, a decrease from 6.69% in autumn 2023/24

▶ [What is the overall absence rate?](#)

Percentage of persistent absentees (10% or more missed)

**17.79%**

in autumn term 2024/25, a decrease from 19.44% in autumn 2023/24

▶ [What is a persistent absentee?](#)

Percentage of severe absentees (50% or more missed)

**2.04%**

in autumn term 2024/25, an increase from 1.97% in autumn 2023/24

▶ [What is a severe absentee?](#)

## Headline facts and figures - 2024/25

EHC plans

**482,640**

pupils in schools in England. Up by 11.1% from 2024

▶ [What is this EHC plan number?](#)

EHC plans (percent)

**5.3%**

percent of pupils with an EHC plan. Up from 4.8% in 2024

▶ [What is this EHC percent?](#)

SEN support/SEN without an EHC plan

**1,284,284**

pupils in schools in England. Up by 3.7% from 2024

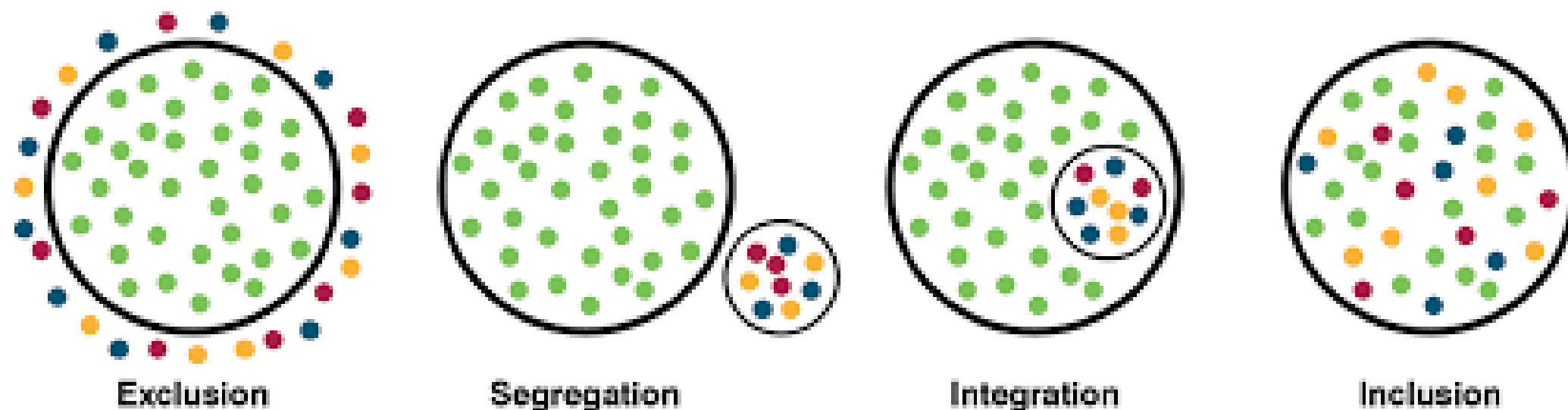
▶ [What is this SEN support number?](#)

SEN support/SEN without an EHC plan (percent)

**14.2%**

percent of pupils with SEN support. Up from 13.6% in 2024

▶ [What is this SEN support percent?](#)

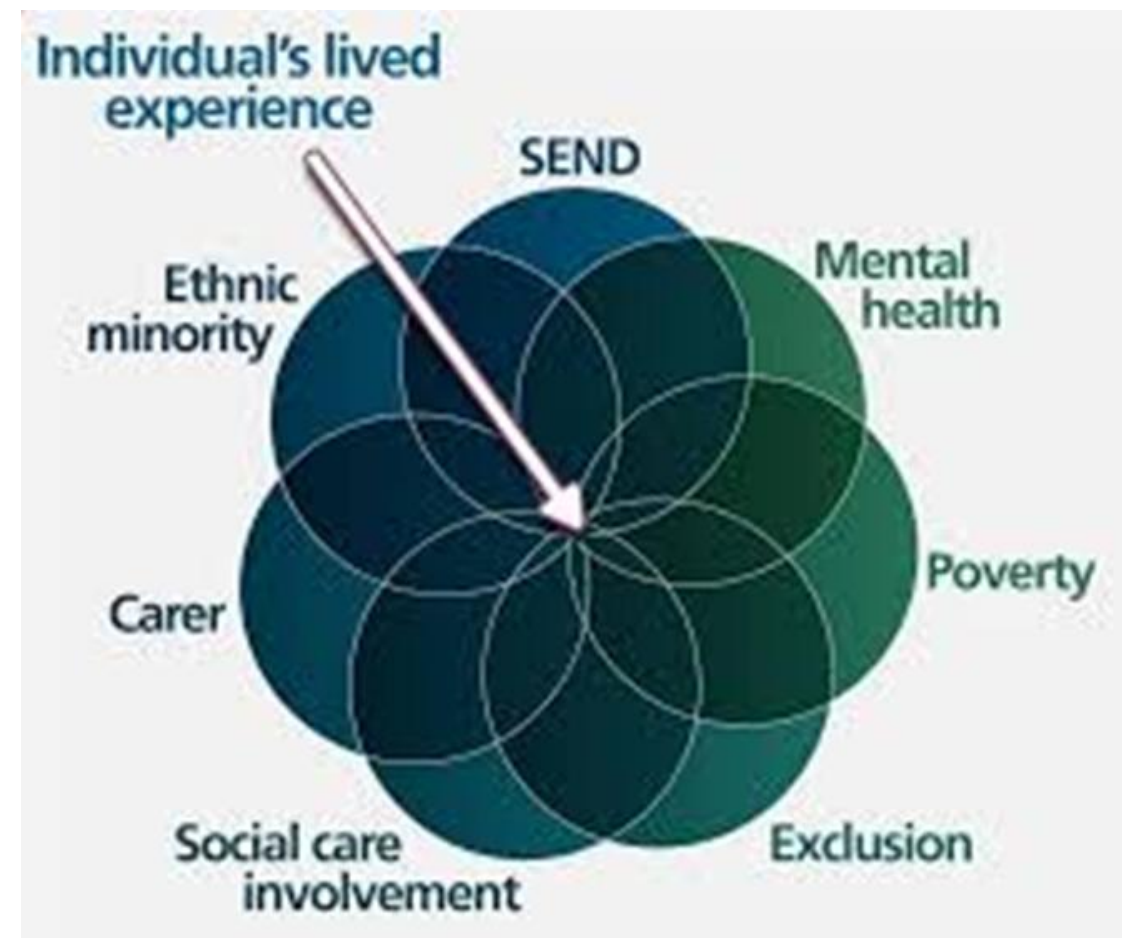


*Integration? No, inclusion. (2020).*

<https://amylawson9.wordpress.com/2020/03/24/integration-no-inclusion/>.

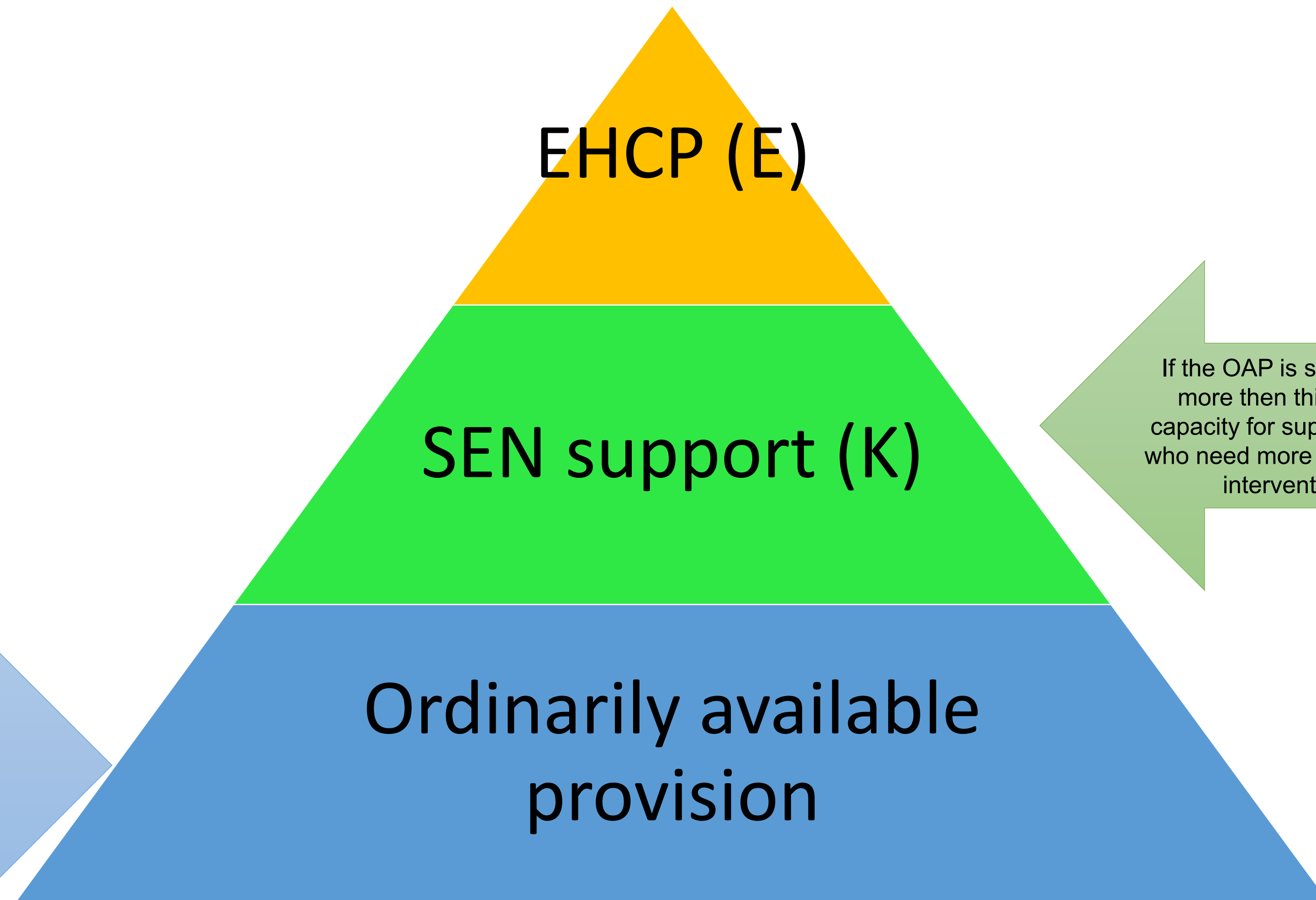
Good Childhood Report 2024 suggests that children in the UK are finding school a less positive experience than previously

# How ordinarily available provision helps if we achieve consistent implementation



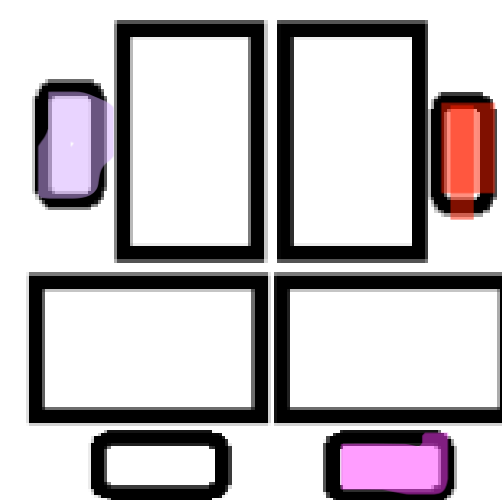
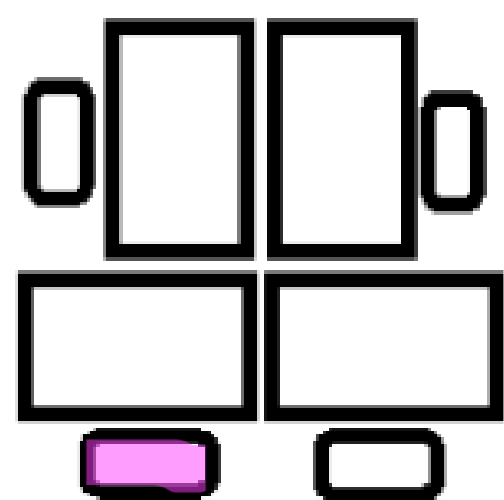
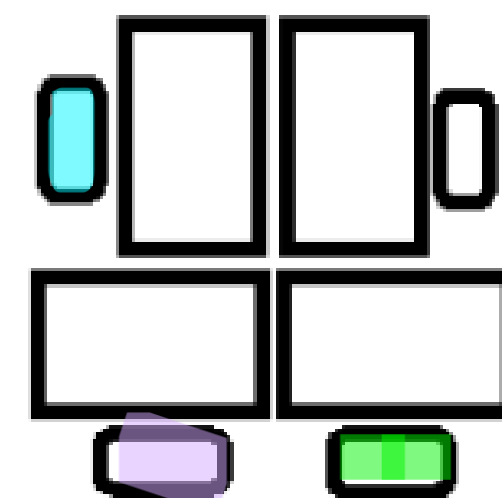
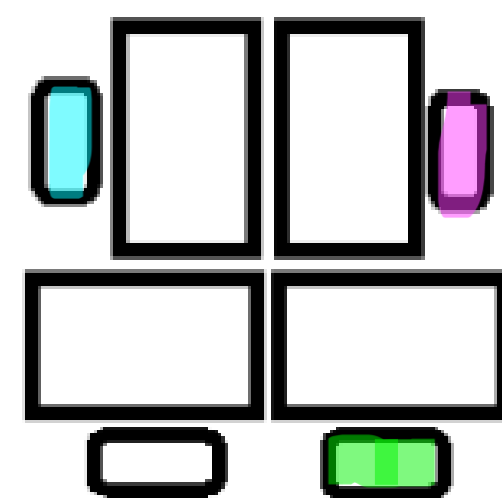
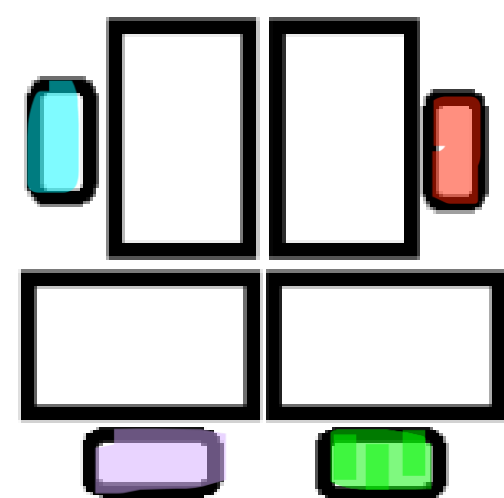
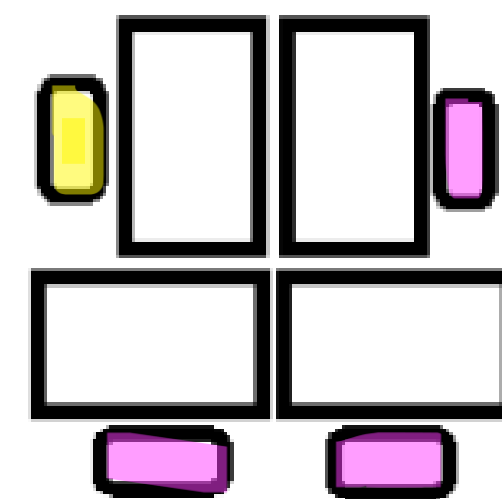
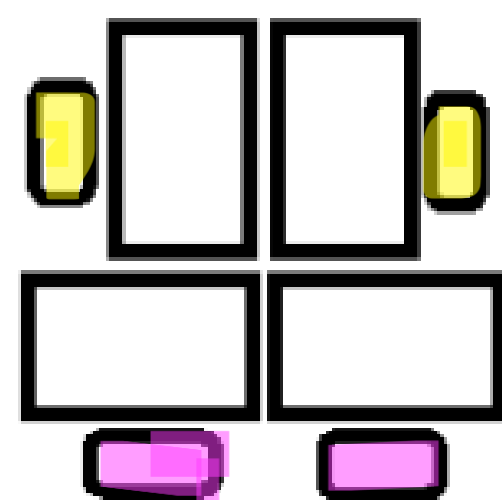
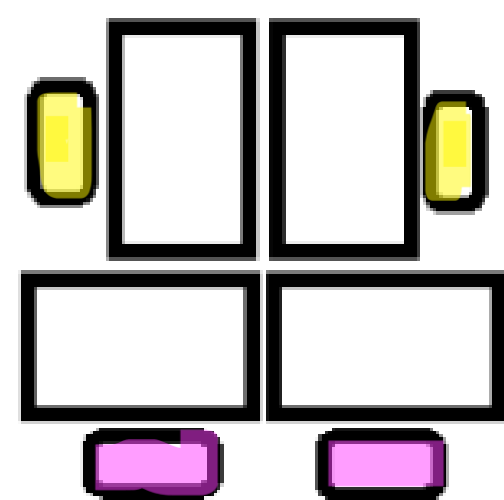
NASEN – Crown  
Copyright 2020

Getting this universal layer consistent means that many of the additional aspects done for some individuals can be utilised for all and therefore more are supported by the great teaching happening in every classroom



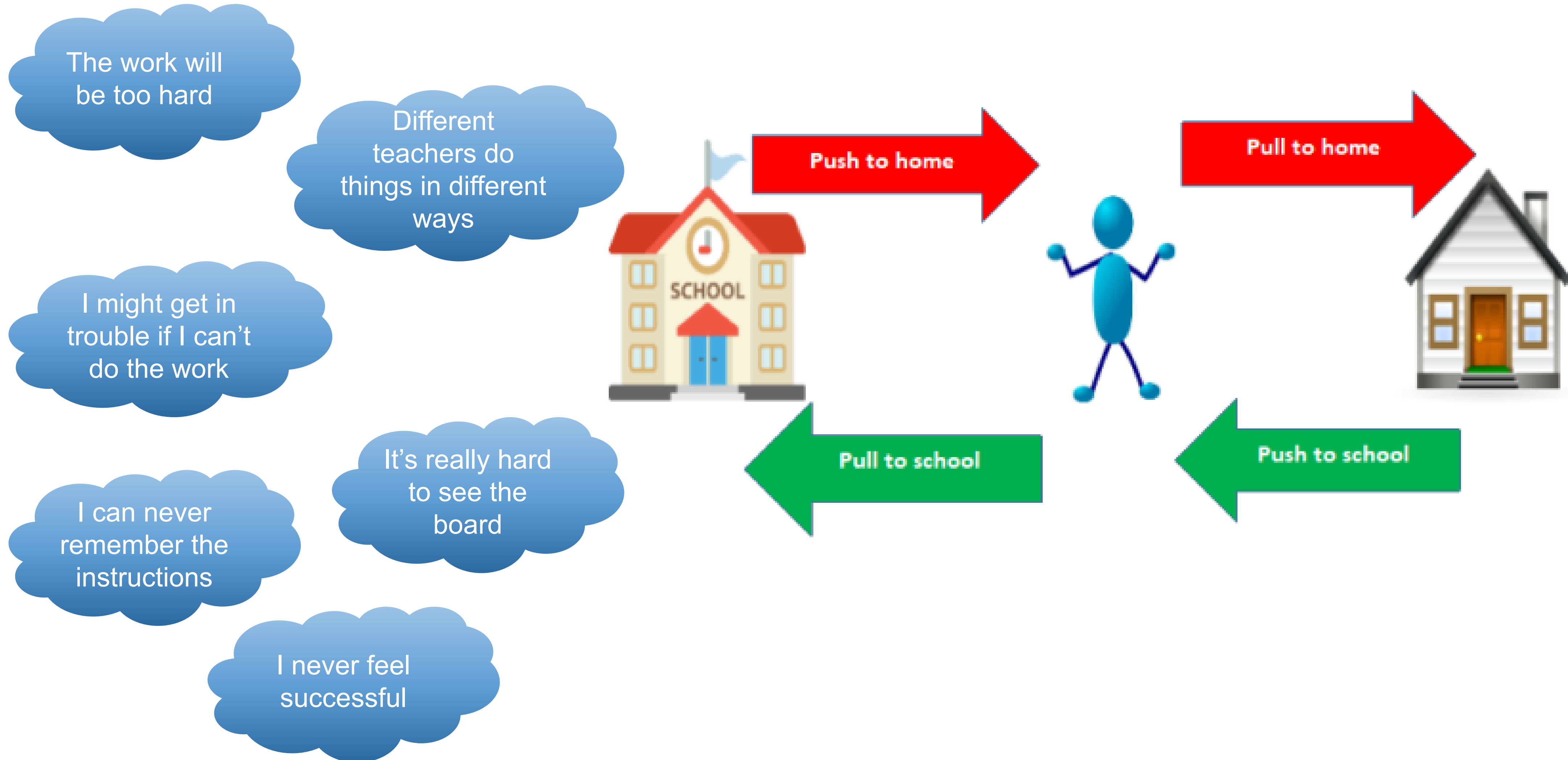
If the OAP is secure and supporting more then this creates additional capacity for supporting those learners who need more targeted and specialist intervention and support

# Classroom demographics



5 on SEN register 14%  
3 with EHCPs 7%  
10 Pupil premium 30%  
2 with EAL  
3 are young carers  
3 have an undiagnosed language need  
6 with no need

# Non-attendance push and pull factors



# Implementation

Identify an agreed number of aspects to start with

Ensure everyone knows about them but also why they can have such an impact

Make sure everyone has a shared understanding of what these things look like in practice and how to make them work

Implement and embed

[hants.sharepoint.com/:b:/s/CSCommunications/EdUXu7VIR9ICpbXeCse\\_kQBsdJ4RrPm6gvZdLBtSNERkg?e=kIV3sS](https://hants.sharepoint.com/:b:/s/CSCommunications/EdUXu7VIR9ICpbXeCse_kQBsdJ4RrPm6gvZdLBtSNERkg?e=kIV3sS)

"Great things are not done by impulse, but by a series of small things brought together."

- Vincent Van Gogh

www.janetaylor.net

## Don't forget

SEN support line [SEN Support Line Enquiry Form](#)

SEN toolkit [SEN Moodle: All courses](#)

Elearning [SEN Moodle: All courses](#)

High quality inclusive teaching through ordinarily available provision training [Hampshire Teaching and Leadership College | Education and learning | Hampshire County Council](#)

Commissioned time with SEND and inclusion team to focus on OAP across the school, insets etc contact [laura.hamson@hants.gov.uk](mailto:laura.hamson@hants.gov.uk)

"Start small, think big. Don't worry about too many things at once. Take a handful of simple things to begin with, and then progress to more complex ones. Think about not just tomorrow, but the future. Put a ding in the universe."

- Steve Jobs



# Reflection Point

Why is this relevant to attendance?

What one action will you take as a result of this?

What further information/training do you need?

**STOP**  
**DOMESTIC**  
**ABUSE**



**Jeanette Wilding**  
**Service Manager**

# Impact

## **Children who experience DA are:**

- 3x more likely to have mental health support needs
- At higher risk of bullying, low attendance, exclusion, and underachievement
- More likely to show challenging behaviour, or conversely, hyper-compliance
- Domestic abuse is a factor in over half of Serious Case Reviews.
- Impact on CYP vary by age and individual but may present as:
  - Late or frequently absent
  - Emotional dysregulation
  - Risk-taking behaviours
  - Hyper-vigilance
  - Tired, hungry, or anxious
- Subject to frequent school moves, disrupting education and relationships

# Spotting the signs: Children

- Frequent lateness or being picked up by different people each day
- A child who's excessively compliant, always trying to please adults
- Sudden behaviour change around parent (more anxious, clingy or withdrawn)
- Disclosure of parental arguments, but fear of speaking about home life
- Controlling behaviour in a young person's own relationship (jealousy, constant messaging, isolation from friends)
- Lack of essentials (lunch, clean uniform) even if family doesn't seem "in need"
- Child showing over-responsibility (e.g., caring for siblings, knowing too much about household finances or stress)

# Children and Young People Service

- Prevention
- Targeted Intervention
- Specialist Support
- Training

# Prevention

Workshops provide a universal offer, with the content and approach tailored to be age-appropriate for different year groups. This ensures each student receives information and support in a manner that resonates with their developmental stage and understanding. Stop Domestic Abuse have a suite of one-off workshops that cover a range of topic including:

- Healthy and unhealthy behaviours
- Respect
- Equality
- Effective communication
- Non-violent conflict resolution
- Consent and nudes
- Social media
- Workshops integrate seamlessly with the PSHE and RSHE curriculums, reinforcing key educational themes around wellbeing, respect and social responsibility. Workshops are interactive, encouraging questions, exploration of the topics, sharing experiences and facilitating meaningful discussions

# Group Work

Targeted intervention is provided through age and developmentally appropriate groupwork.

- Safe Little Bears (Reception/KS1)
- Safe and Sound (KS2)
- It's a RAPP (KS3/Ks4)
- Break the Cycle (Ks3/KS4)

# 1:1 Support

Stop Domestic Abuse provide specialist, 1:1, trauma informed support to children and young people in school. We co-produce a developmental/age-appropriate support plan covering areas relevant to their needs and goals.

APA – In Hampshire we provide a specialist service for children/young people who are using unhealthy/abusive behaviours toward their parent/carers.

# Unique position as a school

- **Daily contact** – we see families every day at drop-off and pick-up.
- **Trusted relationships** – children and parents often confide in us first.
- **Safe, neutral space** – school can be the only place a parent feels safe.
- **Noticing change** – staff may pick up on parental behaviours (anxious, withdrawn, controlled).
- **Gateway to support** – schools can signpost to services, link with safeguarding partners, and create pathways to safety.

# What can you do?

- Provide opportunities for training, ensuring all school staff are confident recognising domestic abuse and responding to it.
- Partner with Stop Domestic Abuse, working together to deliver preventative and targeted interventions to your students.

We  
need  
to talk

# Where to refer for support

STOP  
DOMESTIC  
ABUSE

*Without<sup>a</sup>  
world  
domestic  
abuse.*

- Complete the online referral form for professionals
- Complete the online referral form [www.stopdomesticabuse.uk](http://www.stopdomesticabuse.uk)
- Advice line (to access support in Hampshire, Southampton & Portsmouth) – 0330 0533 630
- Stop Domestic Abuse – [advice@stopdomesticabuse.uk](mailto:advice@stopdomesticabuse.uk)
- Secure email: [advice.hampshire@stopdomesticabuse.cjsm.net](mailto:advice.hampshire@stopdomesticabuse.cjsm.net)

**STOP**  
**DOMESTIC**  
**ABUSE**



**Thank you**

Any Questions?

# stopdomesticabuse.uk



PO Box 53, Havant, Hants. PO9  
1UA

Stop Domestic Abuse is an innovative and unique provider of all services to those affected by domestic abuse

**Advice line – 0330 0533 630**

We don't just protect and work with victims, we help perpetrators, the police and many other organisations.

**[advice@stopdomesticabuse.uk](mailto:advice@stopdomesticabuse.uk)**

**Our vision is a world without domestic abuse**

**[training@stopdomesticabuse.uk](mailto:training@stopdomesticabuse.uk)**

Stop Domestic Abuse is the trading name of Southern Domestic Abuse Service Registered Charity Number 1146773.

# Attendance Contacts

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**New email inbox:** [IEAttendancehubs@hants.gov.uk](mailto:IEAttendancehubs@hants.gov.uk)

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**Mendix form for Advice and Guidance:**  
<https://educationforms.apps.hants.gov.uk/p/school-forms>

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**Moodle sites:** [Hampshire Improvement and Advisory Service](#)