Children's Services

Inclusion and Educational Engagement Attendance Hubs – Summer Term 2026

Hampshire County Council

Agenda - Primary

- Working with GP's Update
- School Best practice Examples
- Activity – Best practice ideas from the breakout rooms
- Activity – Group discussion on safeguarding theme
- AP safeguarding considerations
- Children with a Social Worker
- Coding Update

Who's Who & Contact Details

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ISS Moodle : All courses | Home

Mendix Form: Attendance: For schools to refer children and request advice from ISS | Home

Virtual School Moodle: Home | Hampshire Virtual School

Working with GP's Update

To remind professionals that "Children and young people attendance at school is still the key priority for Children Services and Education - as Children not in school are not able to enjoy, achieve and be able to make progress. Without eyes on these children are also difficult to safeguard"

To review the attendance patterns of children and young people at school in Hampshire and to understand where progress has been noted and where further improvements will need to be made

To ask Public Health Professionals to help support us in challenging some parents to work with schools closer and ensure that parents are not a barrier to their children attending school

Reasonable Adjustments in School



Letter from Hampshire & IOW Safeguarding Childrens Team

NHS
Hampshire and Isle of Wight

Hampshire and Isle of Wight Integrated Care Board
Hampshire Fire & Police Headquarters
Leigh Road,
Eastleigh
Hampshire
SO50 9SJ

5.4.2024

Dear Colleague,

Re: Requests for GP letters for school non-attendance/adjustments

Parents/carers have a duty to ensure their child has an appropriate education either by attendance at school or by other provision (section 7, Education Act 1996). It is known that regular attendance at an educational setting is good for children's long-term education, health, and socio-economic outcomes. Since the pandemic, schools have seen an increase in the number of children not attending due to illness, in particular mental health. We are aware that GPs are often being approached by parents and/or schools asking for a letter confirming the child is not well enough to attend school.

We are working with Hampshire County Council to improve school attendance for children locally. Hampshire County Council are clear in their support of LMC guidance that we should **NOT** be signing children off school and should not be asked by schools or parents to do this. We may be asked for more information regarding a child's health needs if its impacting on their attendance especially if the child is on a child protection plan. This information is helpful for us to share so the school and children's services can make any reasonable adaptions. We have also been made aware that GPs are writing letters of support for specific interventions such as equine therapy or advising that children are unable to attend school sometimes for long periods. In some cases, Med 3's have been issued for them.

The LMC have a helpful letter that can be given in response to these requests. Certifications - Wessex LMCs

Hampshire County Council are supporting this message by writing to schools and parents advising them not to approach primary care requesting such letters and stressing the importance of keeping children in school. We should also not be advising on education provision but ensure we only make recommendations based on a health perspective.

When seeing children with poor school attendance or not in education please consider the safeguarding risks and refer to children's services if appropriate.

Thank you for your support in this area.

Yours faithfully,

The Named GPs, Hampshire and IOW Safeguarding Childrens Team

DfE Attendance Toolkit – Year 6s

To help schools identify concerning trends in absence for incoming year 7s, the DfE have also added a new data download into the tool. It is a year-to-date summary of absence rates for pupils offered a place at your school on national offer day.

Schools can use this data to:
- identify pupils with concerning absence rates who may need support
- engage with feeder schools, local authorities and families to discuss barriers to attendance ahead of September
- provide appropriate support and intervention for individual children

This data is taken from the management information system (MIS) of the primary school the pupil currently attends. Primary schools will be made aware that secondaries can access this data.

How schools can access the data
To download it:
1. Log in to View your education data (VYED) using your DfE Sign-in credentials.
2. Select ‘Monitor your school attendance’.
3. Select ‘Year 6 transition data download’.

To note LAs do not currently have access to year 6 data

Purpose

- The Local Authority is developing a Service Level Agreement (SLA) to extend the offer of support to schools beyond statutory requirements.

Context

- Statutory duties remain as set out in DfE guidance Working Together to Improve School Attendance (WTISA).
- The SLA will cover non-statutory, traded support that schools can choose to access.

Initial Offer (Phase 1)

- First tranche of support will focus on:
  - ✓Attendance data and intelligence
  - ✓Attendance practice and strategy support
  - ✓Governor support and capacity-building

Future Development

- Further offers will be developed over time and are likely to include:
  - ✓Support around suspensions
  - ✓Support linked to permanent exclusions
- Development will be informed by school feedback and system need.

Statutory Support (No Cost)

- Required by law and provided to all schools
- Defined by DfE statutory guidance, including WTTISA
- Focused on:
  - ✓Legal compliance
  - ✓Safeguarding and threshold-based intervention
  - ✓Challenge where duties are not being met

Traded Support (SLA)

- Optional, commissioned support through the SLA
- Designed to add value beyond statutory expectations
- Focused on:
  - ✓Early help and prevention
  - ✓Capacity-building and improvement
  - ✓Bespoke support matched to school need

In Practice

- Statutory = must do
- SLA = can choose to buy
- Both work together to support strong attendance, inclusion, and governance

Children's Services

Inclusion and Educational Engagement
Attendance Hubs
Schools input – sharing good practice

Hampshire County Council


St Alban's C of E Aided Primary School
Inspired to make a difference in God's world with excellence and love
Useful Links
Home
About Us
Key Information
Church School & Values
Parents
Pupils
Welcome to
St. Alban's CE (Aided)
Primary School
Our School Values
Love

- It is based on the Empowerment Approach (Kit Messenger, *‘Curious, not Furious’)*. It uses the latest research and practice from the fields of education, psychology, coaching and neuroscience.
- We worked closely with Primary Behaviour Support on implementing this. They led training for staff, governors and parents. This focused on the importance of consistent, positive language being used (As a CE school, we have also linked this to our core values and the restorative approach). A consistent understanding of logical, natural and protective consequences is imperative as is the importance of ‘making time’ to ‘coach’ for change.
- We have ‘blended’ some of the traditional behaviourist approaches (such as extrinsic rewards, a tiered card system and other reasonable adjustments) and the relational approach to make a policy that works for our children in our school.
- It has taken nearly 2 years to get to this point. It is hard work…but, worth it! It is definitely not letting children get away with it, or the easy route!
- The Empowerment Pathway is displayed in each classroom and in corridors. This supports all staff in conversations with pupils and children are now using this language at home with their parents too!



Relational Policy

Relational Policy at St Alban’s



‘Pupils understand the consequences of their actions and can often recognise what will happen before staff explain it’. Ofsted, January 2026

Attendance
Froxfield CE School

April 2026

Management & Strategic Oversight

- Attendance is monitored daily by leaders.
- Attendance is everyone’s responsibility.
- Governors – challenge attendance at each FGB and committee meeting.
- Daily lists of absentees shared.
- Attendance below 95% shared with all staff weekly.
- Staff and Governor training on DfE data. This is shared with all staff and Governors.
- Targeted Support Meeting with ISS invaluable in suggesting further action/ideas – would recommend.

Whole School Rewards

Mixed opinions on this. Parents don’t always like it but it keeps the profile high and rewards good attendance. It does not punish those whose attendance is not as high but it does recognize strong attendance.

- Weekly extra play and weekly attendance cup for class with best attendance (some children with very low attendance for specific reasons excluded from the data).
- Weekly attendance raffle. If you are in school on time every day then you are in the raffle.
- Half-termly house points – 3 HPs for 100%, 1 HP for 98%+
- Annually – 100% attenders get to come in home clothes on the last day of the school year.

Impact – children understand that attendance is important, parents tell us their children don’t want to be off.

Strategies to Manage Low Attendance

We are a small school and know our children and families very well. Nothing we do is revolutionary, but it is very personalised and we work hard to prioritse this work and never let thigs go.

We take quite a firm line – balance challenge and support.

- Cluster Attendance Statement sent at the start of the school year.
- House visits where parents have not contacted us.
- Letters used consistently – below 93%, close to 90%, medical evidence, notice to improve, FPN.
- Attendance letters sent to all parents half-termly.
- Meetings with HT or PSW.
- Referrals to Outside Agencies – Inclusion, EHH, L2 referrals.
- Request for Medical Evidence to authorise absence.
- Current attendance data included as standard in acknowledgment email when parents email to notify that their child is off.
- Consistent use of FPNs.
- Attendance on newsletters broken down by year groups.

Support

This is personalised to needs of individual – focus on individual barriers. Mainly focusing on ‘pulls’ to school and transition from home to school.

- Transport support – from school or organised through the school with another parents.
- One child from Year 6 goes down to pre-school where she helps and plays with other children.
- One child has her owns plants in school so she needs to come in to school to water them.
- Soft starts, quiet spaces, movement breaks, special jobs, relaxed uniform policies, sensory boxes.
- Adaptations to the curriculum, reduced demands.

We have moved to an Early Years playground approach which acts as a ‘pull’ for many children.

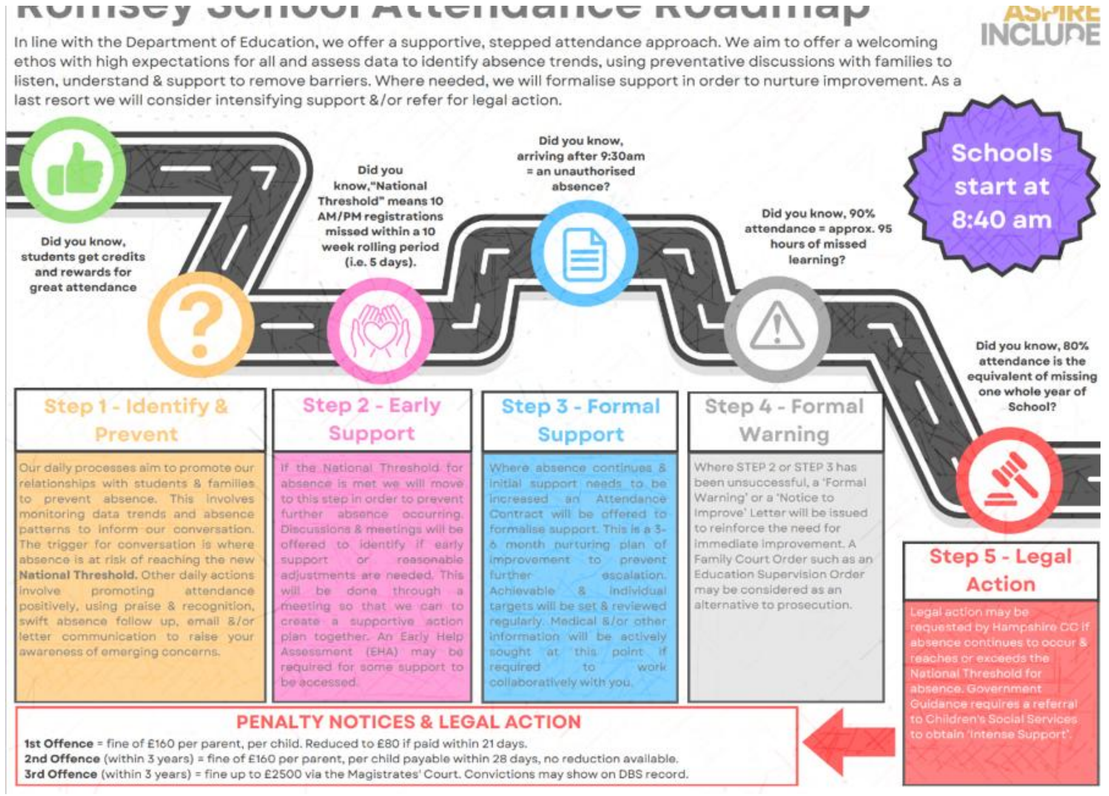
Children's Services

Inclusion and Educational Engagement Attendance Hubs – Targeting Support Meetings sharing good practice

Hampshire County Council

- Cupernham Junior School working hard to identify groups with lower attendance and develop a targeted plan to address attendance concerns, and escalate, if necessary, but using a support first focus.
- They utilise their TSMs well to cover general attendance guidance and suggestions/ideas and then explore a few cases.
- Have seen early indicators of success since implementing some of their targeted work and where they have remaining concerns, we discussed their plans and some more strategies to try to improve things further.

- Romsey School have been using graphic representation to be clear around the stages of their attendance support



Children's Services

Inclusion and Educational Engagement Attendance Hubs – sharing good practice from spring hubs

Hampshire County Council

Relational Practice & Family Engagement



Trust-Based Relationships

Strong, trust-based relationships between staff, pupils, and families enhance engagement and attendance.

Visibility and Approachability

- Daily visibility of staff at school gates creates a welcoming environment and positive routine for students. Visual celebrations and simple gestures (e.g., waving from YR windows) strengthen belonging and motivation.

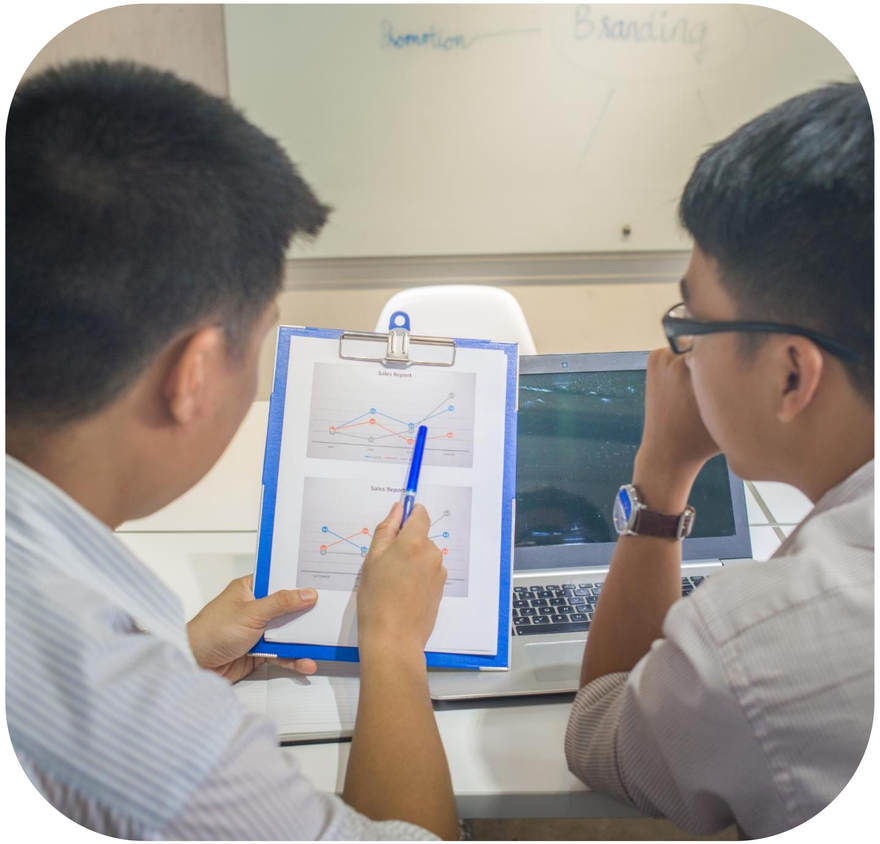
Proactive Communication

- Proactive communication ensures families feel supported, strengthening home–school partnerships. Clear communication around punctuality and U codes helps families understand consequences and encourages improvement.

Follow-up and Support Strategies

- Parent micro-talks and CAMHS video resources have been well received and provide valuable guidance. Personalised follow-ups and collaboration with community services help address attendance barriers effectively.

Early Identification, Monitoring & Systems



Systematic Data Tracking

- Schools use systematic data tracking to identify attendance patterns early and intervene before issues escalate. Using VYED data reframes pupils as individuals rather than statistics, improving targeted relational practice.

Threshold-Based Tracking

Thresholds at 96%, 93%, and 85–90% enable focused, proactive attendance interventions and prevent crises.

Collaborative Review Meetings

Regular meetings among pastoral teams and attendance officers support timely discussions and family engagement.

Holistic Support Integration

Embedding attendance in safeguarding and pastoral systems ensures academic and emotional factors are addressed.

- Effective partnership with feeder and neighbouring schools ensures consistent communication and expectations.

Incentives & Motivation

Positive Reinforcement Impact

Combining relational approaches with positive reinforcement increases pupil engagement and enthusiasm effectively.

Diverse Incentive Strategies

Incentives like raffles, class celebrations, and improvement rewards recognize effort and achievement uniquely.

Visual Recognition Tools

Attendance boards and classroom displays foster pride and public acknowledgment of student progress.

Personalised Motivation

Tailored rewards for pupils with specific needs address barriers and encourage sustained attendance.



Curriculum, Pastoral & In-School Support



Pastoral Care and Nurture Spaces

- Nurture spaces provide safe environments for emotional regulation and gradual reintegration into mainstream education. Re-establishing the role of tutors has strengthened early intervention and parental contact.

Curriculum Adaptations and PSHE

- Targeted PSHE content enhances resilience, emotional wellbeing, and coping strategies among pupils, help reduce anxiety-linked absence.
- Resilience-focused interventions addressing morning routines, barriers, and motivation have improved attendance for 70% of participants.

- **In-School Support Mechanisms**
- Breakfast clubs, sensory circuits, and soft starts reduce anxiety and provide practical support for pupils. Therapy dogs significantly improve morning routines and reduce barriers.

Special Needs and Mental Health Support

Personalized SEND pathways and mental health interventions aid pupils with additional educational and emotional needs.

Illness & Medical-Related Absence



Clear Family Communication

- Consistent communication with families clarifies illness expectations and attendance thresholds to improve student presence. Face-to-face meetings are the most effective method for addressing illness-based absence explanations.

Medical Evidence & Support

- Requesting medical evidence supports appropriate absence and reduces prolonged absence due to minor illnesses. Illness-related absence addressed through confidence-building measures, GP involvement, and clear communication templates.

Collaboration with Health Professionals

- Liaising with GPs and nursing teams ensures families receive accurate advice for safe student attendance. Targeted health-related interventions with school nursing services address recurring illness concerns.

Monitoring and Safeguarding

Tracking illness patterns helps identify deeper concerns and triggers safeguarding or pastoral interventions.

Support for Vulnerable Families



Identifying Barriers

- Barriers like financial strain and mental health challenges impact family attendance and require tailored support plans. TSM collaboration supports problem-solving for the most complex families, generating new strategies.

Outreach and Mentoring

- Outreach support through home visits and mentoring provides personalized guidance and encouragement to families. FSWs across schools provide practical at-home organisational support for families.

Practical Assistance

Schools offer practical help like transport to overcome logistical hurdles for consistent attendance.

Leadership and Prioritization

Leadership involvement and prioritizing pupils on free school meals ensure accountability and early intervention.



Anxiety, EBSA & SEMH Support

Therapeutic and Emotional Support

- Schools offer ELSA-led emotional support and resilience programs to help pupils manage anxiety and build confidence. EBSA and TALA trained staff.

Flexible and Safe Learning Environments

Flexible start times and nurture rooms help reduce sensory overload and create low-pressure reintegration spaces.

Innovative Support Tools

Use of therapy dogs and CAMHS-linked resources offer calming routines and digital support for pupils and parents.

Hybrid Reintegration Models

Remote learning options via digital platforms support pupils who struggle with physical attendance during reintegration.

Whole-School Culture & High Expectations



Embedding Attendance Ethos

- Attendance is embedded into school ethos and daily language to prioritize it consistently. Attendance has become everyone's priority, supported by targeted interventions, curriculum engagement, and early parental access to leadership.

Collective Staff Responsibility

- Staff at all levels share responsibility for attendance, reinforcing shared norms and values. Tutor capacity is strengthened through peer-pairing for staff development around relationship-building.

Warm-Demander Approach

Combining high expectations with warmth ensures pupils feel supported and accountable.

Clear Communication with Families

Clear messages about holidays, punctuality, and absence guide families on attendance expectations.

Transition & Reintegration



Supportive Transition Practices

- Schools use innovative methods to support pupils during key transitions, ensuring smooth educational progress. This could be a return to school following an absence – meet and greet.

Reverse Transitions

Temporarily placing pupils in familiar settings helps rebuild confidence before re-entering new environments.

Engagement and Routines

Soft starts, meet-and-greet routines, and personalized targets reduce anxiety and foster positive attendance.

Family and Flexible Participation

- Early family engagement and hybrid participation options support pupils struggling to reintegrate physically. Live Teams-based participation supports reintegration for pupils with anxiety.

Safeguarding and Attendance Discussion Activity

Read the following scenario and discuss with colleagues



Cindy Pritchard, Lead Safeguarding Adviser (Education)

Hampshire Improvement and Advisory Service (HIAS), Children's Services

Ellie

Ellie is in Year 5. She has an EHCP which has been in place for around 18 months. She has a diagnosis of autism. Parents say she is highly anxious at home and has strict routines that must be followed or she has ‘meltdowns’. They feel she masks in school so this is not seen by staff. In school, she presents as engaged and has friends.



This year, Ellie’s attendance has got progressively worse. In Year 3 it was 95%, but dropped to 89% in Year 4 and was sitting at 60% for Year 5. Ellie has not been in school since the beginning of March and parents say that she cannot cope with the school environment. They are in discussion with the SEND team as they feel Ellie needs a specialist placement. Initially, parents agreed weekly check in visits, but since Easter they have refused these as they say it causes Ellie distress and is impacting on her mental health.

Questions

1. What risk factors are there for Ellie?
2. What could potentially increase or decrease the risk?
3. What steps would you take?



Children's Services

Attendance Hubs Safeguarding around alternative provision

Hampshire County Council

Use of alternative provision

Key objectives of alternative provision

Reduce suspension and prevent permanent exclusions

Support reengagement with education.

Provide short-term, specialist interventions where these can be sourced in house.

Ensure provision is safe, suitable, time bound and has clear reintegration plans.

Core principles

AP should only be used when necessary and always with the pupil’s best interests in mind.

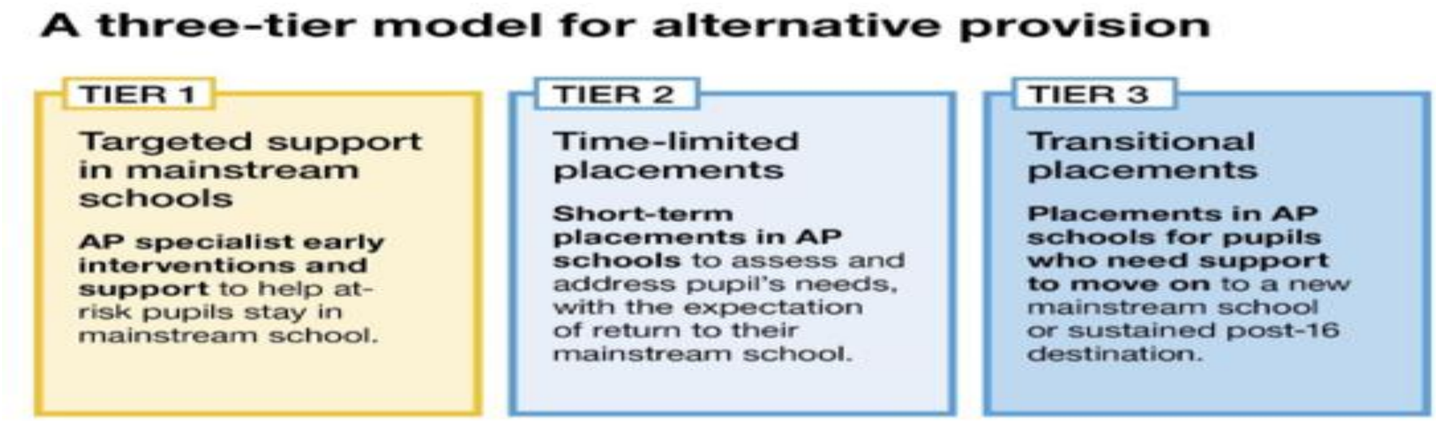
School retains full responsibility for their pupils when with AP, including for safeguarding, progress and welfare.

AP should be seen as a short-term intervention rather than a long-term solution.

Planning for reintegration or transition should happen from the outset.

If using for a pupil with an education, health and care (EHC) plan, the Local Authority (LA) special educational needs (SEN) team should be made aware of this and the rationale.

Alternative provision – three tier model



Tier 1 – early intervention focused on maintaining placement	Tier 2 – time-limited, short term placements to support reintegration	Tier 3 – longer-term placements to provide continuity and support for future reintegration
Therapies Outreach Specialist teachers Chartered physiotherapy Primary Behavior Service (PBS) outreach PBS Wellbeing service Hampshire Educational Psychology	Hospital and secure facilities Education Centres (Pupil Referral Units) Future You Hampshire Outdoors including study and outdoor centres Primary Behavior Service (PBS) Inreach Use of unregistered providers	Hospital and secure facilities Education Centres (Pupil Referral Units) Future You Hampshire Outdoors Use of unregistered providers

Internal Services

Future You Hampshire Outdoors Hampshire Futures Hampshire Music Service Primary Behaviour Support

Registered, unregistered and rules

Registered	Unregistered
Education Centre (Pupil Referral Unit)	Everything else
Alternative Provision Free School	

Registered when there is a DfE number and oversight from a regulatory body

Rules for unregistered use

- 18 hours max
- Not the sole provider
- Commissioner retains responsibility
- Records of checks and reviews
- Systems for monitoring
- Plan for reintegration
- For children with EHCPs, the authority which holds the plan needs to be made aware of the placement

Best Practice for unregistered use

- Time limited with a reintegration plan
- Collaborative working with child, family and other agencies
- Understand the type of provision
- Complete physical checks and visits
- Safeguarding principles
- Health and safety
- Attendance processes
- Provision meets needs
- Progress monitoring

Alternative Provision- what does KCSiE 2025 say?

Topic	KCSIE 2025 Paragraph	Summary
Responsibility for safeguarding in AP	**Paragraph 174**	Schools retain overall responsibility for safeguarding pupils placed in AP.
Due diligence before placement	**Paragraph 175**	Schools must ensure AP is safe, suitable, and meets safeguarding standards.
Oversight and monitoring	**Paragraph 176**	Regular contact, attendance tracking, and safeguarding checks are required.
Written agreements with AP providers	**Paragraph 177**	Formal agreements should outline safeguarding roles and expectations.
Reintegration and suitability review	**Paragraph 178**	AP must be reviewed regularly to ensure it remains appropriate.
LA duty under Education Act 1996	**Paragraph 179**	LAs must arrange suitable education from day 6 of exclusion/suspension.

Responsibilities

School

Primary responsibility for commissioning, monitoring and quality assurance of AP used. Must ensure that the provision matches pupil needs, is safe, suitable and is not acting as an unregistered school.

Governing bodies

Oversight of the use of APs to ensure focus on compliance, effectiveness and cost to the school.

Checks and safeguards

Before commissioning an AP, it is necessary to:

- check safeguarding, safer recruitment and health and safety
- confirm staff training, policies and site suitability
- conduct a physical visit and identify mechanisms for attendance tracking, monitoring quality of provision and sharing this information.

Whilst using the AP, it is necessary to:

- have systems for tracking attendance, progress and raising concerns
- undertake formal reviews of a regular basis with families and other professionals
- have clear reintegration plans
- make regular site visits
- keep logs of all communication and visits.

Guidance
AP Guidance update June 2025.pdf
Moodle link – leadership section
Course: Alternative Provision | SEN Moodle

Frequently asked questions

- **Do I have to use an alternative provision if a parent requests it?**

  No. Although it's important to find out why a parent might be requesting or suggesting something, as the commissioner you make the decision as to whether a provision is appropriate.

- **How do I ensure that I'm not using a provision as an unregistered school?**

  You need to ensure that you limit the hours spent at a single provision to less than 18 hours a week (this does include lunch, breaks and travel time where the provider is supervising these). It is also necessary to ensure that you are still contributing to the educational package, so the provision is not the sole provider.

- **Do I have to use provisions on the HCC shared framework list?**

  No. The framework is not a list of approved providers. The LA has the requirement to commission some places and so to do this needs a procurement framework. This is the internal system of assurance and commissioning so does not supersede the need for schools to undertake these processes and is only accurate at the time of publishing. Most AP is commissioned by schools, so as commissioner the school needs to be confident on the quality of provision and practice.

- **How often do I need to make physical site visits?**

  The type of site is likely to influence the frequency of physical visits. It is suggested that a physical visit each half termly enables the commissioner to maintain an oversite on the ongoing appropriateness of the physical site. If it is a site where health and safety is a more significant element then the commissioner may choose to visit more frequently. These visits should be in additional to the ongoing liaison about attendance, safeguarding, progress and steps towards reintegration.

- **Do I need copies of information about checks and associated documents?**

  Yes. All this information should be held on the individual's file in line with normal data retention processes. This information should be readily available to be seen if required by the LA or regulatory bodies.

Children with a Social Worker

DfE guidance for social workers and attendance

Families First Partnership

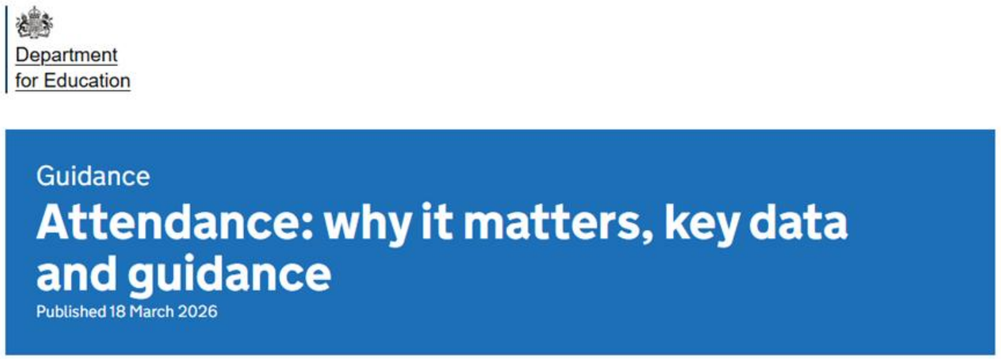
Ofsted and CWSW

Young Carers

ETE – signposting for referrals

New DfE guidance on School Attendance: Key Actions for Social Workers

At a glance:	
	Attendance is a safeguarding priority
	Children with social workers are at higher risk of absence
	Identify concerns early through regular contact
	Work jointly with schools and LA attendance teams
	Embed attendance in every child's plan
	Keep the child's voice central; understand barriers
	Address safety concerns and support parents/carers
	Plan early for key transitions
	Use attendance data to spot patterns and risk
	Share information regularly with schools
	Explain impact: 90% attendance = 19 days missed per year



Families First Partnership Programme

FFPP Programme Guide

FFPP is a DfE initiated programme which aims to shift the focus towards intensive earlier help for families, more expert, focused multi-agency child protection practice and greater use of family networks

FFPP includes:

- Multi-Agency Child Protection Teams, which includes ‘education’ representation
- ‘Family Help’, providing multi-disciplinary support to families
- Family Help Lead Practitioners, a range of practitioners from different agencies (including education settings)
- Implementation of Family Group Decision Making, involving family and support networks earlier
- Stronger prevention, through universal and early help activity

More information on FFPP will be shared with you via school comms

What does this mean for schools and education settings?

- You are a key part of the system of help, support and protection, in partnership with social care, health and police
- You are crucial to early identification and prevention
- Persistent or severe absence is treated as a potential safeguarding indicator
- Information sharing expectations are clearer and stronger



DfE vision, FFPP Programme Guide

Ofsted Research Findings Spring/Summer 2025

- **Know the child:** Leaders who prioritised understanding individual circumstances enabled timely, effective support.
- **Create safe cultures:** Strong emphasis on emotional wellbeing, trusted adults and safe spaces improved engagement and stability.
- **Target what works:** High-impact interventions (1:1, small groups) and robust PEPs drove measurable progress.
- **Align the system:** Clear communication with carers, social workers and virtual schools enabled joined-up, responsive support.
- **Plan transitions well:** Proactive leadership of transitions reduced disruption and supported continuity of learning.
- **Build informed practice:** Leaders who ensured staff understood the specific needs of care-experienced children were better placed to create supportive, inclusive environments.

Lee Owston, National Director, Education, 19 March 2026 - inspection, schools, social care



How Ofsted is putting children known to social care at the heart of education inspections – Ofsted: education

Virtual School training

Most training free and open not only to Designated Teachers but class teachers and LSAs

- Statutory Designated Teacher Training
- Supporting Vulnerable Children in the Classroom
- Attachment and Trauma Aware Training
- Writing an Effective PEP - Including Needs Analysis Tools
- Gathering Child Voice
- Termly Educational Psychologist webinars
- An Introduction to the Work of Hampshire Virtual School for ECTs
- Previously Looked After Children (PLAC)
- Promoting the Education for Children with a Social Worker (CWSW)
- Championing Kinship Care
- Designated Teacher Networks

  and more……..

- DT conference Thursday 2 October



https://www.hants.gov.uk/educationandlearning/virtual-school

Relational Practice in Education: Training, Advice and Support from the Virtual School

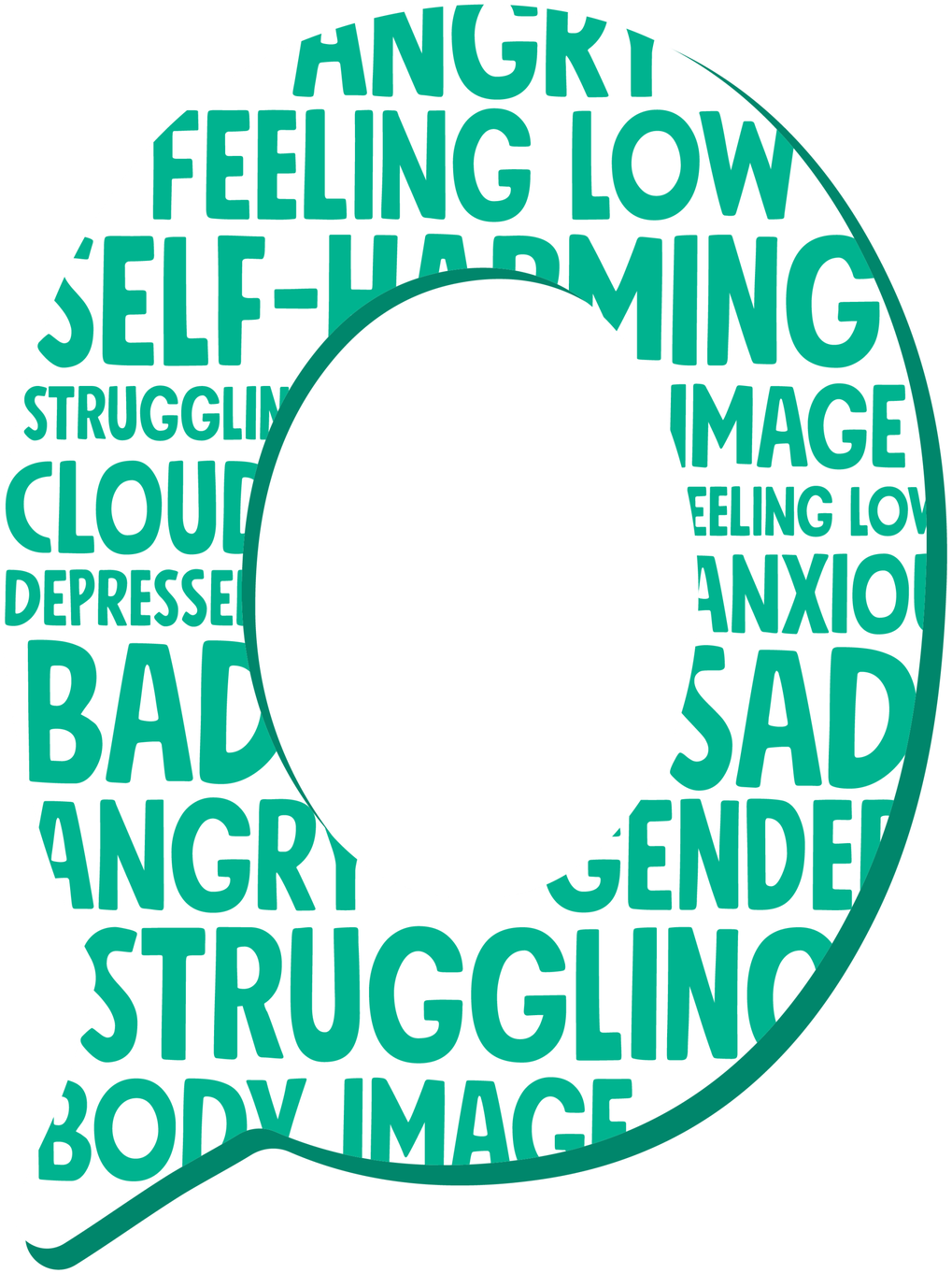
- Join us for a webinar to find out more about how the Virtual School can support you

- Choose from:
- **Wednesday 1st July**
- **Wednesday 8th July**
- **Wednesday 16th Sept**

- All online sessions are **3.45pm-4.30pm**



HAMPSHIRE YOUNG CARERS ALLIANCE



What is a Young Carer?

A Young Carer is someone under the age of 18 who supports someone within their household due to disability, illness, mental health condition, or an addiction.

In most cases this is a parent, guardian or a sibling.

PROJECTS ACROSS HAMPSHIRE

Find out more about a project by clicking the links below and visiting their websites.



HYCA

WWW.HYCA.ORG.UK

HAMPSHIRE YOUNG CARERS ALLIANCE

HAMPSHIRE YOUNG CARERS ALLIANCE

HYCA - 10 Independent Projects in Partnership

HYCA is a partnership made up of the following projects:

Andover	• Andover Young Carers	Young Carers Project
Basingstoke	• Basingstoke & District Young Carers	Young Carers Project
East Hants	• The King's Arms	Independent Youth Charity
Eastleigh	• One Community	CVS
Fareham & Gosport	• Motiv8	Independent Youth Charity
Hart & Rushmoor	• Hart Voluntary Action	CVS
Havant	• Off the Record	Independent Youth Charity
New Forest	• Community First New Forest	CVS
Romsey	• Romsey Young Carers	Young Carers Project
Winchester	• Winchester & District Young Carers	Young Carers Project

What do HYCA do and how can we support?

- HYCA supports Young Carers ages 8 to 18.
- Promotes awareness and the needs of young carers across the partnership and engages in collaborative working to ensure young carers are appropriately identified and supported
- Undertakes all of the required assessment of needs for young carers in Hampshire.
- Identifies the support a child may need to achieve in their lives - including at home and school - and identifies appropriate organisations/resources to provide this support.
- Makes onward referrals to adult social care and health providers for any adults with care and support needs as required.
- Works with schools and other agencies and are a core member of HCC Early Help Hubs to coordinate activity to support young carers.
- Provides a range of support opportunities for young people including: weekly youth groups, 1:1 support, days out and holiday camps.

Carers Star – Outcome Measure





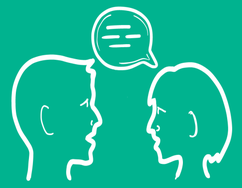
Low Income households



Low Self Esteem & Confidence



Vulnerable to online dangers



Less time to socialised with friends



Falling behind academically



Increased worries and anxieties



Not feeling safe at home



Increased anger and resentments



Lack of sleep



Less opportunities for leisure activities and hobbies



Not feeling supported



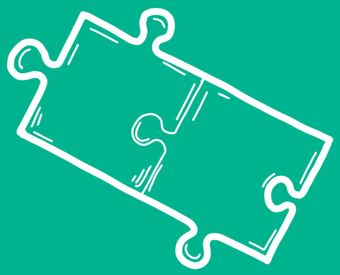
Health needs not always met



Strong family relationships



Different opportunities to peers



Enjoys (low level) caring



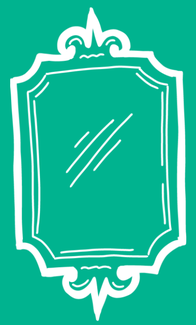
More accepting of everyone in society



Fast Passes at theme parks



Personal Drive



Increased confidence and pride



Strong friendships



Increased knowledge

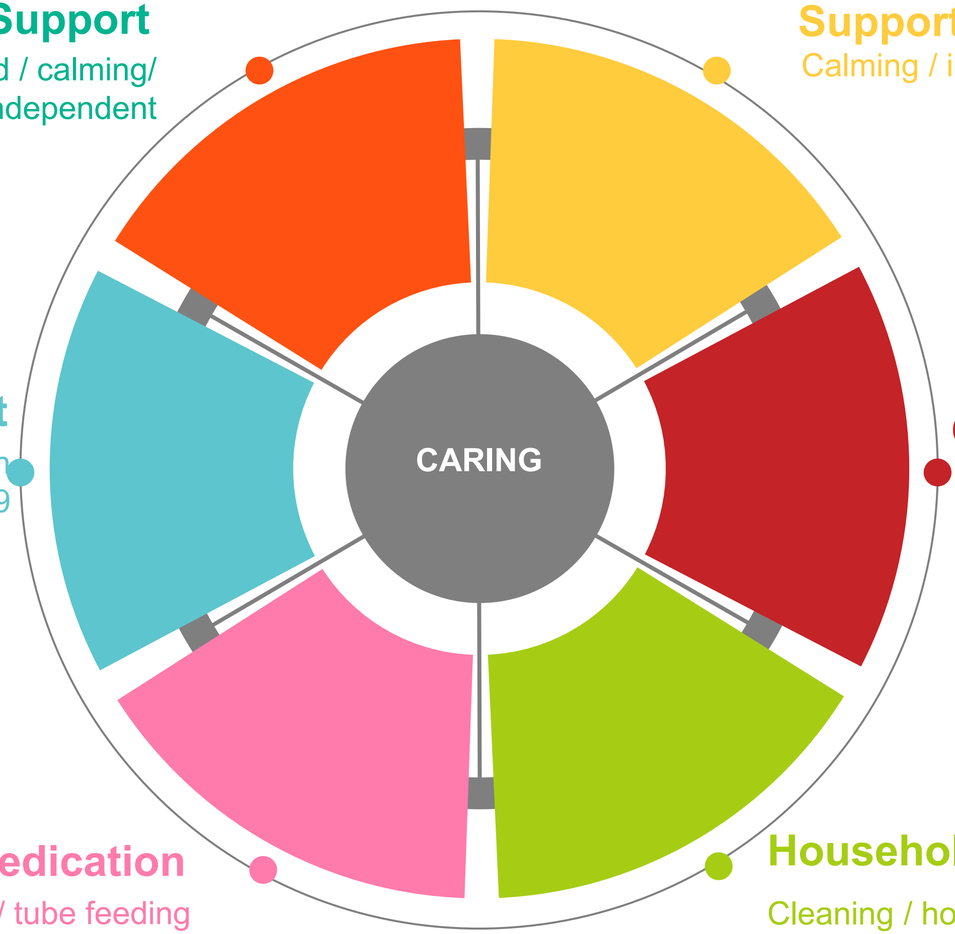


Maturity



Increased Skills

Caring Activities:



Emotional Support
Comforting / sound board / calming/ being independent

Supporting a sibling
Calming / interrupting / caring /

Practical Support
Pushing wheelchairs / assistance with moving/ tube feeding / calling 999

Cooking Meals

Medication
Prompting / tube feeding

Household Chores
Cleaning / hoovering / tidying / washing up/ shopping/

Young Carers Health Outcomes

- 44% of young carers/young adult carers report ‘always’ or ‘usually’ feeling stressed because of their caring role. Feelings of stress were particularly highlighted by female young carers/young adult carers (47% vs 37% of males)
- 38% ‘always’ or ‘usually’ feel worried because of their role
- More than 1 in 4 young carers/young adult carers say they ‘never’ or ‘not often’ feel they get enough sleep
- Over one third (37%) of young carers and young adult carers said the NHS did not understand their needs as an unpaid carer either ‘very well’ or ‘at all

“I tend to turn my emotions off while being zoned into my caring role. It’s when I take a step back that things spiral with all the things I’ve kept in.”



Since 2023, young carers have been included within the January school census return.

- Fewer than half (45%) of young carers left secondary school with 5 GCSE passes including English and Maths. Young carers are 25% less likely than their peers without caring responsibilities to achieve this academic milestone.
- Fewer than half of young carers (49%) left primary school this year with the expected standard of reading, writing and Math's.
- Just half of young carers (51%) finished school with GCSE passes in English and Maths, compared with 65% for non-young carers.

(carers trust, Oct 2025)

The Local Picture

Numbers of Young Carers in Hampshire

- According to the National Census 2021 there are 2,690 young carers aged 5 – 17 years and 3,955 young adult carers aged 18 – 24 years. However, the national census data on young carers is considered a significant underestimate.

- The 2025 School Census: 2,537 young carers were recorded as being known in Hampshire's schools with 64,500 identified nationally – 69% of schools stated that have no young carers.

- The Hampshire Young Carers Alliance consists of 10 young carers services working across the whole of Hampshire. There are 3,360 young carers, aged from 8 to 18 years, known to Hampshire's young carers services.



Children Society Information for England

820,000 Young Carers

1 in 3 Young Carers have a mental health issue

39% said nobody in school was aware

27% of young carers miss or have difficulties in school due to caring responsibilities

Hampshire Health & Wellbeing School Survey 21/22

sample of 3966 students

14% said they provided care for another person

47% said they wake up in the night all or most of the time.

43% of Young Carers had been bullied in the past year (compared to 28% of students overall)

A third had tried alcohol and 4 in 10 had been drunk in the last month.

Young Carers experienced the most absence for dental reason / Young Cares experienced higher exposure to smoke at home and in the car

Why Are They Hidden and Hard to Reach?

Why are they hidden and hard to reach?

Young Carers

- Fear of support services
- Risk of stigma and bullying
- Social networks are limited
- Fall through the gaps in support
- Loyalty to family
- Nature of illness
- Never known different

"I'm not hiding, you just don't see me."

(Young Carer)



Everyone Else

- Not understanding what a Young Carer is
- Expecting young people and families to self Identify
- Young Carers not fitting into the stereotypical young carer assumptions (things sibling carers, those that support a parent with mental health condition).
- Not recognising the signs of someone being a carer
- Normalising their caring
- Feeling unable to ask questions due to fear of upsetting.

Voice of Young Carers - Hampshire

HAMPSHIRE YOUNG CARERS ALLIANCE

What Young Carers in Hampshire say :

- Find out the best way to communicate with us.
- Don’t pity me or feel sorry for me.
- Respect my individuality.
- Don’t stereotype or define me as just a ‘Young Carer’.
- Don’t be afraid to ask us how we are or what we want.
- Remember we all care in different ways and every family model is different.
- Don’t force us to speak to you, but when we want to, be prepared to listen and support.
- Think about the information you share about us and who you share it with.
- We have aspirations for our futures too; support our learning needs in Education.
- Be happy! Be smiley! Be approachable!



Training for Professionals

Hampshire Young Carers Alliance in conjunction with Hampshire Safeguarding Children Partnership deliver a training called **An Introduction to Identifying and Supporting Young Carers.**

Learning Outcomes:

- Understand who young carers are, who they may care for, and the type of roles and responsibilities young carers have.
- Feel confident in how you can identify a young carer.
- Understand the issues young carers face and the impact upon their own wellbeing.
- Consider the under-represented cohorts of young carers across Hampshire not accessing support.
- Understand the rights of young carers and the legislative framework and the responsibilities across statutory and voluntary services and who else to involve when you identify a young carer.
- Know of the Hampshire Young Carers Alliance and the support offered to young carers across the county.

Available for all professionals across Hampshire.

Delivered online!

QUESTIONS?

Hampshire Young Carers Alliance www.hyca.org.uk

- reach out though our contact page.



Hampshire Youth Justice Service

Prevention and Turnaround

Hampshire County Council







The Prevention and Turnaround Offer

•We have increased our age range from 10-16 to 10-17 ¾.

•We work with children on a voluntary basis and see them weekly wherever possible.

•We focus on offering up to 12 week 1:1 interventions to ensure we are supporting as many children as possible.

•We work with children, their parents/ carers, education providers and their professional networks to devise a plan of appropriate support to help them work to understand the risks of, and reduce, behaviours of concern. We also try to work with them to engage in diversionary activities.

•We can see children in suitable locations that support their engagement, such as their home, placement, school or the community.

•Anyone supporting a child who meets our criteria can refer them in, including parents/ carers. Referrals need the signatures of the parent/ carer and child, so we have their informed consent to work with us. We also obtain referrals from the police, via some Community Resolutions they issue for offences.

Child and Parent Information Leaflets

How?

- Talk to other adults who support you
- Find out from you the best way to work together
- Meet with you once a week or every two weeks for up to 16 weeks
- Work together to create a plan.
- Explore opportunities for you to get involved in arts, sports, and other engaging activities



Who can refer to us?

Any parent/carer or professional adult working with you can make a referral to us.

Contact us

For a referral form or a discussion about a referral please email:
cjsm.hampshireyot@hants.gov.uk

Or download a referral form from the Hampshire FISH website:
Family Information and Services Hub | Hampshire Youth Justice Prevention Service (previously YCP - Youth Crime Prevention)

PLEASE NOTE: HYJS are required to request and share information around risks with Police and Children's Services to ensure everyone's safety. By agreeing to work with our service, you are agreeing to our Privacy Notice: Youth Justice Service | About the Council | Hampshire County Council

Hampshire Youth Justice Service | Hampshire County Council



Hampshire Youth Justice Service

Prevention Team



Who do we support?

Work to support 10-17 year olds in Hampshire at risk of getting into trouble with the police. Imagine us as mentors who will help you to make good choices, manage risky situations and stay away from doing things that could hurt you or other people.

Things we can SUPPORT you with

1. **Support** you to manage the things that are **worrying you**
2. **Support** you to be able to **STOP** and think about your behaviour and the possible **good and bad** outcomes
3. **Support** you to learn **how to say 'no'** to **friends** when they want you to do something that will get you into trouble.
4. Support you to **understand what** anti-social behaviour is
5. Support you to **understand** your **strengths** and things you find **difficult,** and to explore what might **help** you to not get into trouble in the future.

- Substance Misuse
- Education
- Parent Support
- Restorative Justice
- Arts and Sports Activities
- Boosting self-confidence
- Emotional Support
- Diversity

What happens next?



Where?

The Prevention Team will meet you in person either at school, at home or in your local community.



What?

We will complete an assessment together, and agree a plan to support you with things you want to change.



Hampshire Youth Justice Service

Referrals

- We’ve had a new referral form since July 2025.

- We need informed consent: Please ensure forms are signed by the child and their parent/ carer. If you cannot print the form, do not have a touchscreen computer or the ability to sign a document on a phone, please get them to sign a piece of paper, photograph this and attach it to the email with the referral. Send completed referrals to: cjsm.hampshireyot@hants.gov.uk

- Although we triage all referrals that come in, unsigned forms will be returned to the referrer for signatures if they are accepted in principle at the triage stage.

- To meet the referral criteria the child **must be exhibiting criminogenic concerns in the community** (such as anti-social behaviour), and then in either one, or both, of the other areas (home and/ or education). We will consider any behaviours which have occurred within the online community as well (such as malicious communications to others). Please do not include intel in the form!

- These concerns need to have occurred within the past 6 months. Please provide examples of all concerns with dates.

Turnaround Programme

- Turnaround is an early intervention programme led by the Ministry of Justice. It is a programme providing multi-year funding to Youth Justice Services across England and Wales. It is part of the Government's Safer Streets Mission.

- The programme entered delivery in December 2022 and is scheduled to run until March 2029.

- Turnround work with children aged 10-17 who are primarily involved in:
  - Anti-social Behaviour (ASB)
  - May have committed offences such as shoplifting, common assaults and criminal damage
  - May have received an Acceptable Behaviour Contract (ABC)

- Sometimes, a Prevention referral will be triaged and align with the Turnaround Programme more than a Prevention intervention. Turnaround can offer up to 12-week interventions.

- During this time, the Officer will complete an assessment and plan, complete some work on the consequences of offending, any other pieces of relevant direct work that can be delivered, support in finding diversionary activities, and any sign posting to other agencies that can be offered.

Pupil Voice

Young People's Approach to Improving School Attendance

Created for the AEWM National Conference in Birmingham, this youth led film from Essex Youth Service explores the school experience through the voices of young people.

From what school should feel like, to the reality many face, to what helps and what needs to change. This is their perspective, in their own words.

The film highlights the importance of pupil voice and child centred approaches in improving school attendance and shaping a more positive future for education.



Essex Youth Service video content:

https://youth.essex.gov.uk/for-schools-professionals/young-peoples-approach-to-improving-school-attendance/

Coding Quiz

A school has a registration period between 8.45am and 9.00am. The register is cut off at 9.00am, as per school attendance policy. If John attends school at 9.05am, what should school mark this as?

N

U

O

The correct answer is U. This is counted as absent but unauthorised. Schools should keep registers open for the same time for every session, but no longer than 30minutes.

First day absence message has been sent and as Pauline has not attended school all day. School have tried to contact parents and have had no response despite leaving voicemail messages. What code should be used?

O

I

N

The correct answer is N. The reason for absence has not been provided. If no reason provided within a reasonable time (no more than 5 school days), it should be changed to O and counted as unauthorised.

Coding Quiz

Charlie is now attending outdoor academy (education provision arranged by the school with in-person supervision) to try and give her confidence. This happens on a Wednesday. What code should school use?

V

B

O

The correct answer is B. Schools are responsible for safeguarding all pupils off site. By using code B, the school is demonstrating that the education is supervised, and measures have been taken to safeguard pupils. This code should not be used for unsupervised education or where a pupil is completing schoolwork at home and online learning.

Pauline is receiving home tuition provided by the Local Authority because she are medically unable to attend school. How should her attendance for these sessions be recorded?

B

I

K

The correct answer is K. Used when a pupil is attending education provided by the Local Authority, such as home tuition arranged because they cannot attend school for medical reasons

Coding Quiz

Greig has a reduced hours provision timetable agreed between school and parents. His RHP timetable is for him **to start at 11am for one hour** and not attend the afternoon session. What codes should be used when he is not present for the morning session?

C2 and C2

O and C2

/ and C2

The correct answer is C2 and C2.

Greig's timetable has been increased following a review and his new timetable is for him to attend the **full morning session from registration** and not the afternoon session. What codes should be used when he is present for the morning session?

/ and C

/ and C2

/ and I

The correct answer is / and C2 .