

**Response to Department for Education Consultation
School Registers & National Thresholds for Legal Intervention
29/07/2022**

Context

Square Peg is a community interest company (social impact not-for-profit) established & run by those with lived experience of school attendance difficulties. We work in partnership with Not Fine In School CIC, who support the same families via a membership group of 29k parents and carers providing empowerment through information, support and advice.

We have come up-close-and-personal to the current culture and practice of schools, local authorities, healthcare, social care, SEND and education welfare management. We aspire to represent the most vulnerable families and children, across all socio-economic groups who experience challenges to accessing education entitlement as a result of persistent absence difficulties. These children may be referred to as 'school refusers', 'truants', 'challenging', 'disengaged', 'withdrawn', 'unmanageable' or 'unsuitable for mainstream schooling.' Many have special educational needs, a disability, chronic illness, medical needs, experience mental ill health, are young carers, live in poverty, are from a black or ethnic minority, may be Forces children, or are Looked After. Some live in insecure housing, are fleeing domestic violence or are displaced refugees.

The writing was on the wall long before the 2020 pandemic, with many of the Not Fine In School members and parent carers from across other social media and grassroots forums reporting escalating mental ill health in their child arising from high stakes testing, unsupported SEND or medical needs, coercive behaviour policies, sanctions or threat of sanctions (punishments) for very minor offences¹ (a Twitter thread demonstrated recently, forgetting a pencil three times in a week can result in suspension from school).

Absence rates were rising 15-20% per annum pre-pandemic. Exclusion rates, off-rolling and de-registrations were also increasing. Combine this with toxic stress arising from lockdowns, complications from Covid, a hard and fast return to catch-up learning and examinations following 2 years existential threat, traumatic bereavements, social isolation, employment uncertainty, rising cost of living etc. it is no wonder children and their families are struggling more than ever.

¹ SP NFIS Attendance Consultation 28/02/2022 Appendix 3 and Annex docs 1-5

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We know when schools focus on positive regard, secure attachments, safe, respectful relationships, wellbeing, restorative practice and implement trauma-informed organisations, that are robustly inclusive and responsive, children thrive.² We also know from evidence-backed work such as that of the Attachment Research Community that when these approaches are in place, attainment goes up, exclusions go down, as does persistent absence³. We should not shy away from prioritising and supporting the secure foundations of wellbeing and good mental health in every child and young person.

Ensuring children have access to safe, trusted adults who deliver attuned, reciprocal relationships is a foundation for positive child development.⁴ We know it helps build healthy brains, promotes independence, curiosity and engagement, creativity and innovative thinking. We also know higher and higher numbers of children and young people are struggling in school, with many reporting that they feel alone, stressed, misunderstood, blamed and punished.⁵

Not all children start from the same secure foundations, with additional learning or health needs, social care, emotional and welfare considerations disproportionately placing some children at greater disadvantage. Maintaining good mental health is as fundamental as 5-a-day/30 mins of exercise a day. We know it is vital that everyone knows 'it's ok not to be ok.' But how does this extend to our children and young people? By prioritising the wellbeing of our children and families as a public health requirement and ensuring mental health in childhood is protected, we are actively preventing health inequalities and poor outcomes in later life.

Too often, current education policy and local area practice is sadly undermining our children's and families' resilience. Tough love takes precedence over compassion-focussed helpful systems. A worrying lack of diverse grassroots stakeholder representation is evidenced in engagement, co-production and co-design which results in the voices of marginalised groups, who often know the solutions needed but are absent from the development and review of strategic policy, culture and practice.

² <https://www.youtube.com/watch?v=ATjcdfmPaoE>

³ <https://the-arc.org.uk/calltoaction>

⁴ <https://developingchild.harvard.edu/science/key-concepts/resilience/>

⁵ <https://www.mind.org.uk/media/8860/not-making-the-grade-summary.pdf>

The solutions required are as numerous and intersectional as the cause of attendance difficulties themselves. Persistent absence, barriers to attendance and access to educational entitlement intersect all areas of family life and public sector system delivery. Attendance is the lens through which all challenges may be seen, representing a nexus of stretched services, policy, diversity, and need.

Early intervention, an effective pastoral whole-school framework which prioritises happiness and enjoyment at school, will result in better outcomes - not least attendance and a reduced need for high level CAMHS and EHCP support. Workforce wellbeing is vital too, and by offering training and support to local government, teachers and leaders for their wellbeing and mental health, scaffolded with individual supervision for professional support, guidance and practice, the entire wellbeing ecosystem flourishes.

It is enormously concerning swathes of proposals in Part 3 of the Schools Bill and in this consultation appear to tighten and hasten current policy and practice, particularly around the thresholds for attendance enforcement and judicial intervention through the single justice procedure via the criminal court.

Research has shown criminalising families harms them, increasing disadvantage, vulnerability and adversity.⁶ We know it does not improve outcomes for the young person struggling to attend and facing barriers to school attendance, with criminal procedures being an unnecessarily blunt instrument with negligible merits:⁷

"Too often the institutions of state, the bodies that make up administrative justice, use punitive measures to address what are fundamentally problems of that state. Benefit sanctions are one example, designed into a mechanism that more often punishes than support. Criminal sanctions such as fines and threats of imprisonment have no place in the state's duty to provide education. It is noteworthy that the punitive measures to criminalise persistent school absence in England are not used across the UK. In Scotland, for example, fines are not issued for persistent absence.

The researchers in the Prosecuting Parents project argue that it is wrong to criminalise school absence, and that a distinction should be made (as it is in some

⁶ <https://www.crimeandjustice.org.uk/resources/prosecuting-parents-truancy-who-pays-price>

⁷ <https://ukaji.org/2019/01/28/cruel-and-discriminatory-new-research-on-prosecuting-parents-for-school-absence/>

other European countries, such as Denmark) between social welfare and criminal justice. Truancy, the researchers say, should be a child welfare issue."

We spoke to Transform Justice, who'd written about the Epstein et al. research and concluded:

"The Prosecuting Parents report suggests that threatening to, and prosecuting parents can be both pointless and damaging. 126 parents who had been pursued due to their child's absence responded to a survey circulated on social media. Most had children with behavioural, neurological or mental health difficulties and felt that placing the blame on parents was totally inappropriate. All wished they could get their children to school but they reported that their children were often anxious, often highly anxious."⁸

Browne Jacobson, education lawyers, observed the measures proposed in the Bill "...strengthens the potential outcomes of a successful prosecution and extends the reach of the court to not only fine but to impose a custodial sentence."⁹

FFT Datalab analysed how many more children and their families are at risk of the new proposed thresholds for legal interventions on attendance, finding "...in the Spring term somewhere between 260,000 and 550,000 pupils met one of the three proposed new criteria for intervention due to absence."¹⁰

Schools Week reported "The DfE is also proposing a national limit of two fines issued to one parent for the same child in any school year. After this limit is reached, "prosecution should be considered at the next offence."¹¹

Whilst Square Peg is aware of the Government's desire to standardise process and ensure families access the right support at the right time, we know (and countless others evidence via the Independent Social Care Review, SEND Green Paper, Mental Health & Wellbeing Review) far too many families and children fall through gaps and are left with spiralling needs. And, as the referenced articles and research shows, tightening measures will only increase harms and will not improve outcomes.

⁸ <https://www.transformjustice.org.uk/prosecuting-parents-for-truancy-who-pays-the-price/>

⁹ <https://www.brownejacobson.com/education/training-and-resources/legal-updates/2022/05/school-attendance>

¹⁰ <https://ffteducationdatalab.org.uk/2022/06/how-many-pupils-fall-below-the-proposed-national-thresholds-for-legal-intervention-due-to-absence/>

¹¹ <https://schoolsweek.co.uk/electronic-registers-schools-absence-fines-attendance-education-zahawi/>

The 'backstop' route of redress (formal complaints, LGO, PHSO etc) are swamped - clear evidence of fractured and broken systems - and these should not be upheld as necessary or viable options for families. Indeed, these should be used as exceptions rather than standard norms.

We refer the Government to each parent who has submitted their view to this consultation, along with Not Fine In School's considered individual submission, which we support and concur with. We wish to remind the Government of the 1,960 families who completed our survey in February this year, which formed part of our response to the Government's consultation on Attendance.¹²

The consultation document Square Peg submitted to the February consultation clearly evidenced the need for a transformational approach to persistent absence and barriers to school attendance. We highlighted the devastating impact current policy around behaviour and attendance has on children and families' mental health, wellbeing and resilience.¹³ We detailed solutions, recommendations and considerations.¹⁴ Our research demonstrates time and again the need for a compassion-focused approach to attendance difficulties.

We have been delighted to see support in the Lords for our recommendations of a compassionate approach to attendance difficulties, and the understanding that declining wellbeing or mental ill health can impact attendance and fuel persistent absence. We have included our 3 Asks, which offer an alternative approach to the barriers around school attendance, in particular the call for an Attendance Code of Practice and a new Mental Health & Wellbeing absence code.

See 3 Asks on page 7.

Square Peg and Not Fine In School evidence the many complex and mitigating circumstances families experience, regarding the fitness of their child's ability to attend school, serious illness, following bereavement, or while on a waiting list for specialist assessment or support. Families also share the challenges of insecure housing, poverty,

¹² <https://www.teamsquarepeg.org/post/dfc-attendance-consultation>

¹³ *ibid* pg 16

¹⁴ *ibid* pg 24

domestic abuse, marriage breakdown, terminal illness, long covid, disability, unemployment, redundancy or zero hours contracts. We hear of discrimination, harassment, coercion, parent blame and a dismissal or disregard for invisible disability, chronic illness and mental ill health.

It is important to note the metrics for persistent absence have changed from 15% of sessions missed in 2014/2015 to 10% today, and that the guidance specifies that at 31 minutes late a child is to be marked as absent for the session; and there are two marked sessions per day, one in the morning and one in the afternoon meaning 10 absences or late arrivals for 5 days cumulative or consecutive will mean the family must be referred for a fine. This lack of regard for the unpredictability of ordinary life will result in untold families being referred for fines. Combine this with the live attendance tracker and automated reporting we can see a real and present danger to an already challenging landscape.

The most vulnerable families are at risk of these "cruel & discriminatory" punitive measures, with research showing current prosecutions are a "gendered offence" with mothers disproportionately affected.¹⁵

Proportionate, reasonable, transparent, pragmatic, supportive, caring, productive, personalised, family centred, inclusive systems are required, underpinned by clear, informed, co-designed, co-reviewed and co-produced legislation, regulation and guidance.

All families, particularly marginalised and isolated families deserve to be supported, not sanctioned..

¹⁵ <https://www.crimeandjustice.org.uk/resources/prosecuting-parents-truancy-who-pays-price>

3 Asks

1. **End truancy laws** - criminalising parents does not improve outcomes for the child or their family, nor does it increase attendance. It harms the most vulnerable, increases likelihood of withdrawal, disengagement, anger, resentment, distrust. It weaves intergenerational institutional cycles of harm and has no place in civil society.
 - a. Replace truancy laws with a compassion-focussed response which focuses on ensuring welfare, social care, disability and SEN / educational support, mental health and appropriate healthcare needs have been assessed and provision is in place.
 - b. Where it is found a child is at risk of abuse or parental neglect, there are already mechanisms in place to address this via safeguarding and social services.
 - c. Ensure all efforts to work with the child and their family is a priority and protected standard.

2. Square Peg clause - **Attendance Code of Practice**, mapped, designed and co-produced with organisations such as ours, those with lived experience of barriers to attendance and brings together third sector organisations working across disability, SEN, intersectionality, children & families support as well as education professionals, health and care practitioners and welfare teams. The Attendance Code of Practice would set out the gold-standard replacement offer to criminalising families.

3. Introduce a **Mental Health absence code** - this will achieve several key outcomes:
 - a. Give schools agency to authorise absence for mental ill health (too many currently do not recognise mental health as legitimate or valid)
 - b. Ensure families are not caught in the 'unauthorised absence' black hole, which fast tracks them to punitive, harmful, destabilising threats of fines and prosecution
 - c. Separate & identify the numbers of children struggling with disabling or clinical levels of mental ill health from the physical illness absence data and thus capture the impact of mental ill health on children's ability to access education
 - d. Act as a pastoral 'flag' for schools to notice and check in with the family to put in place informal or formal support or refer to specialist services, as appropriate, by following the Attendance Code of Practice

It is important to consider and include children and families with unidentified and emerging needs, be they welfare related, social care, educational, mental health, physical, psychological, cultural. Often, anxiety and attendance difficulties is the top line

behaviour seen by parents and schools. A mental ill health absence code will ensure families are protected from punitive pathways and permit schools to notice a child struggling with emerging mental ill health.

We must ensure truancy and persistent absenteeism are considered in the same context and with the same protections, considerations and compassion-focussed support in mind. In this way, intergenerational cycles can be broken leading to better outcomes for families and their children educationally, socially, emotionally and with regard to health, wellbeing, resilience, independence, agency and engagement.

Redress

As mentioned, the Government has given assurances of the right to appeal school attendance notices for families via the following routes:

Formal Complaints - the local complaints process with LAs is extremely lengthy (a minimum of a year to complete the process) via either the Corporate or Children's Act complaints pathway, depending on the nature and context of the complaint. It is cumbersome, unhelpful, distressing and divisive and should not be viewed as a 'solution'. No family ever wants to be in a position left with no option but to complain formally to the very organisation they are beholden to for support. With regard to complaints around schools, if the school is a MAT, complaints must go directly to the DfE and we are aware of 'black holes' families fall into with no satisfactory outcome. How does the Government propose to centrally administer complaints with this regard?

SEND Tribunal - a considerable burden and adversarial process for families. In the SEND Green Paper, the Government wishes to reduce numbers going to SEND Tribunal. Why therefore is Government recommending it as a viable solution for families with regard to attendance difficulties?

LGO - is already burdened and has a restricted scope and powers (in comparison to the PHSO). Is the Government proposing to extend the LGO's remit?

Subject Access Request / Information Commissioner's Office - once again, a burdensome and unsuitable solution. Families often receive copies of their held data with huge sections redacted. It is also an entirely inadequate and cumbersome process if one has a child known across services - education, SEND, health, mental healthcare, social care - with records often containing substantial gaps, in addition to large sections of redacted information.

Far too many families are forced down these routes. Not enough support is there, nor intention to do all that is necessary to help a child access education and remain in school. Truly inclusive practice is not always possible due to binary behaviour policies, attainment and attendance targets, threadbare schools budgets, decimated local support services, CAMHS waiting lists etc..

Notwithstanding the extensive testimony and qualitative data gathered by our surveys, social media support groups and academic research, we have spoken to magistrates, clerks, barristers, Directors of Children's Services, family support and youth workers and schools about the use of fines and prosecutions.

The threat and use of Fixed Penalty Notices and formal prosecution of families without question increases harms and vulnerabilities. It widens inequalities, increases adversity and leaves deep scars. Those working in criminal justice have shared the inadequacies of the Single Justice Procedure itself and we invite your consideration of the evidence submitted from Transform Justice in conjunction with links to research on the impact and outcomes of the single justice procedure below:

Prosecution of parents for non-attendance of their children at school

Evidence from charity Transform Justice www.transformjustice.org.uk

"Transform Justice is concerned by any change in legislation which may increase the number of parents prosecuted for the non-attendance of their children at school. Criminal prosecution, conviction and sanctions are very blunt instruments to address a complex situation and there is no evidence that criminal sanctions act as a deterrent. The parents who are accused are frequently vulnerable, as are their children. Many children refuse to go to school for complex psychological reasons. Schools should take many steps to understand and support children who are reluctant to go to school before turning to prosecution.

The prosecution of this offence is done through the single justice procedure, a process that is very difficult for defendants to deal with. They get no free legal advice since the offence is not eligible for legal aid (unless the defendant has been convicted multiple times and is at risk of imprisonment). Defendants receive the criminal charge through the post and are expected to fill in a long form on paper or online. If they plead guilty in this form they get no court hearing. The offence is dealt with in a closed court by a single magistrate sitting alone. All those who plead or are found guilty are fined. One of the most troubling aspects of these prosecutions is that most of those accused do not engage with the system – they do not plead at all and are then automatically assumed to be guilty. No-one knows why defendants struggle to effectively participate but it is suspected that many letters go astray (they are sent via non-registered post), and that many defendants don't understand how to respond.

Before legislation allows for any increase in the prosecution of parents, we need to understand more about why children don't attend school and if we must prosecute, how best to do it while respecting fair trial rights."

Consultation Response

1. Do you consent to the data you provide being held in accordance with UK GDPR as covered in the Department for Education's personal information charter?

Yes

2. Which of the categories below best describes you?

Other organisation or representative body - please state in box

A grassroots community interest social impact organisation working to campaign & lobby, raise awareness and effect change on behalf of children and families experiencing barriers to attendance, persistent absence difficulties and access to education entitlement.

3. What is the name of your organisation?

Square Peg

4. What local authority area are you or your organisation based?

Warwickshire

Proposal 1. Data sharing for admission register and attendance register

5. Do you agree that registers should be kept electronically?

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

6. Do you agree that local authorities should have access and be able to take extracts from the admission register and attendance register of all schools to enable them to carry out their statutory functions?

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

7. Do you agree that schools should make a 'sickness return' to inform their local authority when the authority should arrange alternative education for one of their pupils?

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree
Strongly disagree

8. Comments on data sharing from the admission and attendance register

All data usage must be reasonable, proportionate, transparent and comply with GDPR Principles. We are extremely concerned by proposed retention periods extending beyond school-leaving age, for 66 years, for every child. This appears disproportionate, unreasonable, and in breach of GDPR Principles and the European Convention of Human Rights. We would suggest an opt in measure for such data use, rather than an automatic data harvest with individual opt out.

We fully support and endorse Not Fine In School's points listed in response to this section and request they are counted as a replicated answer here.

9. The current Education (Pupil Registration) (England) Regulations 2006 include a ground of deletion from the admission register where a pupil of compulsory school age is certified by the school medical officer to be unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age. Do you agree that this ground of deletion should be removed in the new regulations?

Strongly agree
Somewhat agree
Neither agree nor disagree
Somewhat disagree
Strongly disagree

10. Do you agree that another condition should be added to the grounds for deletion to allow a pupil's name to be deleted in the circumstances below?

- o Where the pupil has been absent without leave for ten school days after a leave of absence or has been absent for twenty school days without the absence being authorised,
- o there is no reason to think the pupil is too ill to attend,
- o the school and local authority have succeeded in finding out the pupil's location and circumstances, after joint reasonable efforts,
- o and they have no reasonable grounds to believe that the pupil will attend the school again

Strongly agree
Somewhat agree
Neither agree nor disagree
Somewhat disagree
Strongly disagree

11. Do you agree that where a pupil is the subject of an EHCP, CPP or CiNP the consent of the local authority (or the Secretary of State, if local authority consent is not given) should be obtained before the pupil's name can be deleted from the admission register, and

state in guidance that this should only be used to allow the relevant plans to be updated?

Strongly agree
Somewhat agree
Neither agree nor disagree
Somewhat disagree
Strongly disagree

12. Comments on the admission register

Q. 9, 10, 11

We fully support and endorse Not Fine In School's points listed in response to this section and request they are counted as a replicated answer here.

13. Do you agree that recording in the attendance register should be simplified as described in the proposal?

Strongly agree
Somewhat agree
Neither agree nor disagree
Somewhat disagree
Strongly disagree

14. Do the proposed categories in draft regulation 10(2)(a) and (b) sufficiently capture all types of attendance and absence?

Entirely sufficient
Somewhat sufficient
Unsure
Somewhat insufficient
Entirely insufficient

15. Do you agree that attendance should be recorded in the same way for all pupils (both compulsory and non-compulsory school age)?

Strongly agree
Somewhat agree
Neither agree nor disagree
Somewhat disagree
Strongly disagree

16. Do you agree that the new regulations should allow recording of approved remote education in the attendance register?

Strongly agree

Somewhat agree
Neither agree nor disagree
Somewhat disagree
Strongly disagree

17. Is the proposed definition of approved remote education (at draft regulation 10(9)) sufficient?

Entirely sufficient
Somewhat sufficient
Unsure
Somewhat insufficient
Entirely insufficient

18. Do you agree that the definition of an approved educational activity should be strengthened?

Strongly agree
Somewhat agree
Neither agree nor disagree
Somewhat disagree
Strongly disagree

19. Is the proposed definition of an approved educational activity at draft regulation 10(8) sufficient?

Entirely sufficient
Somewhat sufficient
Unsure
Somewhat insufficient
Entirely insufficient

20. Comments of the attendance register

We fully support and endorse Not Fine In School's points listed in response to this section and request they are counted as a replicated answer here.

Proposal 2 – Thresholds for the new national framework for issuing fixed penalty notices

Proposal 2: the thresholds for the national framework for the use of fixed penalty notices for absence and excluded pupils being in public places during the first 5 days of an exclusion that the Government intends to introduce, subject to Parliament.

21. Do you agree with the national thresholds, as set out in the proposal, for the circumstances in which a penalty notice must be considered?

Strongly agree
 Somewhat agree
 Neither agree nor disagree
 Somewhat disagree
Strongly disagree

We fully support and endorse Not Fine In School's points listed in response to this section and request they are counted as a replicated answer here.

22. Do you agree that the maximum number of penalty notices that can be issued to each parent, per pupil, should be 2 per academic year?

Strongly agree
 Somewhat agree
 Neither agree nor disagree
 Somewhat disagree
Strongly disagree

We fully support and endorse Not Fine In School's points listed in response to this section and request they are counted as a replicated answer here.

23. Do you agree that, any person with authority to issue a fixed penalty notice should be required to check with the local authority before issuing one in order to prevent the duplication of penalty notices and to ensure that a penalty notice is not issued when a prosecution for the particular offence is being considered?

Strongly agree
 Somewhat agree
Neither agree nor disagree
 Somewhat disagree
 Strongly disagree

Public Sector Equality Duty

24. What do you consider to be the equalities impacts of the proposals on pupils, parents, groups of pupils or groups of parents who have or share each of the protected characteristics listed?

We fully support and endorse Not Fine In School's points listed in response to this section and request they are counted as a replicated answer here.

Further Reading

Truancy, Single Justice Procedure & opinion pieces:

The Times: Scrap plead by post secret trials

<https://www.thetimes.co.uk/article/call-to-scrap-plead-by-post-secret-trials-5p6w8r3fz>

'Cruel & discriminatory' 'Welfare, not criminal justice'

<https://ukaii.org/2019/01/28/cruel-and-discriminatory-new-research-on-prosecuting-parents-for-school-absence/>

'A gendered offence'

<https://www.crimeandjustice.org.uk/resources/prosecuting-parents-truancy-who-pays-price>

'Pointless and damaging'

<https://www.transformjustice.org.uk/prosecuting-parents-for-truancy-who-pays-the-price/>

<https://www.thetimes.co.uk/article/parents-of-covid-ghost-pupils-hit-with-fines-3wj3j8vxq>

Mental health impact:

Impact of current attendance policy on mental health for children & young people

<https://www.teamsquarepeg.org/post/dfc-attendance-consultation>

Non attendance & neurodiversity & mental ill health

[https://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366\(21\)00367-9/fulltext](https://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366(21)00367-9/fulltext)

Transmission of anxiety within family systems - SEND child to parent & siblings

<https://uwaterloo.ca/news/media/when-covid-19-disrupts-multi-child-families-one-sibling>

Kids in Crisis - Square Peg families & professionals interviewed

<https://schoolsweek.co.uk/wp-content/uploads/2022/02/Kids-in-crisis-diqi.pdf>

Channel 4 News - mental health & attendance

<https://www.channel4.com/news/tens-of-thousands-of-children-absent-from-englands-schools-childrens-commissioner-says>

Struggling Pupils Need Support

<https://www.bbc.co.uk/news/education-61786325>

Happier During Lockdown:

<https://link.springer.com/article/10.1007/s00787-021-01934-z>

Safeguarding:

Institutionalising Parent Blame, Professor Luke Clements, Leeds Law School, found post Victoria Climbié serious case review guidance, Working Together to Safeguard Children, which is used in the new Working Together to Improve School Attendance Guidance, 'inherently unlawful'. Eileen Munro has spoken to Lord Knight in this regard.

<https://cerebra.org.uk/research/institutionalising-parent-carer-blame/>

<https://www.communitycare.co.uk/2021/12/16/the-tragic-deaths-of-arthur-and-star-must-lead-to-a-more-humane-and-supportive-social-care-for-families/> :

"Yet the vast majority of these did not find the child required removal from home – or even a child protection plan. Research shows that one in every seven children were subject to a child protection enquiry before their fifth birthday by 2015-16, compared with one in 16 in 2009-10.

Over decades, reforms to children and families social work that have focused on target- driven cultures, efficiency and procedures, and taken social workers further away from families, seem to have achieved little for children and their safety. We now have systems that are more focused on organisational needs and targets than the needs of children and their families."

'Ghost' children:

<https://schoolswave.co.uk/do-ghost-children-exist-and-what-can-we-do-about-them/>

Data fact checks

<https://fullfact.org/education/iain-duncan-smith-school-absence-covid-lockdown/>

<https://fullfact.org/education/135000-children-missing-school-autumn-2021/>

<https://fullfact.org/education/children-off-school-roll-covid/>

Teachers Talk Radio, attendance data analysis

<https://teacherstalkradio.podbean.com/e/improving-attendance-the-twilight-show-with-nathan-gynn/>

Data retention period (66 years) for new live attendance tracker currently in pilot stage but due to roll out if Schools Bill is approved:

Schools Bill Impact Assessment / Data (new) See Page 7

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1058763/School_attendance_data_collection_impact_assessment_v6.pdf

Data Protection Act 2018 <https://www.gov.uk/data-protection>

Solutions

Supporting mental health, attachment, relationships in schools - recommended providers

Whole School

Solihull Approach for Schools

<https://solihullapproachparenting.com/schools/>

Restorative & Relational Practice in Schools

<https://l30relationalsystems.co.uk/childrens-services/>

Well Schools

<https://www.well-school.org/login>

Trauma Informed Organisations

<http://www.safehandstinkingminds.co.uk/trauma-informed-trauma-responsive-organisations-systems/>

Trauma Informed Schools

<https://traumainformedschools.co.uk/>

Attachment Lead for Schools

<https://www.attachmentleadnetwork.net/national-trainer-bio---louise-bomber.php>

Attachment Research Community

<https://the-arc.org.uk/calltoaction>

States of Mind & Selfology

<https://www.statesofmind.org/>

<https://selfology.io/>

Targeted & High Needs

Well at School, Medical Needs

<https://www.wellatschool.org/>

Trauma Informed Education

<https://traumainformededucation.org.uk/>

Schools & leaders getting it right

Parklands - A School Built on Love (HT Chris Dyson)

<https://www.theguardian.com/education/2022/apr/16/leeds-primary-school-parklands-chris-dyson-interview>

Kensington Primary School - Wellbeing & MH Award Winner (HT Ben Levinson)

<https://www.kensington.newham.sch.uk/news/?pid=6&nid=1&storyid=182>

Colebourne Primary School - a trauma informed & attachment focussed school (HT Stuart Guest)

<https://www.hazwebs.co.uk/colebourne/>

Carr Manor (HT Simon Flowers)

<https://carrmanor.org.uk/>

Baycroft School (HT Marijke Miles)

<https://www.baycroftschoo.com/>

The New School (Lucy Stephens)

<https://www.thenewschoo.org.uk/>

XP School (HT Andy Sprakes) watch the movie. Note: no exclusions in 5 years, no staff absence!

<https://www.edge.co.uk/news-and-events/campaigns/above-all-compassion-the-story-of-xp/>

<https://www.youtube.com/watch?v=MwrtCFGGUaE>

<https://xpschoo.org/we-are-crew-film/>

Solihull AP Academy (HT Steven Steinhaus)

<https://www.sa.solihull.sch.uk/index.asp>

North Tyneside Virtual School (VSH Jane Pickthall MBE)

<https://my.northtyneside.gov.uk/news/29457/national-recognition-north-tyneside-s-champion-children-care>

www.teamsquarepeg.org Twitter: @teamsquarepeg

www.notfineinschoo.co.uk Twitter: @notfineinschoo