

# INSIDE Inclusion

## SPRING 1 NEWSLETTER

### ATTENDANCE

#### HOW PARENTS CAN SUPPORT GOOD ATTENDANCE



Keep mornings calm and predictable



Aim for a consistent bedtime and wake-up time



Talk positively about school and the people there - friends and adults



Let school know at the earliest opportunity if your child is worried or struggling



Avoid long negotiations about staying home



Keep home low-key during school hours if your child is absent due to anxiety

ATTENDANCE IS SO IMPORTANT TO GIVE YOUR CHILD THE BEST CHANCE

**NIMO**  
NOT IN MISS OUT!



**UNDERSTANDING ATTENDANCE %**  
HOW MANY DAYS AND SESSIONS ARE LOST PER YEAR?



BEING JUST 5 MINUTES LATE PER DAY ADDS UP TO 3 DAYS A YEAR!

**EVERY DAY COUNTS**  
CAMBRIAN

#### SAFEGUARDING SPOTLIGHT

Safer Day 2026 took place on 10th February with the theme:

**Smart tech, safe choices – exploring the safe and responsible use of AI**

This year's focus reflected how quickly AI and smart technologies were becoming part of children's everyday online experiences. The emphasis was on helping young people develop confidence, critical thinking and good judgement when using digital tools, rather than fear or restriction.



For schools, Safer Internet Day was an opportunity to:



Reinforce existing online safety messages



Encourage open, age-appropriate conversations about AI and digital decision making



Remind staff and families that online safety is an ongoing safeguarding responsibility, not a one-off lesson

#### RESOURCES FOR ONLINE SAFETY

- [Top Tips for Parents and Carers](#) | UK Safer Internet Centre - includes top tips for parents about use of gaming sites
- [Top Tips for Children and Young People](#) | UK Safer Internet Centre
- [Childnet SEND Toolkit](#)
- [NSPCC Online Safety Guidance](#)

## SUPPORTING YOUR CHILD WITH SCHOOL REFUSAL

Children often say they don't want to go to school, and it's a completely normal part of growing up. They're learning where the boundaries are, and that testing them is part of how they understand the world. When those boundaries stay steady and predictable, children feel safe, supported, and secure.

### EARLY YEARS

*Nursery and Foundation Stage*

- 1 Keep mornings calm**
  - Simple, predictable routines help young children feel secure
  - Visual timetables can make the day feel more manageable
- 2 Use a short, positive goodbye**
  - A quick hug, a familiar phrase, and a confident wave help them settle faster
- 3 Work with staff**
  - Agree who will greet your child at the door
  - Let school know about any changes at home that may affect emotions so support can be provided

### KEY STAGE 1

*Years 1 and 2*

- 1 Stick to consistent routines**
  - Predictability reduces anxiety and helps mornings run smoothly
- 2 Use clear, simple language**
  - "It's time for school now" works better than long discussions
- 3 Celebrate small steps**
  - Getting dressed, walking to the gate, or entering the classroom all count as progress
- 4 Keep home low-key if they stay off**
  - Quiet, calm days prevent home from becoming a more appealing alternative to school

### KEY STAGE 2

*Years 3 to 6*

- 1 Talk about worries briefly and calmly**
  - Listen, acknowledge, and then focus on solutions together
- 2 Build independence**
  - Encourage children to pack their bag or plan their morning routine
- 3 Spot patterns**
  - Notice if certain lessons, friendships, or times of day are tricky and share this with school
- 4 Keep expectations steady**
  - School attendance should remain the default, even when mornings feel tough

### KEY STAGE 3

*Years 7 to 9*

- 1 Have open, supportive conversations**
  - Older pupils may feel embarrassed or overwhelmed, keep discussions calm and non-judgmental
- 2 Plan a gradual return if needed**
  - Starting with tutor time or a favourite subject can rebuild confidence. Schools are keen to work with parents to support a return to school for your child
- 3 Encourage self-advocacy**
  - Support your child to talk to staff about what helps them feel safe and settled
- 4 Limit avoidance**
  - Home should stay low-stimulation during school hours to prevent reinforcing absence

### KEY STAGE 4

*Years 10 and 11*

- 1 Acknowledge the pressure**
  - GCSE years can heighten anxiety. Reassure them that stress is normal and manageable
  - Keep communications with school open around any stresses/wellbeing so support can be tailored as appropriate
- 2 Focus on problem-solving**
  - Work with school to identify barriers and agree practical adjustments as appropriate
- 3 Support organisation**
  - Help break tasks into manageable chunks and plan their week
  - Take one day at a time
  - Celebrate/praise small steps
- 4 Protect wellbeing**
  - Encourage healthy routines around sleep, food, exercise, and downtime

### SCHOOLS' SCOOP

This term Millbrook Primary School hosted 'Health and Fitness Week' which included lots for children, staff and parents to take part in including: sports workshops, fitness sessions, a talk from a Team GB cyclist and a sponsored circuit with a Team GB athlete and Paralympian which raised over £1,500!

