



Hampshire
County Council

Improvement and
Advisory Service

District Headteacher Briefings Basingstoke & Deane

Spring 2 2026

Local headteacher updates – Basingstoke and Deane

New appointments

- Overton – Angela Nicholls (Sept 26)
- Cliddesden – Fiona Barrow (Sept 26)

Headships

- Great Binfields – (Sept 26)
- Oakley Infant – (Sept 26)
- South View Federation – (Sept 26)
- St John's – (Sept 26)

Acting/Interim heads

- Laura Thomas – Hatch Warren Jnr
- Sat Jordan – Manor Field Jnr
- Jo How – Manor Field Inf
- Diane Charman – Chiltern
- Alison Story-Scrivens –
Ecchinswell and Sydmonton
- Larissa James – Cliddesden

Education and Inclusion Update

April 2026:

- Stuart Ashley retired – Steph How, interim director of children's services
- Two new SEN advisers have been appointed to start in April
- Laura Hamson – new CEM SEN Access and Resources (replacing Emma Steele)

Starting September 2026:

- Clare Beswick, PPI
- Sarah Ackerman, PPI

Summary

- Hottest Day at School
- [Pre-election period](#)
- [Southern Internal Audit Partnership](#)
- White paper and SEND reforms
- [SEND reforms consultation](#)
- Supporting headteachers resources
- [Wellbeing and resilience launch](#)
- Complaints – resources to support
- Ofsted update – mobile phones
- [Restrictive intervention guidance](#)
- [Local offer and discovery days](#)
- Private Fostering
- Headteacher wellbeing and HeadsUp4Headteachers

Please read all slides for full information

Slides with actions are hyper-linked and relevant action is highlighted on the slide

Universal
Services

The Hottest Day at School

A story to help children learn adaptive behaviours in hot weather

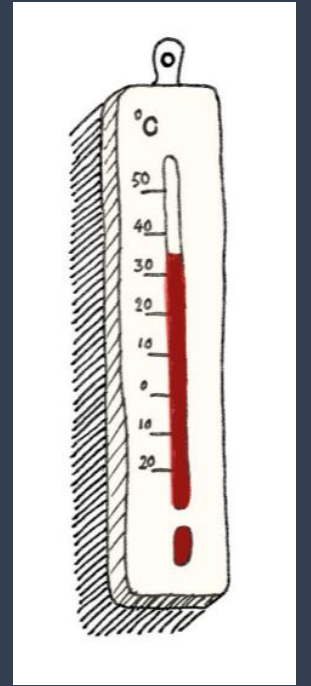
Mike Chater / Emma Groves

March 2026

Overheating in schools can lead to:

1. An increased risk of heat stress and other health issues during prolonged periods of hot weather.
2. A reduction in cognitive performance throughout the summer period equating to approximately 7 days of education lost per child per summer in affected classrooms.*

Both of these risks will become more pronounced in a warming climate.



[*Link to DfE Summary of Findings in relation to climate risks June 2025](#)

Younger school children are at particular risk to overheating because of 2 key factors:



1. Their thermal comfort thresholds are 2 – 3 degrees lower than an adult.
2. They may lack confidence or understanding to undertake adaptive behaviours that help reduce heat stress / improve cognitive function.

Storytelling is proven to be an effective method of engaging and communicating the importance of adaptive behaviours such as



The Hottest Day book and animation was developed by the University of Southampton and HCC as part of a research paper and was delivered as an intervention to over 600 pupils across 6 Hampshire schools. The results demonstrated that those pupils who had read the book were significantly more likely to undertake the adaptive behaviours described when compared with the control.

[Link to joint UOS / HCC academic paper](#)





Hampshire
Climate Unity
One world for us all



The HIAS Climate Unity Moodle

- Helpful accompanying guide for The Hottest Day at School book to support teachers and an electronic copy of the book.
- Climate Action Planning Guides
- Subject Sustainability Guides

Coming soon: climate education and sustainability curriculum resources and an Adaptation and Resilience climate action planning guide

**Climate Action Planning:
Supporting Decarbonisation**

Emma Groves
Final version

© Hampshire County Council

**Geography
Sustainability**

Kate Broadribb
January 2025
Final version

© Hampshire County Council

General update

Spring 2 2026

Pre-election period

From **Wednesday 25 March 2026**, the start of the **pre-election period**, we must follow strict rules on publicity set out in the Local Government Act 1986 and the Code of Recommended Practice on Local Authority Publicity (2011). These rules exist because the weeks leading up to an election are considered a period of heightened sensitivity.

During this time, you must **‘not publish any material which, in whole or in part, appears to be designed to affect public support for a political party’**.

Information and guidance on Hampshire County Council elections, and the pre-election period can be found on our webpages, at:

- www.hants.gov.uk/aboutthecouncil/electionsandvoting
- [HCC guidance for staff on whole elections](#)
- [LGA pre-election guidance](#)

Southern Internal Audit Partnership (SIAP) thematic review of school websites

HCC's SIAP will be undertaking a thematic review of a sample of school websites.

Schools should ensure they are familiar with the audit scope and timelines:

[Final Terms of Reference - School Thematic - School Websites](#)

The auditors will require regular engagement and timely provision of information to ensure the audit can be delivered within the agreed timeframe.

Information that may be requested includes, but is not limited to, the key areas outlined below:

- review of statutory website compliance against DfE School Information Regulations
- checks to confirm publication of the 20 required statutory items (e.g. policies, governance, curriculum, SEND, admissions)
- detailed review of the Complaints Policy, Pupil Premium information and Careers Programme (secondary schools only)
- assessment of overall compliance against national guidance

White Paper

Spring 2 2026

Education White Paper

Still early days, need more detail about implementation of the proposals and conversations with the DfE show they are not yet clear about how some of the initiatives will play out in practice.

We welcome the focus on partnership working and inclusion.

We also welcome the Government's commitment to enabling local authorities to establish their own trusts. The White Paper states:

“We will put collaboration at the heart of the system by moving to all schools joining or forming high-quality school trusts, including enabling new local authority established trusts.

This is an opportunity for schools to come together in new partnerships to take on challenges and bring further innovation to the system.” [Every child achieving and thriving - GOV.UK](#)

We will keep an open dialogue with you as the details of this proposal becomes clearer.

Education White Paper and SEND reforms

The Education White Paper, *Every Child Achieving and Thriving*, has been **published alongside a national consultation on reforms to the system for children and young people with Special Educational Needs and Disabilities (SEND)**. These proposals apply to schools in England and set out the government's long-term plans to improve inclusion and outcomes for all children, particularly those with additional needs.

The government's aim is to create a more **inclusive education system**, where children get the right support, from the right services earlier, particularly in mainstream schools, and where expectations are clearer and more consistent across the country.

The paper continues a focus on: early identification of need, high-quality inclusive teaching, working closely with families and professionals and making sure pupils with SEND feel supported, included, and able to thrive

The proposals can be found here:

[Every Child Achieving and Thriving](#)

[SEND Reform: Putting Children and Young People First](#)

Schools Week have provided a useful summary:

[Schools white paper: The key schools and academies policies](#)

[Schools white paper: The key SEND reform policies](#)

The white paper outlines plans in relation to support for families and early years, attendance and behaviour, workforce development, curriculum and assessment, SEN system, disadvantage, parental engagement, technology, data and AI, and system structures and accountability.

Proposed reforms

The SEN proposals are part of a consultation and, if agreed, would be introduced gradually over several years. Importantly:

- Children with existing EHCPs will continue to receive the support set out in their plans.
- There are no changes to provision or placements at this time.
- Schools and local authorities will be given time to prepare before any reforms are implemented.

Schools who have adopted the Ordinarily Available Provision and SEN support guidance and are working to embed this are likely to find the proposed transition to a revised graduated approach relatively smooth. [OAP and SEND support - March 2025](#)

[whole school and teaching staff audits.docx](#)

If parent / carer leaflets have been shared then this will also support in reassuring as to the offer already in place and available.

[Parent carer leaflets on Ordinarily Available Provision and SEN support](#)

The Hampshire Approach to Inclusion will also support in strengthening the elements of the system prioritised in the reforms.

SEND consultation – have your say

The government is seeking views from parents, carers, schools, and professionals as part of the SEND consultation. Further information about the proposals, including parent-friendly summaries, is available on the GOV.UK website.

We ask that you **share and complete the consultation** to have your say: [SEND reform: putting children and young people first - Department for Education - Citizen Space](#)

Parent information has been published for schools to share as part of their own communication with parents:

[Every child achieving and thriving - British Sign Language \(BSL\) version](#)

[What parents of children and young people with SEND need to know](#)

[What to expect from your child's journey through education](#)

[What every parent can expect from our reforms](#)

Schools' information can be found here by school type:

[Every child achieving and thriving and SEND consultation supporting information - GOV.UK](#)

Large print and braille versions are available, email your request to:
For the white paper:
schools.strategy@education.gov.uk
For the consultation document:
SENDreform.CONSULTATION@education.gov.uk

Supporting Headteachers

School Comm: Launch of Headteacher Professional Resilience Moodle and Model Zero Tolerance Policy and Resources

Supporting the professional resilience and wellbeing of school leaders



Workplace culture and expectations

The Power of You



Hampshire support

The Power of You



Conference support and resources

The Power of You



Complaints and their management

The Power of You



Professional resilience and wellbeing resources

The Power of You



Zero tolerance

The Power of You



The Power of You - resources and links

Practical advice, resources, policy advice, templates.....

The collage includes several overlapping documents and images:

- Hampshire County Council Legal Services** logo.
- Document titled **Making SARs Manageable**.
- Document titled **Zero Tolerance** with the text: "We are here to help and support you. Please treat our staff with respect." and a checklist:
 - ✓ Here to help
 - ✓ Here to support
 - ✗ Not here to take abuse
- Document titled **School Policy on Unacceptable Actions by Parents and Customers: Managing Parent and Customer Contact in a Fair and Positive Way** with a table:

Version	Status	Date	Next Review Date
3	FINAL	January 2026	September 2026
- Document titled **Teaching Regulation Agency - TRA**.
- Document titled **Practical guidance for managing and handling complaints**.
- Document titled **Harassment, discrimination, bullying and abuse will not be tolerated.**
- Document titled **Model documents for school websites**.
- Document titled **Guidance for school leaders**.
- Document titled **Guidance to share with staff**.

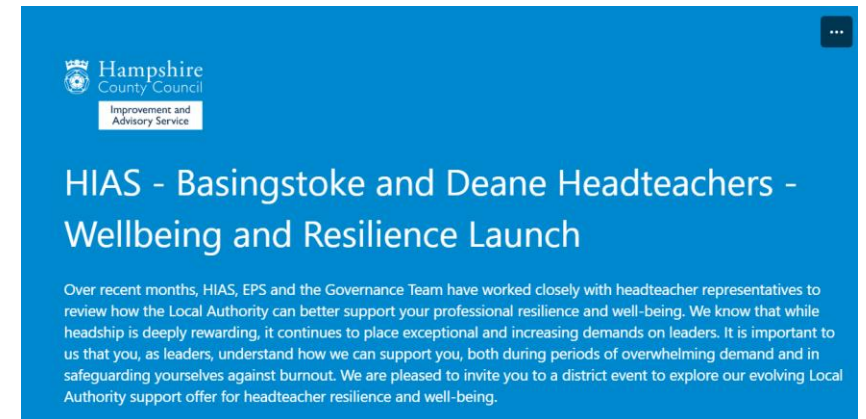
Wellbeing and Resilience Launch

HIAS - Basingstoke and Deane Headteachers - Wellbeing and Resilience Launch – [Fill in form](#)

Date: Friday 19 June 2026

Time: 9:15-11:15


Venue: Hounsome Fields Primary, Treetop Ave, Basingstoke
RG23 7GJ




Complaints – resources to support

Complaints and their management


▼ Collapse all




Complaints and safeguarding concerns



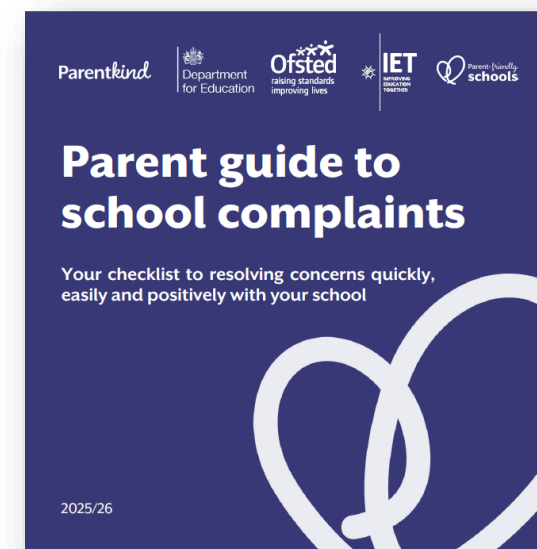
External complaint routes



Teaching Regulation Agency - TRA



Practical guidance for managing and handling complaints



V8- Parent Complaint Guide

[Complaints and their management | Leadership Moodle](#)

1 What kind of issue is it?

Complaints come in different shapes and sizes. The best first step is to identify what kind of issue it is, to make sure you can get the quickest action with your school.

Is it feedback? *You need to be heard*

Sometimes you will want to share your voice with your school without needing them to respond, but you expect them to listen and take it on board. Feedback is often sought by schools who want to hear and adapt to parents' views.

Is it a concern? *You need an answer*

Sometimes you have a worry or doubt over an important issue and you are looking for reassurance. Schools should take informal concerns seriously and make every effort to resolve the matter as quickly as possible.

Is it a complaint? *You need action*

Sometimes you are dissatisfied with the school's actions or lack of action. Your school will have a formal complaints procedure that is available to you (likely published on their website) with the steps you need to take to complain.

2 Who in the school do I go to?

Often issues can be best resolved by the person closest to your child. Who is best to hear your view at your school?

Discuss with their teacher/form tutor

Go to them first for anything that directly involves your child's classroom experience. Teachers know your child best and can usually sort things quickly.

Examples: homework, friendships, behaviour, day-to-day concerns.

Raise to a middle or senior leader

Take it here if the issue is wider than just one lesson, or if it can't be resolved by the teacher. Leaders have oversight across classes and can coordinate support.

Examples: bullying, additional support, repeated behaviour issues.

Escalate it with the headteacher

Go here for whole-school issues, serious concerns, or if earlier steps haven't worked. The head is responsible for the school and final decisions before governors are involved.

Examples: safeguarding, school policies, staff conduct, health and safety.

Remember - always check your school's complaint policy.

Ofsted

How we consider complaints about schools

Lee Owston, National Director, Education, 11 March 2026 - [data and Insight, schools](#)



[How we consider complaints about schools – Ofsted: education](#)

Ofsted Update Mobile Phones

[Blog](#)

Ofsted: education

Organisations: [Ofsted](#)

What the government's updated guidance on mobile phones means for school inspections

Search blog



About 'Ofsted blog: schools and further education and skills'

This blog will look at the way Ofsted inspects education in schools and the further education and skills sector. It will update you on developments and feature current issues.

Categories

Hampshire local authority position statement on mobile phone use in schools

June 2025

[Mobile phones in schools - GOV.UK](#)

[Hampshire local authority position statement on mobile phone use in schools June 2026](#)

Ofsted and mobile phones

The [school inspection toolkit](#) already puts a focus on the work leaders are doing to prevent mobile phones from hindering pupils' education.

For example, when gathering evidence about the strategic leadership of attendance and behaviour, inspectors are already directed to check that leaders:

...‘have high expectations for all pupils’ attendance, behaviour and attitudes, and design effective policies that communicate these high expectations clearly to all staff, pupils and parents, including expectations related to mobile phones.’ ([school inspection toolkit](#))

When deciding on grades, inspectors consider how effectively these policies, including those related to mobile phones, are implemented across the school.

They particularly want to know how consistently staff and pupils understand the policy and adhere to it throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

Ofsted and mobile phones

During every school inspection from **1 April**, inspectors will:

- discuss with leaders what their policy is on mobile phones and how this is communicated to parents and to pupils
- evaluate whether staff and pupils understand the expectations around mobile phones
- determine how consistently the school's mobile phone policy is being followed and its impact on pupils' learning, behaviour and wellbeing

Ofsted and mobile phones

The DfE guidance is clear: it expects a ban on mobile phones in schools by default.

If a school has **completely banned phones**, inspectors will expect to see that this policy is [communicated clearly](#), and that there's a phone-free environment in the school when they inspect. They'll also expect the school to deal with any breaches of that policy consistently.

If a school chooses to **allow some exceptions** for mobile phone use, inspectors will want to understand the reasoning for this decision. They'll check that the school is consistent in its approach.

Ofsted and mobile phones

If a school chooses **not to follow the guidance**, inspectors will continue to explore the impact of mobile phones on pupils' behaviour, safety and wellbeing. For example, they will want to know:

- Do phones contribute to behavioural issues, including disruption to learning?
- Are pupils' attitudes to learning – and their ability to focus and concentrate on their lessons – negatively affected?
- Is phone usage leading or contributing to incidents of bullying or discrimination?
- Is there a detrimental impact on pupils' mental health and their sense of belonging?

Evidence of one or more of these points may indicate that leaders are not taking effective action to secure pupils' positive behaviour, attitudes and wellbeing. This means it would be likely that the 'expected standard' for attendance and behaviour will not be met.

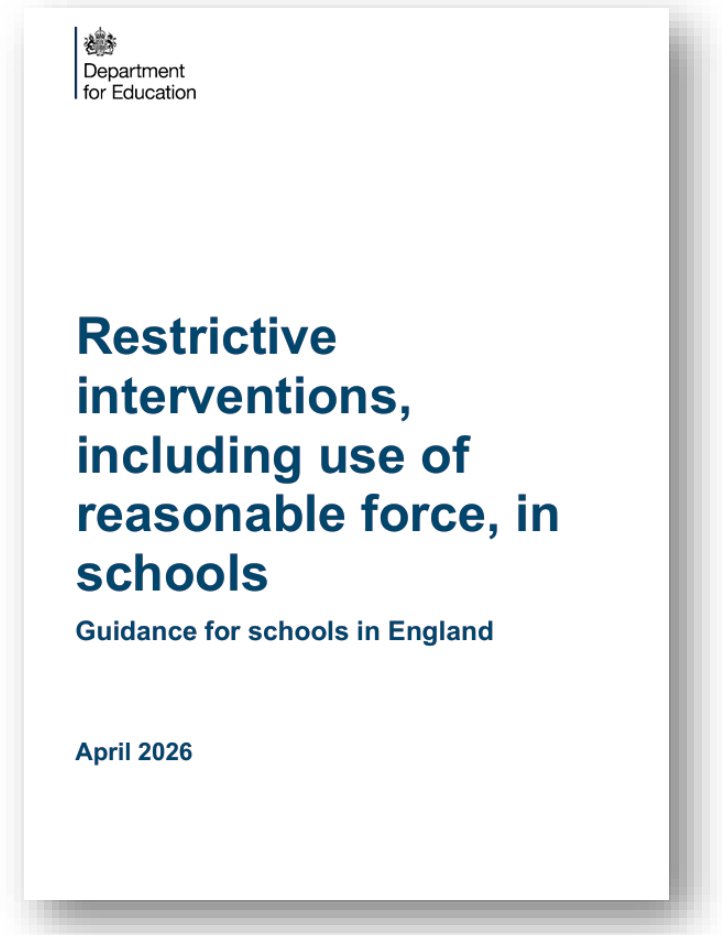
Guidance: Restrictive Interventions, including use of reasonable force

Guidance has been released from DFE. Worth a read has some clear information.

[Use of reasonable force and other restrictive interventions guidance](#)

New HCC guidance and model policy is on it's way. Details can be found here:

[Restrictive Physical Intervention Policy, Guidance and Reporting Timeline](#)



Local Offer Discovery Days Hampshire Local Offer

A series of 'Local Offer Discovery Days' is taking the online SEND Local Offer onto the road and into YOUR community this Spring and Summer term.

These events will give families, young people and professionals the opportunity to learn more about the support available for children and young people with SEND.

Families and professionals can expect

- Opportunities to meet professionals from key SEND services
- Information stands from charities, providers, and community organisations
- General support and advice for children and young people aged 0 to 25 with SEND
- Signposting to early help, assessment pathways, and inclusive activities
- A welcoming, relaxed environment where families and professionals can explore at their own pace

Help to spread the word

A schools' communication has gone out to all Hampshire schools and printed 'Local Offer Discovery Day' leaflets will be delivered to every school leading up to the events.

We kindly request that:

- Printed leaflets are distributed to the family of every child on SEN Support and every child with an EHCP – you will be sent enough for this purpose.
- You share information in weekly newsletters, on school social media channels, school websites and parent groups – the [schools' comm](#) contains links to high resolution versions of the approved publicity materials for this purpose
- You encourage attendance from SENCOs, pastoral leads, and wider staff who would like to connect with like-minded professionals

Calendar of events this spring

Lyndhurst Community Centre, Main Car Park, Lyndhurst SO43 7NY	Friday 20 March	2pm to 6pm
Leigh Park Community Centre, Dunsbury Way, Leigh Park, Havant PO9 5BG	Saturday 21 March	10am to 1pm
Andover Community Church, Charlton Rd, Andover SP10 3JH	Thursday 26 March	2pm to 6pm

What if you could explore your SEND Local Offer in person, on one day?



Join us at an event near you to find out about your local special educational needs and disabilities (SEND) support.

Our Discovery Days offer a welcoming space for families to explore the wide range of local services and support available. They provide the chance to speak directly with the teams who work with children and young people with SEND, helping families access timely information, early support, and meaningful connections within their community.

Families can expect

- Opportunities to meet professionals from key SEND services
- Information stands from charities, providers, and community organisations
- General support and advice for children and young people aged 0 to 25
- Signposting to early help, assessment pathways, and inclusive activities
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connecttosupporthampshire.org.uk/localoffer



Calendar of events this spring 2026

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Andover Community Church , Charlton Road, Andover SP10 3JH	Thursday 26 March	2pm to 6pm
Farnborough Library , Pinehurst Roundabout, Farnborough GU147JZ	Tuesday 14 April	2:30pm to 6pm
Hampshire County Council HQ , Elizabeth II Court, The Castle, Winchester SO23 8UJ	Monday 20 April	1pm to 5pm
Xperience Youth Centre , 70 Trinity Street, Fareham PO16 7SJ	Tuesday 28 April	12pm to 4pm
Gosport Discovery Centre , High Street, Gosport PO12 1BT	Thursday 30 April	2:30pm to 6pm
Alton Maltings Centre , 2 Maltings Close, Alton GU34 1DT	Thursday 7 May	2pm to 6pm
Basingstoke Discovery Centre , Potters Walk, Basingstoke RG21 7LS	Tuesday 12 May	2pm to 6pm
Pavilion on the Park , 1 Kingfisher Road, Eastleigh SO50 9LH	Friday 15 May	2pm to 6pm
Petersfield Festival Hall , Heath Road, Petersfield GU31 4DZ	Monday 18 May	2pm to 6pm



Hampshire
County Council

Private Fostering –
Hampshire



Hampshire
County Council

What is Private Fostering?

- A private fostering arrangement is one that is made for the care of a child under 16, by someone other than a parent or close relative for over 28 days.
- Private foster carers may be from the extended family, such as a cousin or great aunt, family friend, or anyone else.

Who are privately Fostered Children?

- Children sent from abroad to stay with another family.
- Asylum-seekers and refugee children
- Teenagers who have experienced relationship breakdown with their parents.
- Children who stay with another family whilst their parents are in hospital, prison or serving overseas in the armed forces.
- Language students living with host families

Informing the Local Authority

- Private Foster Carers and Parents have a duty to inform the local authority of a private fostering agreement.
- The Local Authority must be informed at least 6 weeks before the agreement begins.
- Many parents may not be aware, and other agencies such as schools, youth groups, or families already receiving Childrens Services support they may need to share this information with carers and Childrens Services.

Local Authorities Responsibility

- The Local Authority needs 6 weeks' notice of an arrangement and must arrange a visit within 7 days.
- Childrens Services when notified of a private fostering arrangement will need to complete a robust assessment of the child's needs and fostering home.

Practical Responsibility of the Local Authority

- Continued oversight by the Local Authority for the duration of the placement.
- Regular Visiting to the child.
- Ensuring child's needs continue to be met.

Private Fostering- Planning and Review

- Private fostering arrangements will be formally reviewed as a child in need procedure.
- Delegated Authority will also need to be held by the local authority- such as whether carers can consent to school trips.



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Private Foster Carer

- A Private Foster Carer is responsible for providing the day-to-day care of the child in a way, which will promote and safeguard the child or young person's welfare. The overarching responsibility for safeguarding and promoting the welfare of the privately fostered child or young person remains with the parent or other person with parental responsibility.



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Qualifying Care Leaver- support and qualifying

- Children and Young People who have been Privately Fostered until their 16th Birthday are entitled to Qualifying Care Leaver Support.
- A Qualifying care leaver is entitled to a Personal Advisor, advice and guidance and support as needed and 8 weekly leaving care contacts. The main difference is that there is no financial support for qualifying care leavers.
- There needs area assessed through a Qualifying Care Leaver assessment and a period of work agreed between the PA and young person. The young person can then choose to close to the team or remain open for ongoing support.

Missed cohorts

- Children under 16 who spend more than 2 weeks (i.e. over 14 days) in residence during holiday time, in a school not run by a local authority, become privately fostered children for the purposes of the legislation during that holiday period.
- Homes for Ukraine- Information and guidance can be found at: [Homes for Ukraine: sponsor guides – GOV.UK](#) and at [Homes for Ukraine: Guidance for councils \(children and minors applying without parents or legal guardians\) – GOV.UK](#)

Private Fostering:

- Intended to last longer than 28 days
- Is someone outside of immediate family- Parents previous partner, Great Aunts/Uncle, family friends.
- Anyone under the age of 16 (or 18 with a disability)

Family Arrangement:

- Child or Young person staying with Step-Parent (through Marriage or civil partnership). Grandparent, Aunt/Uncle, Sibling or parent.
- Anything below 28 days.
- Anyone over the age of 16, unless they have a disability.

Private
Fostering
or Not

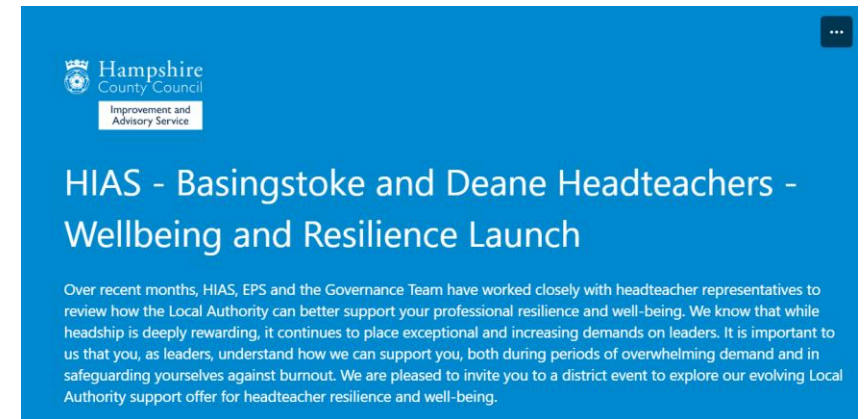
Wellbeing and Resilience Launch

HIAS - Basingstoke and Deane Headteachers - Wellbeing and Resilience Launch – [Fill in form](#)

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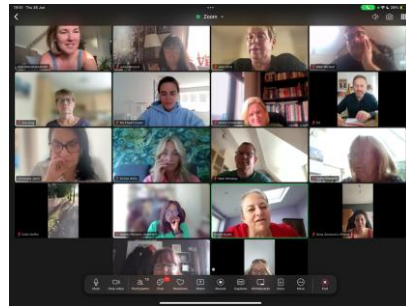
Support Available for Headteachers



A network community for school leaders focused on *intentional well-being support*

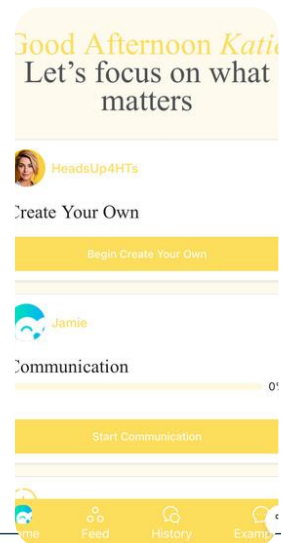
Coaching
Events
Book Clubs
Safe Spaces
Training
Workshops
Conference Keynotes

www.headsup4hts.co.uk



Peer Support Group- Every Wednesday

- Free, weekly support group for headteachers
- Friendly, confidential, non judgemental support
- Led by a HeadsUp4HTs Facilitator



Well-being App

- 24/7 Well-being support
- 24/7 Coaching
- Positive Psychology
- AI support based on
- HeadsUp4HTs insights
- £15pm





A network community for school leaders focused on *intentional well-being support*

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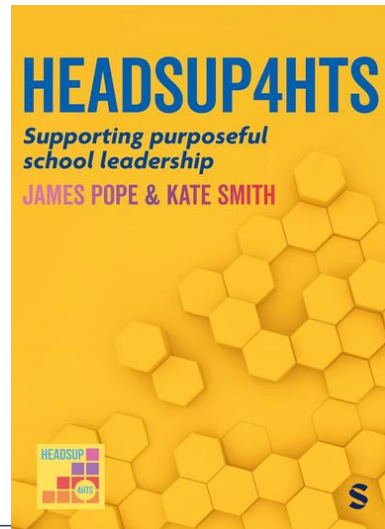
www.headsup4hts.co.uk

Support Available for Headteachers



1-1 Coaching for school leaders

- 1-1 coaching focused on sustainable leadership & well-being
- 6 x 1 hour session £895



Supporting Purposeful Leadership

- Written by Headteachers, for headteachers
- 9 steps to well-being
- Insights from thousands of headteachers
- Practical strategies to support well-being
- Available on Amazon £19.99