

BELONGING MATTERS

Multi-agency partnerships working together
to include all children and young people in education

Speaker and workshop details

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Harry Daniels

Emeritus Professor | Green Templeton College



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Keynote Presentation Outline : In this presentation Harry will discuss work and emergent findings of the Excluded Lives project. Harry will make a systemic rather than an individual deficit argument and also discuss issues of mental health and well-being.

Professor Harry Daniels is Professor of Education at Oxford University. He has directed more than 40 research projects funded by ESRC, various central and local government sources, The Lottery, The Nuffield Foundation and the EU. His extensive publications include a series of internationally acclaimed books in socio-cultural psychology. His current research projects concern children who go missing from school and the implications of new school design for children's experience of schooling. Two completed major studies; "Learning in and for interagency working: Multiagency work in Northern Ireland ESRC TLRP" and "Learning in and for Interagency Working ESRC TLRP", were both rated 'Outstanding'. Follow up work led to significant impact in practitioner/policy making bodies funded by a consortium of The Local Government Association, IdEA and Local Authorities Research Council Initiative. He is: Adjunct Professor, Centre for Learning Research, Griffith University, Brisbane, Australia; Research Professor, Centre for Human Activity Theory, Kansai University, Osaka, Japan.

Recent peer reviewed articles:

- Daniels, H., Porter, J. and Thompson, I., (2022) What Counts as Evidence in the Understanding of School Exclusion in England? *Frontiers in Education* Vol. 7 URL=<https://www.frontiersin.org/article/10.3389/feduc.2022.929912> DOI=10.3389/feduc.2022.929912
- Thompson, I., Tawell, A. and Daniels, H. (2021) Conflicts in professional concern and the exclusion of pupils with SEMH in England. *Emotional and Behavioural Difficulties*, 26(1): 31-45.
<https://doi.org/10.1080/13632752.2021.1898769>
- Special Issue -- Thompson, I., Tawell, A. and Daniels, H. (2021) Editorial, Excluded Lives Special Issue. *Emotional and Behavioural Difficulties*, 26(1): 1-2.
- J. Porter, T. McDermott, H. Daniels & J. Ingram (2021): Feeling Part of the School and Feeling Safe: Further Development of a Tool for Investigating School Belonging, *Educational Studies*, DOI: 10.1080/03055698.2021.1944063
- Daniels, H., Thompson, I., & Tawell, A. (2019). Practices of exclusion in cultures of inclusive schooling in the United Kingdom. *Publicaciones: Facultad de Educación y Humanidades del Campus de Melilla*, 49(3), 23-36.
- McCluskey, G., Cole, T., Daniels, H., Thompson, I., & Tawell, A. (2019). Exclusion from school in Scotland and across the UK: Contrasts and questions. *British Educational Research Journal*, 45(6), 1140-1159.
- Cole, T., McCluskey, G., Daniels, H., Thompson, I., & Tawell, A. (2019): 'Factors associated with high and low levels of school exclusions: comparing the English and wider UK experience', *Emotional and Behavioural Difficulties*, DOI: 10.1080/13632752.2019.1628340
- Daniels H, Thompson I and Tawell A (2019) After Warnock: The Effects of Perverse Incentives in Policies in England to Students with Special Educational Needs.



“Suddenly everybody now wants to talk about attendance”

Keynote Presentation Outline:

Ellie Costello Square Peg

Ellie works nationally across policy and practice to effect cultural and systemic change on behalf of all children who experience barriers to school attendance.

She gave evidence to the Education Select Committee in 2023 and has collaborated with broadcast news (BBC, ITN, Sky News) and documentaries (Panorama) to tell the stories of families and professionals struggling in the current system.

She is co-author of the critically acclaimed book “Square Pegs: compassion, inclusion and fitting in - a guide for schools” and is Parliamentary Vice Co-Chair for the Council for Disabled Children’s Special Education Consortium. Ellie is a critical thinker, curiosity geek and lifelong learner.

Prior to entering the policy, lobby and change-making space, Ellie enjoyed a successful career in the media working as a producer. She is parent carer to two incredible teens with additional needs spanning education, health, mental health and social care.

As a Therapeutic Parent, mental health, wellbeing, neuroscience and child development inform Ellie’s advocacy and campaigning.

Passionate about the potential of accessible, equitable education systems and all services around children and families.

Ellie draws on the power of hope, collaboration and transformative collective endeavour to create solutions which are appropriate and sustainable, carving new landscapes with brighter horizons for all.

More information: <https://www.teamsquarepeg.co.uk/>



Title of Workshop: A Brighter Way Forward. With Eliza Fricker

Based on Eliza Fricker’s book A Different Kind of Parenting: Neurodivergent families finding a way through together (Published October 2024), this fully illustrated webinar will take you through the day to day struggles to a more hopeful place. Using Eliza Fricker’s illustrations and prose, she will share other ways we can find to thrive not just survive.



Title of Workshop: Their Future isn’t over: Positive psychology for resilience and mental health. With Dr Rob Long

We know much about the ‘at risk factors’ that affect a child/young person’s development. This workshop will focus on the protective factors that enable young people to succeed against the odds. Positive Psychology can provide us with practical ideas to build their future today. Developing a range of practical ideas to support a sense of ‘hope and purpose’.



Liz Key
Founder



Emma Foinette
Founder

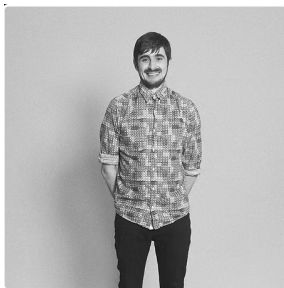
ROOTS 4 LEARNING

Alternative and Supplementary Education

Young people that are experiencing barriers to attending their mainstream education provision. These can be complex and for a variety of reasons, some of which may include:

- SEND diagnosed or un-diagnosed.
- Experiencing anxiety and other SEMH difficulties.
- Experience of bullying.
- Environmental issues in a mainstream setting.
- Performance related anxiety.

We know that having barriers to attendance can have a huge impact on the whole family. Often students can be waiting a long time for assessments or accessing CAMHS. We want to offer support quickly for both our students and their families. We work closely with our mainstream partners and local authorities to support whatever outcome is best for the young person.



Alex Stuart

As a teacher and parent, Alex knows first-hand the challenges young people face today. Sharing tips on how to handle big emotions, dial down anxiety, and manage change, he is a non-judgemental listener who gives advice in an effective, older sibling way.

Alex leads the Drugs, Vaping, and Addiction talks for Self-Esteem Team, and he also works with Roots 4 Learning.



Title of Workshop: Nurture and Structure: Striking the balance to cultivate a culture of belonging. With Steve Russell

This workshop will explore practical ways to promote belonging through balancing nurture and structure. Excessive structuring can lead youngsters to experience anxiety and fear, while too much nurturing, 'marshmallowing', may disempower them. The Functional Fluency model is being used by an ever-increasing number of schools and settings to guide staff in striking a good balance. It is also proving to be invaluable for parents and carers in understanding how best to support their children. We will also use the Behaviour Wall to offer a developmental lens on behaviour and belonging. Come along to find out more, receive a complimentary copy of the Behaviour Wall – and there may well be some marshmallows to enjoy!

Contact Steve: <http://beyondbehaviour.co.uk/contact/>



Title of Workshop: Creating an Inclusive Learning Environment for Learners with Pathological Demand Avoidance. With Laura Kerbey

To give delegates an understanding of Pathological Demand Avoidance. To help delegates understand the barriers to learning that PDA can create.

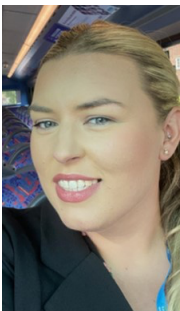
To ensure delegates are able to implement effective approaches to ensure that learners with PDA can meet their full potential.



Title of Workshop: "Rooted in Belonging: How the Flourish Mentors Model Empowers Young Women and Sparks Lasting Change" with Frederique Lambrakis-Haddad and Cathy Chesson

Flourish Mentors is a small, registered charity based in Brighton and Hove and we offer free 1-1 mentoring and mental health workshops to any young women (16-25 years and LGBTQI+ inclusive) in the community for typically 2 years. Our model is community-based and is built on a strong commitment to our core values: playfulness, kindness, inclusivity, empowerment, co-creation and belonging. In this workshop we will look at some stats about young women, core principles behind our model and why it works. We will also have some interactive moments so that you can apply some of these ideas to whatever setting you are in or in your community!

We look forward to meeting you! <https://www.flourishmentors.com/>



Title of Workshop: Creating Inclusive Provision –

A Local Authority Vision and Experience. With Julie Ely & Steph Baiardo

We'll be sharing our experience of working in partnership to create inclusive provision where pupils feel welcome, considering relatedness, social identity and shared culture.



Title of workshop: Using creative methods to explore the Welsh concept of 'cynefin': belonging, connectedness and community.

With Rebecca Haycock

This workshop aims to introduce the concept of 'cynefin' a Welsh word (pronounced kuh-nev-in) that runs through the new curriculum in Wales and signifies attachment to place and 'the place where we feel we belong' (Welsh Government, 2020). With this as a focus the workshop will explore how creative methods can be used to access multiple perspectives, to show the complexity of voice and challenge the assumption of belonging as a fixed or singular state.



**Title of workshop: Surviving the School System:
With Emma Whitehouse – Bright Path Mediation**

This heartfelt and empowering session will equip parents and carers with the knowledge, confidence, and language they need to advocate effectively for their child. Drawing on both lived and professional experience, Emma Whitehouse will guide attendees through common school barriers, share practical tools for communication, and offer real-life strategies that support positive outcomes. The workshop will also highlight what professionals and senior leaders can do to make their systems more inclusive, collaborative, and trust-building for families.

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Sebda

**Promoting the social and emotional well-being of
children and young people**

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