

Making Attendance Everyone's Business

Parental Engagement & Experience

- **Parent voice & engagement**

- Need more lived experience voices from both parents and pupils.
- Develop accessible, consistent communication across all services adapted to literacy levels (e.g., voiceovers, QR codes).
- Use tools like *Your Voice & Contact Us* to improve feedback and engagement.

- **Training & Support**

- *Time Out for Parents* – 7-module course for parents of children with additional needs to build resilience and self-esteem (rolling out from Sept 2025).
- Recruiting and employing trained parent volunteers (6+) for peer support and signposting (with support from Helen Kennedy, Woodsmith Foundation).

- **Action Points**

- Improve systems for professionals to signpost to voluntary-led parent groups like PINS.



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Health & Attendance

Draft plan already advanced at 8th of July session.

- **Toolkits & signposting:**

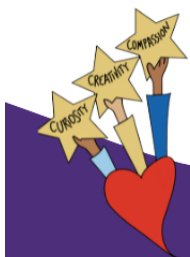
- Use *Making Every Contact Count (MECC)* toolkit to enable schools to signpost effectively to local services (MH, DA, housing, etc.).
- Circulate and promote MECC across all schools.

- **Support for families:**

- Address impact of family health conditions on children's attendance.
- Strengthen links with *Young Carers Project* and *The Junction*.

- **Mental Health**

- Consistency in MH support across schools via embedded *HeadStart* and other offers.
- Leverage small-scale interventions like *Rubies* for vulnerable girls (explore funding routes).



Relationships that Connect, Building our Communities



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Mentoring

- **Evidence of Impact:**

- Turning Tides is currently measuring impact of 1:1 coaching model on attendance.
- Suggests other programmes like *Rubies* could adopt similar attendance impact metrics.



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Targeted Support

- **Transition support focus**

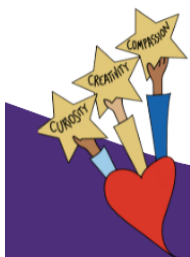
- Pilot: *Kidz Konnekt* transition support for Year 6 - 7 (Sept 2025–March 2026).
- Schools to flag potentially at-risk children early (not just poor attenders).

- **Multi-agency working**

- Trial triage-style meetings (multi-agency drop-ins for children flagged as stuck or at risk).
- Involve non-teaching staff more consistently.
- Strengthen regular inclusion panels and involve wider partners (CAMHS, police, DSLs, etc.).

- **Join-up with statutory guidance**

- Use DfE Families First guidance (attendance as a key indicator).
- Learn from Middlesbrough model: every school has an EH worker.



Relationships that Connect, Building our Communities



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Creativity & Joy

- **Cultural & creative interventions**

- Design and deliver a *tailored enrichment offer* to reach pupils with early attendance decline (85–95%).
- Promote out-of-school enrichment (one low-cost activity per week) – link to HAF, public health, and school clubs.

- **Strategic links**

- Align actions with Attendance Framework priorities (e.g., 2.4, 3.3, 3.9).
- Partner with *Borderlands, Children's University, Outwood Bydales Trust*, etc.
- Explore *student cultural councils* and *storytelling approaches* to enhance belonging and motivation.

- **Planned Events**

- Host creativity-focused events: one in October; main event on **3rd December 2025**.



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Relational Practice

- **Framework Exploration**

- Reviewing the *Devon County Council Relational Practice Model* to assess local applicability.
- Map against RCBC's own model; involve practitioners like Nunthorpe and schools already using Thrive.

- **Next Steps**

- Pilot the relational practice model in one secondary school as a low-effort, high-impact test.



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Cross-Cutting / Joint Working Themes

Strong appetite to:

- Embed **pupil and parent voice** in co-designing attendance solutions.
- Explore **joint bids and co-resourcing** across VCSEs, schools, and public sector partners.
- Develop **place-based interventions**, e.g., Dormanstown hub.
- Align all actions with the **Attendance Framework for Action** and local commitments.

