



Strengthening Team Around models for children, families and schools in Redcar & Cleveland



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Produced by the Making Attendance Everyone's Business Project

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1.0 Background

The Making Attendance Everyone's Business Project (*'the Project'*) started in Redcar and Cleveland in January 2023. Led by Redcar & Cleveland Borough Council and funded by Anglo American, the Project has sought to develop a strong and connected alliance of organisations with an ambition to learn how to prevent the risks and reverse the levels of persistent and severe absence by children and young people in the Borough.

In the early stages of the Project a perceptions survey¹ of 67 staff across 44 schools, colleges, statutory services and voluntary and community organisations found that there was a strong desire to feel more informed and connected about the support and expertise available for children and families across different parts of this system.

This is perhaps explained by these striking results at the time:

- Only 36% of respondents felt that staff working in schools, education, learning settings were connected to all the support available from professional services to help prevent and reduce persistent and severe absence. School staff were more confident this was happening (74%) than their counterparts in statutory, professional and voluntary service settings (18%)
- Less than a quarter (24%) of respondents felt that staff working in schools, education, learning settings would say that the services around a child / family are joined up and seamless to support their individual needs for good attendance. School staff were more confident this was happening (44%) than their counterparts in statutory, professional and voluntary service settings (14%)

The most positive result in this survey which garnered a similar response across the different domains was the perception that people working in professional services and the voluntary and community sector work in a way that enables each child, young person and family struggling with attendance to be listened to and understood. This resonated with 55% of respondents across the settings.

Nevertheless, only 30% of respondents perceived that people working in professional services and the voluntary and community sector felt equipped to work with children and young people and families to prevent and reduce persistent and severe absence.

These are gaps that can only be filled by working together rather than in our individual organisations if we expect these results to improve over time.

Strong team around models are desired

Survey participants were asked which outcomes would be important to focus on together in the near future to make a difference to attendance patterns for children and young people.

32% (rank 5= out of 30 outcomes considered) said that each child and young person **should feel supported by a team around them.**

Related outcomes that were also considered important for each child and young person in Redcar & Cleveland is the feeling they have a trusted adult on side (32%), they feel listened to and can tell their story (33%), they feel safe (36%), they feel their barriers to attendance and trauma is understood (36%) and they feel they belong at school / college (47%).

46% (rank 1st of 30 outcomes considered) said **the family of a child and young person should feel supported by a team around them.**

Associated outcomes that would be important to pursue included that each family feels able to share their feelings without fear of stigma, shame or punishment (38%), feel they have options for support (33%), feels change is possible for them (33%), feels listened to / can tell their story (30%), feels barriers / trauma is understood (30%), feels life circumstances are understood (29%) and knows where to get or ask for help (26%).

Given these results, the Project has brought together this simple resource that we hope can be used by education, statutory services and voluntary and community sector organisations to develop strong team around models in the places they work, and through the relationships they have with children, young people and their families. It is perhaps just the start of the conversation, but it's an important one that everyone can make their business and contribute towards.

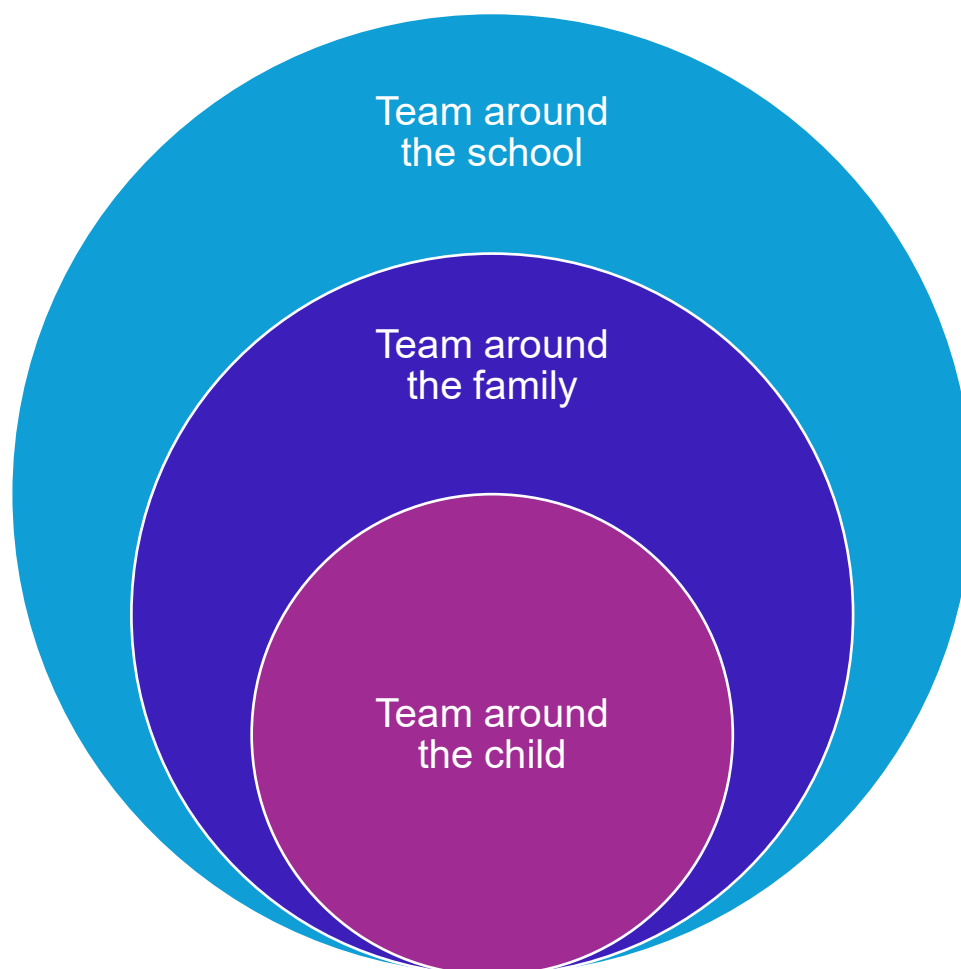
2.0 Definitions

What is a Team Around model?

A **Team Around model** brings the right people together at the right time to support a child, their family, and the school in a coordinated way.

There are **three main types**:

Model	Focus	Purpose
Team Around the Child (TAC)	Individual needs of the child	Offers tailored, multi-agency support based on specific needs.
Team Around the Family (TAF)	Whole family system	Tackles family-level challenges affecting the child.
Team Around the School (TAS)	School-wide, early help system	Builds a joined-up support offer in and around school.



Feature	Team Around the Child (TAC)	Team Around the Family (TAF)	Team Around the School (TAS)
Primary focus	Individual child's needs and experience	Whole family system	The school as a setting - serving all vulnerable pupils
Who is at the centre?	The child	The family unit (child + parents + siblings)	The school and its ability to support children/families holistically
Assessment tool	Pastoral plans, behaviour logs, EHCP, pupil voice	Early Help Assessment, Our Family Plan, social care assessments	School data (attendance, exclusions), locality dashboards, service mapping
Lead Professional	School-based professional (e.g. DSL, SENCo)	Early Help worker or social care lead	Multi-agency lead or LA coordinator - often from attendance or Early Help team
Key issues addressed	Trauma, learning, health, peer relationships	Parenting, housing, routines, domestic abuse, family breakdown	Absence trends, service access, system capacity, early intervention gaps
Participants	Child-focused professionals (school, CAMHS, mentor, social worker)	School + housing, family hubs, health visitors, DV services, siblings' schools	LA teams, health partners, VCSEs, school leads, family workers, police
When used?	Individual child is struggling or at risk	Whole family situation is impacting child's outcomes	To proactively build school-wide capacity for early help
Plan ownership	The child and their support network	The family and their multi-agency team	Shared ownership across services and school leadership
Risks if conflated	Overlooking family drivers of child need	Overshadowing the child's voice	Losing focus on individual children or families in system-wide planning

Team Around the Child (TAC)

TAC is a small, multi-agency support team built around a child (or family), led by a **lead professional**, focused on coordinated support for identified needs.

A **Lead Professional** (sometimes called **Lead Practitioner**) is the designated individual who coordinates the multi-agency work when a child, young person, or family is supported by more than one service, ensuring coherence, continuity, and relational consistency. Their role is not to deliver *all* services themselves, but to orchestrate, liaise, and act as a trusted single point of contact.

Team Around the Child (TAC) Example

Ahmed, Year 9, has:

- 76% attendance continuing to drop
- Increasing anxiety in large lessons
- Not engaging with peers and struggling with peer rejection
- No known family issues.

A Team Around the Child response might be as follows:

- The school identifies Ahmed's struggles early via attendance and pastoral data and insight.
- A *TAC meeting* is set up with: Ahmed's Form Tutor, PEO², school counsellor (where one is available), and CAMHS³ link.
- Ahmed's voice is captured via a 1:1 conversation and shared in the meeting.
- A plan is tailored around Ahmed's voice which might include reduced transitions (stay in base room more), safe spaces, weekly sessions with the school counsellor, Form tutor check-in each morning and peer mentoring. A review might be planned in 4 weeks.

The focus of this TAC approach: Everything is oriented around Ahmed's individual experience, preferences, and needs.

If the main driver is a child's individual's needs (e.g. trauma, learning, health) a TAC model might be appropriate. In practice, TAC can escalate into TAF if it becomes clear that child-focused support isn't enough without addressing family circumstances.

What this means for schools

Start with TAC if concerns are *child-based* - but stay alert for patterns that suggest wider family needs. Refer to TAF via Early Help where the child's issues are clearly embedded in family, housing, or parenting issues. Be deliberate about *who leads*, *whose voice is centred*, and *how plans are framed*. Avoid merging the two without clarity or you risk losing either the **child's agency** or the **family context**.

Team Around the Family

TAF is understood as “**professionals coming together around a family**” in a coordinated way. It is a multi-agency, family-centred approach in which a family (parents/carers, sometimes children) and the professionals supporting them come together to share information, jointly plan and coordinate support, build on strengths, and address the needs of the family and child in a coherent way.

“The concept of a ‘team around the family’ refers to a collaborative approach to providing support and services to individuals and families in need⁴.”

In Redcar & Cleveland the Early Help team adopts a TAF approach

“The TAF approach is one where professionals come together around a family to create a single SMART (Specific, Measurable, Achievable, Realistic, Timely) action plan to which the family and all professionals contribute and help to identify who else might be asked to help.”

[Our Family Plan 2024.docx \(DOCX, 99.91KB\)](#)⁵

“The ‘Our Family Plan’ is a whole family assessment which helps you unpick and determine the needs of all family members and therefore, what help, and support is required to help the family meet those needs.”

[The Early Help Assessment or Our Family Plan | Redcar and Cleveland](#)

“We recommend that you work with the team around the family to review the plan every 3 months, or sooner if something significantly changes.”

[Our Family Plan - TAF plan review template.docx \(DOCX, 96.69KB\)](#)

The TAF approach appears to be similar around the country as illustrated by these examples from North Yorkshire, Essex, NE Lincolnshire and Harrow respectively:

“A TAF is a meeting between a child, young person, their family and the group of practitioners who are working with them. The purpose is to share information and to create a solution-focused plan that will support the needs of the child and their family. The meeting provides an opportunity to consider how appropriate, effective and timely support can be secured enabling family’s needs to be met⁶.”

“A TAF meeting provides the opportunity to discuss how additional needs can be met bring together children, young people, parents and practitioners put in place a coordinated approach make sure everyone has an equal role in agreeing goals and actions recognise and acknowledge needs of parents and carers⁷”

“The Team around the Family will work together in an open and honest way so that they can identify the needs of a child, young person and their family⁸”

“The concept of a ‘team around the family’ refers to a collaborative approach to providing support and services to individuals and families in need⁹.”

The characteristics of a TAF approach and what it looks like in practice.

Family-centred & relational	The family is part of the team & has agency; their voice, wishes, and strengths are central
Multi-agency collaboration	Professionals from different services share information, coordinate support and avoid duplication
Solution-focused planning	Emphasis on practical, reachable steps and building on what's working.
Joint ownership and accountability	All team members (family and practitioners) take part in planning and delivery and share responsibility
Small, manageable membership	The meeting should include only relevant practitioners to avoid overwhelming the family
Regular review & flexibility	The plan is revisited and revised, with possibility to step up or close the TAF when needs change
Recognition of parental/carers needs	TAF explicitly includes support or interventions for parents/carers, not just the child
Transparency & consent	Information is shared with consent; the family understands who is involved and what will be discussed

“Team Around the Family does work if the parent engages.”

Team Around the Family (TAF) Example 1

Maya is in Year 7 and has poor attendance (50%) and falling grades. Conversations with her form tutor reveal that at home her Mum is struggling with depression, Dad is frequently away for work, and her younger sibling has behavioural issues that cause frequent disturbances. The family is under stress, and Maya's wellbeing and schooling are suffering.

A Team Around the Family response might be as follows:

1: Trigger / decision point

The school (or Early Help team) identifies that Maya's situation reflects not only individual need but also family pressures. They decide a multi-agency meeting is required.

Invitation & planning

They invite Maya and her Mum (and Dad if possible), Form Tutor / PEO, school counsellor or mental health worker, Early Help / family support worker, social care (if involved) and housing or financial advice service (if relevant)

The family is informed about the purpose of the meeting, who will be there, and what will be discussed (transparency).

2: TAF meeting

The meeting opens with the family's priorities, strengths, and worries. Practitioners share their knowledge and assessments. They jointly develop a solution-focused plan, setting goals like:

- Mum accessing mental health support.
- Arrange sibling behavioural support.
- Establish consistent household routines (bedtime, homework time).
- Maya to have check-ins with a trusted adult at school each morning.
- Assign responsibilities (who will do what, by when).
- Agree how often to review and set the date for a first review.

3: Delivery & review

- The team meets every 6-8 weeks (or more frequently if needed), reviewing progress, celebrating small wins, adjusting the plan, or escalating or winding down as needed.
- Maya and her Mum have continued involvement: they can request extra meetings or signal when supports are not working.
- Once the family is stable and goals met, the TAF is closed (joint decision).

In this example, the child's difficulties cannot be fully addressed without addressing family stresses hence TAF is an appropriate model. The focus is on the family as a system, not just Maya individually.

The focus of this TAF approach: Everything is oriented around Ahmed's individual experience, preferences, and needs.

Team Around the Family (TAC) Example 2

Layla, Year 6, has:

- Longstanding poor, persistent attendance (below 60%)
- Irregular sleep patterns
- Mum is experiencing depression and has no local support
- Older brother is NEET, and her younger sister has speech delay
- The family is under financial stress

A Team Around the Family response might be as follows:

1: The school refers the family to Early Help after their *Our Family Plan* discussion with Mum.

2: A *TAF meeting* includes: Early Help worker, Mum, Layla's school, health visitor, housing officer, and local family support VCSE.

3: Actions focus on parental support, routine-building, and wider family stability. The plan includes:

- Parenting support course (via Family Hub)
- Financial/housing advice referral
- Bedtime routine plan for Layla
- Speech and language therapy referral for younger sibling

All family members' needs are addressed to create a better environment for Layla to attend and learn.

Focus: The **root causes** sit in the **family system**, not just Layla's needs alone.

If the main driver is parenting capacity or home environment issues a TAF model is the most appropriate. If family circumstances are at the root of the child's difficulties (e.g. housing, parenting, trauma) TAF is the model to use.

What this means for schools

Start with TAC if concerns are *child-based* but stay alert for patterns that suggest wider family needs. Refer to TAF via Early Help where the child's issues are clearly embedded in family, housing, or parenting issues. Be deliberate about *who leads*, *whose voice is centred*, and *how plans are framed*. Avoid merging the two without clarity or you risk losing either the **child's agency** or the **family context**.

Team Around the School

The phrase “team around the school” appears in the Children’s Commissioner’s response to the persistent absence inquiry¹⁰. It is introduced in a section that describes it as an identified model drawn from the attendance audit findings.

The exact wording / definitions given by the Children’s Commissioner

“The attendance audit identified ‘team around the school’ models as a successful strategy for delivering joined up support. Implemented by local authorities, teams around the school gives access to local services such as mental health support, family hubs and the police.”

“In one school, the ‘team around the school’ enabled them to allocate a family worker to support a family where the child’s attendance had dropped, and they worked on a plan of support together. The ‘team around the school’ enabled the school to respond proactively and arrange help as soon as they identified a family in difficulty.”

“The ‘team around the school’ model brings support to where children are, rather than requiring children and families to navigate multiple different systems to receive support.”

“Local authorities are crucial to building ‘teams around the school’. They need to ensure they are establishing robust teams around the schools in their area. Local authorities can bring the right people together to support children; they need to ensure this service deals with more than just managed moves but looks at how to provide early help and support. There needs to be a robust framework for delivery of a team around the school model, and implementation and evaluation should be under the purview of Ofsted inspections of children’s services.”

From this description the report implies or states the following defining features of “team around the school”:

- **Multi-agency composition:** It brings together **local services** (e.g. mental health, family hubs, police) around the school.
- **Proximity / embeddedness:** It is “support to where children are,” reducing the burden on families to navigate systems.
- **Proactive and responsive:** The model allows early identification of families in difficulty and rapid deployment of help.
- **Operational via local authorities:** LAs are named as central to creating and sustaining the model.
- **Beyond just transactional or case management:** It should not be limited to just “managed moves,” but include *early help and broader support*.
- **Need for formal frameworks, evaluation, and oversight:** The report argues that implementation and evaluation should be part of children’s services inspection regimes.

Team In the School – naming this important, structured layer of support

‘**Team In the School**’ is not a widely formalised or labelled model in national frameworks, but it absolutely exists as a de facto system and this layer of support intersects with each of the TAC, TAF, and TAS models. Team in the School refers to the internal network of staff - teaching and non-teaching - who work collaboratively within the school or educational setting to identify, respond to, and support the needs of pupils and their families. It includes:

- Universal staff e.g. form tutors, subject teachers
- Targeted/specialist roles e.g. DSLs, attendance officers, pastoral leads, SENCo
- Extended roles within a MAT structure e.g. Executive SENCo, Trust-wide Attendance Lead

This team can operate *proactively*, by identifying early warning signs and building relationships, and *reactively*, by responding to specific concerns. It becomes the **foundation** from which TAC, TAF, or TAS work can be escalated or co-constructed.

Suggested working definition from this research: “The ‘Team in the School’ is the internal group of school-based professionals who, collectively, hold responsibility for the wellbeing, inclusion, safety and attendance of pupils. This team includes both teaching and support staff and may be extended through Multi Academy Trust (MAT) structures. It forms the foundational support system around which more formal Team Around the Child, Family or School arrangements are built.”

Whole-school responsibility	All staff share responsibility for example: “attendance is everyone’s business”, but roles and escalation points are clearly defined
Role clarity within the team	Staff understand who leads on what e.g. tutors observe & flag issues; attendance officers monitor and act; pastoral staff coordinate support
Internal collaboration	Weekly inclusion, safeguarding or attendance meetings act as mini–multi-agency hubs
Escalation point	This team forms the base for triggering TAC, TAF or TAS where wider involvement is needed
MAT-enabled structures	MATs may offer enhanced specialist roles (e.g. trust-wide SEN lead, trauma-informed practice advisors), strengthening in-school responses.
Data-informed	Internal systems (SIMS, CPOMS, attendance tracking) generate alerts for the team to respond.

Team In the School (TIS) Example

At a secondary school in Redcar & Cleveland a pupil, Jacob (Year 8), has dropped from 92% to 84% attendance in one term. His form tutor notices he's withdrawn and not completing homework. The tutor flags this to the pastoral lead, who checks with the attendance officer and finds inconsistencies in reported absences. The case is discussed at the weekly inclusion meeting, which includes DSL, SENCo, mental health lead, and attendance lead.

A plan is created: Jacob's tutor checks in daily; SENCo reviews any unidentified needs; mum is invited in for a family conversation. The school's MAT Attendance Lead is looped in to provide advice on patterns across schools. Only if deeper concerns arise (e.g. health, family breakdown) is this escalated into a TAC or TAF with external partners.

This is Team in the School in action - responsive, joined-up, role-defined, and data-informed.

How TIS intersects with TAC / TAF / TAS

TAC	Often initiated <i>from</i> the internal team; school staff may lead it initially.
TAF	The school may be part of the wider team, or the team may escalate concerns to Early Help, triggering TAF.
TAS	Strengthens and extends the internal team by embedding multi-agency support. TAS models only function well where a "Team in the School" is already active.

What this means for all interested parties

Position Team In the School (TIS) as a Foundational Tier of support, contributing to the **graduated response** to meeting the needs of children in school. While TIS is not a formally codified model in national statutory guidance, it aligns directly with the first stages of the graduated response described in key frameworks such as the SEND Code of Practice (2015), Working Together to Safeguard Children (2018), and Early Help guidance. It also reflects what most schools *already* do, but articulating it as a named, structured layer could strengthen clarity and coherence in systems across Redcar & Cleveland. This research suggests that we could confidently describe "Team in the School" as:

- A core layer of early identification and internal support;
- The starting point for coordinated plans;
- A bridge between universal school practice and targeted multi-agency intervention.

TIS is therefore preventative and universal, but structured and intentional, not ad hoc and forms a key part of the graduated response and early intervention strategy in each setting.

Summary

Although Team Around the Child (TAC) and Team Around the Family (TAF) models are related and sometimes overlap in practice, they have different focal points, principles, structures, and intended outcomes, whilst TIS and TAS both intersect with TAC and TAF models and is context dependent.

Summary: key purposes for each model

Model	Use when ...
TAC	A child is struggling individually - due to emotional, social, behavioural, or learning needs - and targeted coordination of child-focused professionals is required
TAF	Family circumstances are the root of the child's difficulties (e.g. housing instability, parenting capacity, domestic abuse, mental health) and a multi-agency, family-led plan is needed to address systemic issues.
TAS	The school has wider patterns of vulnerability (e.g. rising absence, unmet needs, high referral rates) and requires embedded, multi-agency support to reduce escalation, triage early help, and build systemic capacity
TIS	A child or family is showing early signs of need and the school's internal team (teachers, tutors, SENCo, attendance officer, pastoral staff) can respond through a graduated, coordinated, in-school approach. This is often the first tier of the response system

There are many benefits to strengthening Team Around models including:

- Improved coordination, less duplication, clearer accountability.
- Empowers families with voice and control.
- Enables early, holistic, targeted support, preventing escalation.
- Supports professionals with shared decision-making and shared load¹¹

But there are challenges to ensuring these are at one and the same time consistent, yet suitably flexible to work around the needs of the individual child and family context, for example, TAC and TAF models can be:

- Resource-intensive: requiring time to coordinate and hold regular meetings.
- Reliant on effective lead professionals; inconsistent leadership reduces impact so having a Borough-wide capability for every Lead Practitioner is an essential precondition to strengthening the system.

There is also the risk of information-sharing issues and unclear boundaries across agencies to navigate skilfully whilst remaining focused on a relational ('support first') ethos of working in every circumstance.

Next we summarise some of the evidence that strengthening targeted responses including Team Around models can reduce absence, rather support stable attendance.

3.0 The evidence

The challenge: why targeted and coordinated responses matter

School absenteeism (especially persistent absence) is widely acknowledged as multi-factorial: influenced by child, family, school, and community factors (health, family stress, transport, school climate).

Universal actions, for example, communication campaigns, are necessary but are rarely sufficient for mitigating entrenched absence.

The **tiered / graduated approach** is often recommended: foundational universal supports, early targeted interventions and intensive responses for deeply entrenched cases. Example: Attendance Works describes a **3-tier model**: Tier 2 “personalised outreach or early intervention” and Tier 3 “intensive support often involving not just schools but other agencies such as health, housing and social services¹²”.

Local Interpretation of this evidence informed approach

It describes how Redcar and Cleveland provides a ‘**support first**’ approach to encouraging good attendance that partners should familiarise themselves with and should embed within their systems. The stages of this are:

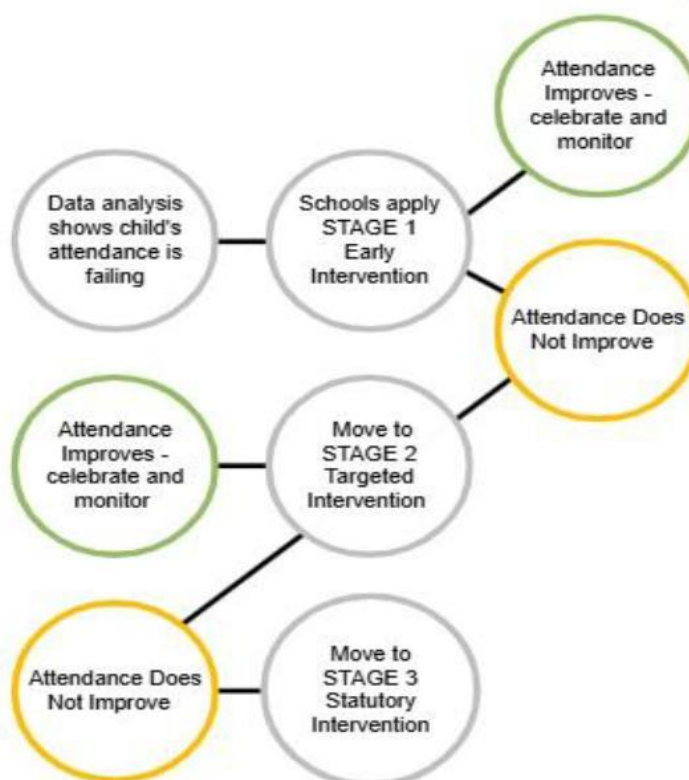
PREVENTION

Stage 1 – EARLY INTERVENTION

Stage 2 – TARGETED INTERVENTION

Stage 3 – STATUTORY/LEGAL INTERVENTION

How does Redcar & Cleveland Graduated Response work



What the Education Endowment Foundation evidence says

The Education Endowment Foundation's (EEF, 2022) Rapid Evidence Assessment on attendance¹³ interventions highlights that responsive, targeted approaches show the most promise for improving attendance, although the overall evidence base remains mixed. Parental engagement and multi-agency coordination are particularly promising areas.

Targeted / Responsive interventions i.e. ones tailored to individual students or families, rather than universal strategies show *some promise*. The review groups them under “responsive and targeted approaches to attendance.” Although effect sizes are modest and studies are limited, it suggests that more intensively supported responses may improve attendance outcomes¹⁴.

Parental engagement in more than simply communication—i.e. meetings with parents to identify root causes and co-plan responses—also shows small, positive effects. The review calls such approaches a “promising area.” [EEF+1](#)

The EEF cautions that context matters deeply: what works in one setting may not in another; fidelity, dose, relational trust, and alignment with other supports are critical.

EEF's findings support the notion that **targeted, relational, responsive interventions** are more likely to make a difference than generic ones - especially when paired with other supports.

Supporting and related evidence

A 2024 **systematic review** of intervention programmes for school attendance (Pérez-Marco et al.) examines staff roles, frameworks, and interventions, noting promising frameworks for coordinating efforts. While not exclusively about TAC/TAF, it underscores the importance of structured, multi-disciplinary coordination in attendance interventions¹⁵.

An international rapid review (Melvin et al., 2025) of attendance interventions mapped approaches across a **multi-tiered support model** (MTSS) and found that Tier 2 and Tier 3 interventions (e.g. mentoring, psychosocial support, parenting programmes) show some empirical association with improved attendance outcomes¹⁶. This review emphasises that coordinated, context-sensitive interventions are more promising than one-size-fits-all responses¹⁷.

The Institute of Education Sciences (USA) has found that **early warning systems** (data systems to flag students at risk) combined with actionable follow-up (i.e. case management) can support improved attendance¹⁸.

Across these sources, the pattern is consistent: **interventions that combine data, relational work (trust, follow-up), and coordination across professionals and agencies** are more likely to shift attendance trajectories.

Key messages from the evidence

Multi-agency coordination (e.g., TAC/TAF) promotes coherence and shared responsibility

Interventions tailored to individual needs (responsive vs. universal) are more effective

Trust, relationship-building, and consistency underpin successful engagement.

Schools with proactive internal support systems (Team in the School) are better equipped to act early

Timely escalation from internal to external support (TIS > TAC/TAF > TAS) can disrupt entrenched absence

How Team Around models amplify impact

Combining the evidence with practice wisdom, here is why Team Around Child / Family / School models can be especially powerful:

Coherence & alignment

- Instead of multiple agencies working in silos, a Team Around approach aligns efforts, reduces contradictory interventions, and ensures the child/family is not “shuffled” through services.
- The **Lead Professional / Practitioner role**, when executed well, helps maintain consistency and momentum.

Relational trust

- Chronic absence often involves breakdown in trust or repeated negative experiences. A coordinated team that prioritises relational continuity (knowing the family, keeping promises) can bridge this.
- The EEF underscores that intensity, relational engagement, and context sensitivity matter (“responsive / targeted” interventions are those that adapt to the individual¹⁹).

Timely escalation & wraparound support

- A school-based internal team can catch issues early, escalate to TAC/TAF before patterns become entrenched, and draw in external partners (health, social care, community) when needed.
- This helps reduce long periods of inaction or reactive crisis work.

Shared accountability & clarity

- When multiple stakeholders (school, health, family, VCSE) share a plan and own parts of it, responsibilities are clearer, and the family is less likely to fall through gaps.

Improved targeting

- Team around models allow for differentiated intensity: more support to those with greatest barriers, lighter touch for those near the threshold. This is consistent with tiered support models.

Example of positive impact

Context: A secondary school (Year 9) notes a cluster of pupils whose attendance is slipping (from ~90 % to ~78 %) but not yet in the PA band.

Intervention via TAC / TAF model:

- The school triggers its internal **Team in the School (TIS)** to flag the cases, monitor trends, and liaise with pastoral, attendance, and SEN staff.
- One pupil, “Sara,” is invited to join a **Team Around the Child** meeting including the tutor, school counsellor, attendance officer, and a GP (via school health).
- The team co-writes an attendance plan: daily check-in, adjustment to timetable, extra mentoring, and mental health support referrals.
- Sara’s mum is included; the home context reveals poor sleep, low transport access, and parent stress.
- The case escalates to a **Team Around the Family** meeting, bringing in the Early Help worker, social care (if needed), and parenting support services.
- Actions across child and family levels now run in parallel, with a **Lead Professional/Practitioner** coordinating.

Result

Sara’s attendance gradually increases over 8 weeks from 78 % to 88 %, unauthorised absences drop, her engagement returns, and family support stabilises.

The balance of evidence and practice rationale supports the hypothesis that well-coordinated, relational, responsive team-around models can meaningfully shift attendance outcomes, especially when integrated within a tiered system of support.

4.0 The local picture

Strengthening attendance through Team Around approaches in Redcar & Cleveland



In Redcar & Cleveland, persistent and severe absence from school continues to pose a risk to children's education, wellbeing, safety, and long-term outcomes. In response, local system partners have committed to a shared vision of **Making Attendance Everyone's Business**.

This chapter summarises how the local authority and its partners are embedding coordinated, child-centred and family-focused models such as **Team Around the Child (TAC)**, **Team Around the Family (TAF)**, **Team Around the School (TAS)** and **Team in the School (TIS)** to respond to emerging needs, reduce absence, and create joined-up, graduated responses across the borough.

A shared understanding of Team Around approaches

Redcar & Cleveland is aligning its models of support with a graduated response that promotes early help, multi-agency collaboration, and proportionate intervention.

The TAC, TAF and TAS models are not standalone but **interconnected tiers of a broader support system**, with TIS often operating as the first line of response within the school's existing capacity, escalating to TAC/TAF where needed, and drawing on TAS to embed whole-school, cross-agency collaboration.

Local commitments and strategic direction

The local authority's **Attendance Framework for Positive Action (2025–2030)** and the new **Attendance Handbook (2025)** set out how Redcar & Cleveland will meet national expectations (as set out in *Working Together to Improve Attendance* statutory guidance, 2024) while developing a place-based model of early intervention and targeted support.

The local Framework is grounded in five key principles:



These are operationalised through a graduated response model consisting of:

- **Stage 1:** Prevention (universal whole-school strategies)
- **Stage 2:** Early intervention (TIS and early help)
- **Stage 3:** Targeted intervention (TAC/TAF)
- **Stage 4:** Statutory/legal intervention

Local practice: Team Around in action

Insights from local practice, including workshops and engagement with schools reveal how effective team around approaches work in practice:

"A TAF should always be a joined-up response, but it must start with listening to the family and building trust. The plan is theirs, and our job is to support it, not impose." (Early Help Practitioner, RCBC)

Key features of effective local delivery include:

- **A named lead practitioner** (school staff, Early Help, health or social care)
- **Shared information and planning** across agencies
- **Consistent participation** from relevant professionals (e.g. school attendance leads, SENCo, Family Support Workers, Health Visitors)
- **Clear escalation pathways** from school level (TIS) to Early Help-led support (TAF)

Schools are encouraged to embed TIS as a **core, in-house tier of support**, making use of attendance data, pastoral knowledge, and parental relationships. From this foundation, staff can initiate conversations that lead to TAC/TAF referrals, based on need.

The role of the Attendance and Welfare Officer (AWO) Team

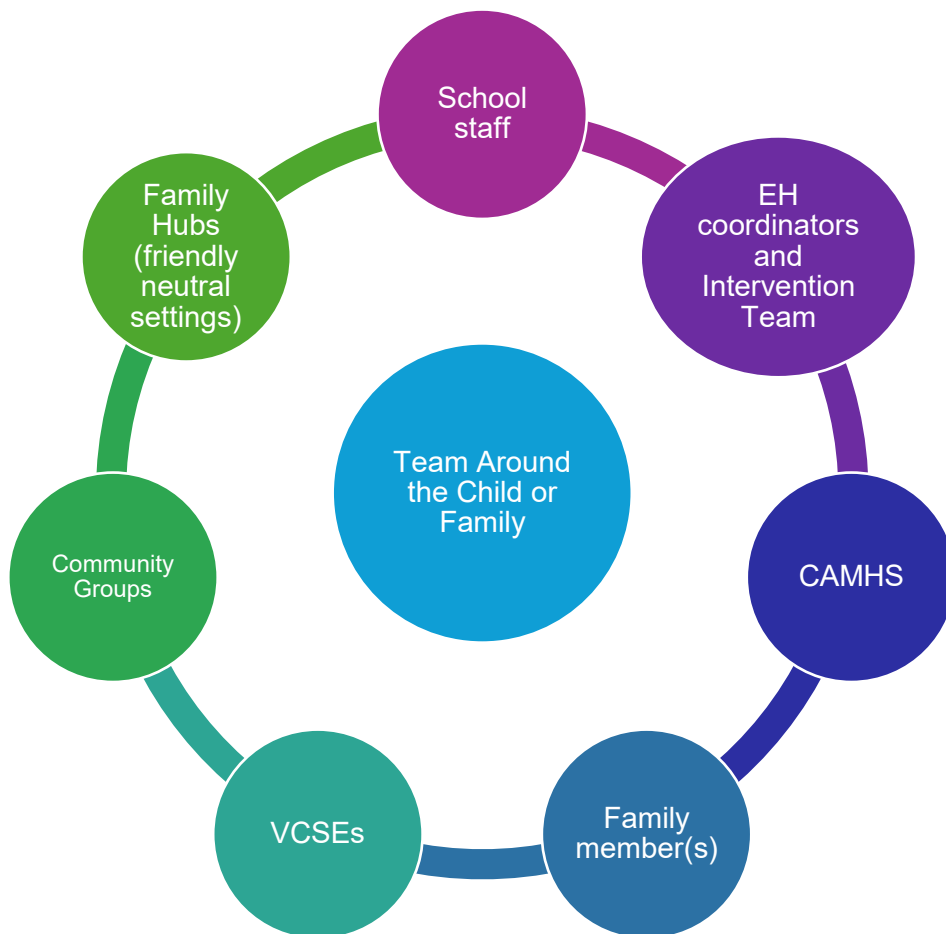
RCBC's AWO team provides **a single point of contact for schools**, offering:

- Regular termly meetings with school leadership
- Case advice, escalation routes and liaison with Early Help
- Attendance data analysis and action planning support
- Training, newsletters and updates on best practice

AWOs also play a key role in supporting schools to navigate the **graduated response to absence**, making decisions about when and how to deploy Team Around models.

Who is involved in Team Around approaches in the Borough

Early mapping by the MAEB Project in 2023 found these key actors mostly involved in Team Around approaches.



“In each circumstance there still needs to be a Lead Practitioner to coordinate the assessment, plan and support services.”

“The role of the Lead Practitioner is to streamline support and to work with the child / young person and the family to identify who should attend the meetings. Not every professional would be in attendance as of course they would not wish to overwhelm the family.”

Further workshops with members of the Attendance Alliance who convened in 2024 and 2025 to develop solutions for this workstream listed many organisations that are involved in Team Around models – but it was highlighted that each Team might look different depending on the context i.e. the child's needs, the family's needs and the availability of resources and strength of relationships between school and outside agencies. This is an indicative list and may not include every possible stakeholder involved but we hope it is a helpful starting point in case you wish to use it as a checklist for your own setting. Have you got all the relationships you need to develop the strong Team Around models you desire?

- | | |
|---|---|
| 1. Children and young people at risk of or struggling with their attendance, PA and SA | 13. School Nurse |
| 2. Parents / carers and family members as appropriate | 14. Speech and Language Therapist (SaLT) where appropriate |
| 3. Early Help Officers | 15. Physio |
| 4. Early Help Coordinators | 16. Mental Health support services operating in schools. |
| 5. Intervention Workers | 17. Other public health staff e.g. HeadStart team and / or other mental health support |
| 6. Child & Family Intervention Workers who are based in multi-disciplinary teams in Family Hubs but undertake home visits as well as direct work with young people in schools | 18. Career Advisor |
| 7. Local Authority Attendance and Welfare Officer (AWO) Team member | 19. Voluntary and community sector organisations providing relevant support for the child / family |
| 8. An Education Psychologist | 20. Different members of the school staff (varies per context) |
| 9. Local Authority Inclusion Team: School Inclusion Officers | 21. Social worker where appropriate |
| 10. Inclusion Team member | 22. Youth justice team where appropriate |
| 11. SEND specialist staff where appropriate | 23. Executives at Multi Academy Trusts to buy in to effective targeted solutions around each child and family |
| 12. Virtual School staff (e.g. for any child in our care / CiC) | 24. Incontinence nurse. |

Please see the secondary school case study later in this publication to see even more relationships identified when we took time to list everyone that has been or could feasibly play a part in a Team Around model.

Please also take a look at the short case studies about students who successfully turned their attendance patterns into something stable and positive with the support of different Teams Around them – when previously they had become either persistently or severely absent.

Making the approach work

To realise the full potential of Team Around approaches in Redcar & Cleveland, the following actions are suggested:

- **Clarify roles:** Ensure every professional involved understands their contribution and responsibilities within a TAC, TAF, TAS or TIS approach.
- **Prioritise lived experience:** Engage families and children meaningfully in planning and review processes.
- **Use data smartly:** Combine attendance metrics with soft intelligence to spot patterns early and match the right response.
- **Build confidence in schools:** Provide practical tools, prompts and professional development to support early identification and case coordination.

In Redcar & Cleveland, strengthening Team Around models is central to tackling persistent and severe absence. These approaches represent not just a structure but a mindset shift: from reacting to poor attendance to proactively addressing the complex drivers behind it, in partnership with families, schools and local services.

New Co Leadership Group for Targeted Response

At the time of writing this publication, a Co Leadership Group comprising individuals from statutory services, the education sector and voluntary and community sector have agreed to convene and collectively develop a SMART Action Plan that will strengthen targeted approaches including Team Around models.

Once available this Action Plan will be available from the local authority and via the Making Attendance Everyone's Business Project website

www.skyblue.org.uk/attendance

The Action Plan will also be presented and further shaped with the Attendance Alliance at an MAEB event in December 2025 and thereafter as the Group decides.

Areas under consideration include:

- Multi-agency working trialling new triage-style meetings (multi-agency drop-ins for children flagged as stuck or at risk)
- Join up with statutory guidance (using DfE Families First guidance) and learning from other models where every school has an Early Help worker
- Transition support focus

A commitment to continuing this work is embedded in the Attendance Positive Framework for Action with one of its 5 pillars dedicated to 'responsive targeted support' and a series of inter-related actions including this one.

Action 4.7: Strengthen Team Around (child / family / school) models across the Borough through continuous improvement, sharing information about the models and cross-sector working.

5.0 Secondary school case study

During 2024 and 2025 generous staff at a secondary school in Redcar & Cleveland took part in 3 in-depth facilitated conversations with the MAEB project Team to:

- explore what the different Team Around models (also referred to as ‘targeted response interventions’) looked like in their operational practice;
- help identify the different people and organisations typically involved;
- and to identify if anything further could be tried to strengthen them in future.

The case study is purposely anonymous but the Making Attendance Everyone’s Business Project team would like to extend their thanks to the Senior Leadership Team at this school for contributing valuable time to this exercise which we hope can inspire other schools and educational settings across Redcar & Cleveland.

What we discovered: a summary of key insights

There is a clear commitment to a child-centred and relational approach

- Attendance is everyone’s business embedded into the performance management of all staff.

“Tutors are updated weekly on attendance for their year group and are expected to record it in their planners... a bit of an obsession.”

- Every team brought around a child or family from wider support and services is tailored to the individual needs and context of the child or family.
- The school actively involves trusted adults as key relational anchors for students including non-traditional staff like form tutors, PEOs (non-teaching Heads of Year), or even peers and family members. The “voice of the child” is central, even if indirect e.g., through who they talk to or feel safe with.

Three tiers of Team Around models were initially recognised

- **Team Around the Child** immediate relationships and support (e.g., form tutor, parent, counsellor).
- **Team Around the Family** where issues stem from or involve broader family dynamics.
- **Team Around the School** – multi-agency composition bringing together **local services** (e.g. mental health, family hubs, police) around the school *though this did not mean these services were co-located within the school premises.*

A fourth tier, **Team in the School** emerged through the discussions which comprises internal structures including Trust support and key school staff, including the attendance lead, DSL, SENDCo, PEOs, and home liaison officers.

“We have Teams Around the child already within school... but then you also have a Team Around your school in the form of support from your Trust.”

Flexible, dynamic structures with a preventative focus

- Every child is different. The team at school adapts to suit their specific barriers (e.g. mental health, family conflict, peer relationships).
- This school has embedded processes like IAPs (Improving Attendance Plans) and data-informed staff meetings reviewing 20–25 vulnerable cases weekly.
- A dedicated, safe space offers a small, selective, therapeutic 6-week programme for pupils with extremely low attendance (severely absent), with a mix of academic, social, and creative activities. There is deliberate avoidance of over-institutionalisation, with interventions being short-term and restorative in focus.

“One pupil was on 3% attendance in 2023/24 and is now engaging through the centre. Staff provide continuity, and there’s a mix of academic and creative activity. Much better than home/hospital provision.”

Continuity of care and staff relationships are vital

- High continuity of care and low staff turnover make consistent support possible. This is challenged of course when key staff leave.
- The Team in the School is built on values of building long-term, trusting relationships, but relies on stable staffing and as a model needs to be noticed and recognised as a protective factor for attendance. It has to be adequately and continually resourced to be effective – targeting effort is therefore so important as the available staff time can not meet all individual needs.
- Students often attend school not just for academic reasons, but for relationships, routines, food, and being seen, heard, and valued. The school works hard at developing a sense of belonging so that Team Around models are not required for all students.

Family engagement is essential but challenging

- Participation from both parents (especially where separated) is often lacking when implementing TAF models in the school.
- Barriers include perceptions of school, logistical issues, stigma, consent, mistrust of services or family stressors.
- Suggested adaptations include offering location choice (holding meetings outside school or home meetings or place-based neutral venues), . early relational contact and reducing professional formality.

“Give them (parents) a cup of tea and biscuits just to reduce the anxiety. Make things accessible, use good relational practice in all Team Around meetings and models”

“Parents want their kids at home because of care needs. If parents are well-supported, that directly impacts the child.”

Gaps

- There are significant unmet needs around mental health support including anger management and therapeutic input which often sit outside school capacity.
- The role of external partners (e.g. CAMHS, Inside Out, HeadStart, VCSE services) is vital but possibly underutilised or inconsistently involved.
- VCSE involvement is limited despite local assets being present - more integration of VCSE and local community organisations in the school's Team Around models are needed and desired.

What works well

- The use of data-informed case reviews, e.g. weekly prioritisation meetings.
- Rewards culture (e.g. attendance shop, incentives).
- Children feel seen, valued, safe - these are the conditions for engagement.
- This school feels that it has an embedded culture of Team Around approaches from in-school staffing to external partnership working.

“Some kids only come in because of their relationship with the Head of Year.”

Strengthening relationships with Early Help

As part of this case study approach, the MAEB team convened an initial meeting between representatives of the school's senior leadership team with senior and operational officers of the local authority's Early Help team.

“Early Help and the Our Family Plan are increasingly used but work best when relationships come first.”

This was such an important exercise; impactful because it was in-person rather than online; important because it created time and space to understand how the school and the Early Help team could work effectively together. It provided a safe space to be vulnerable too, to declare what they didn't know about each other's approaches and protocols. It helped cement a relationship that could have been 'good' to one that can be 'great'.

“We always wonder: are we sending it (the referral) too soon [to Early Help]? Are we creating work too soon? Trusting relationships with staff is a foot in.”

“We changed the language from Early Help Assessment to ‘Our Family Plan’. Early Help is a threshold of need not a service. Word needs to get out that we're here to help; get in early before things escalate.” (Early Help team)

*“Our team can help put a plan of support in place and tap into other services.”
(Redcar & Cleveland Borough Council)*

Who is involved in Team Around models at this school

Internal School Team (St Peter's)

- Headteacher
- Assistant Head (Pastoral/Attendance)
- Attendance Manager
- 'First Caller'
- Heads of Year
- Designated Safeguarding Lead (DSL)
- SENCo
- School Counsellor
- Pupil Engagement Officers (PEOs)
- Tutors
- Chaplain

Trust Support

- Trust Lead for Attendance
- School/Home Liaison Officer

- Inclusion and Attendance Conference Case (ACC) Lead

- Staff from 3 partner schools in the same Trust

Redcar & Cleveland Borough Council

- Early Help Coordinators
- Child and Family Intervention Workers
- Youth Service officer
- Health Visitors (0–5)
- School Nursing Team
- Family Hubs
- Inclusion Team member(s)
- Virtual School for Children in Care
- Local Authority Careers Advisors (e.g. RONI)

Wider Partners

- CAMHS
- The Link (mental health)
- The Junction (youth support)
- Inside Out (resilience)
- CRUZ (bereavement and suicide support)
- Local GPs
- MFC Foundation (Chance programme)
- Police / PCSO Eric
- Community Centres & Homework Clubs (e.g. FROG in Grangetown)
- HeadStart Public health South Tees
- Anglo American (provides funding for the Achieve Programme including mentoring, extra-curricular activities, rewards and trips)

Reflections: opportunities to strengthen the Team Around models

1: Early Help relationship building

Earlier engagement with Early Help

“If school completes an Our Family Plan and sends it to [our named officer] earlier, we can intervene sooner... it affects TAF meeting effectiveness.” (Early Help)

Better parent engagement

“Our Family Plan doesn’t work unless parents engage. But there’s stigma. We need to help reframe the approach” (a reflection agreed by school & Early Help)

Training and information sharing

“We could identify the key people in your Trust to do information sharing about the Family Plan... build relationships and understanding.” (Early Help)

Unified forms / systems

“Looking at the forms – it seems very similar to our IAP. We wouldn’t want to duplicate effort.” (Trust Lead for Attendance)

2: Expand and sustain the dedicated centre for severely absent pupils

“We don’t want a base where pupils feel institutionalised... the centre offers flexibility, creativity, it’s individual, bespoke and trauma-informed – up to 6 pupils at a time and the parents are involved. Sustaining this centre can support reintegration.” (School SLT member)

3: Greater use of local voluntary and community assets

“The Making Attendance Everyone’s Business VCS event in Grangetown showed grassroots support. How could this school link with that more effectively?” (RCBC)

4: Co-design a place-based pilot

“Is there potential to work together on a small pilot of 10–12 children on the cusp of PA in Year 10?” (RCBC Attendance Lead)

A happy ending to this story... Attendance has been improving in this school though specific challenges are faced with some young people in particular year groups. Meantime, this school has become an active contributor and education sector representative on the ‘Targeted Support’ Co-Leadership Group for the Making Attendance Everyone’s Business. The relationship with the Early Help Team has cemented and along with other willing partners they are soon going to **trial a new form of multi-agency triage meeting** – a multi-agency drop-in for children flagged as stuck or at risk. Invitees will include the school nurse, EH Coordinator, Inclusion, Youth Justice, SEND support, school counsellor, health/VCSE representative(s) for low level health and wellbeing and careers/NEET representation. This an exciting development for the school.

6.0 Success stories

Lived experience case studies: from absence to attendance to belonging

In this chapter we provide you with weblinks to eight lived experience stories capturing the journeys of children and young people across Redcar and Cleveland who, with the right support around them, moved from severe or persistent absence to greater stability, confidence, and engagement in school or college life.

Each story is told in the voice of the young person and their family, supported by practitioners from Early Help, Education, and Youth Justice services. Together they show what can happen when the *Team Around* approaches are made real: when professionals, schools, parents, and the young person themselves work together with empathy, consistency, and creativity.

Across the stories we see very different starting points - anxiety, exclusion, disengagement, unmet needs, and fractured relationships - but a shared destination: reconnection, improved attendance, and renewed belief in the value of learning.

There are some golden threads running through the stories...

- **Listening and trust:** Each young person began to attend more regularly once adults listened to their worries and took them seriously.
- **Relationships before attendance:** Improvements came when relationships with teachers, parents, and support workers were strengthened, not when punishments increased.
- **Small, achievable steps:** Gradual reintegration, flexible timetables, and realistic expectations helped rebuild confidence.
- **Personalised support:** Adjustments such as safe spaces, reduced sensory demands, and one-to-one support created the right conditions for success.
- **Joined-up working:** Communication between school, home, and services was key - ensuring that everyone knew the plan and shared responsibility for progress.
- **The young person's voice:** Many of the best outcomes came when children and young people led meetings, helped design their own support, or co-produced goals.

The Team Around the Child and Family

Across these eight stories, the following people and organisations feature as part of the multi-agency response that helped children and families move forward:

- **Redcar & Cleveland Council** - Early Help Intervention Team, Education Service, Attendance and Welfare Service
- **South Tees Youth Justice Service (STYJS)** - case managers, support workers, and ETE (Education, Training & Employment) leads
- **Schools and Colleges** - class teachers, SENDCos, Year Managers, pastoral staff, and senior leaders
- **Health and Specialist Services** - CAMHS, GP, Speech and Language Therapy, Continence Nurse, Complications in Children with Excessive Weight Clinic
- **Voluntary and Community Sector Partners** -The Junction (young carers support), Hart Gables, Tuned In, MFC Foundation (Chances Programme)
- **Families and carers** - parents, step-parents, and extended family members whose persistence and advocacy were central to change

Together, these networks formed the wraparound support that helped children you will read about in these case studies move from frustration or fear to stability, belonging, and hope for the future.

[Case study 1: B's story of change: from severely absent to vocal and making positive choices](#)

[Case study 2: J's story of change: from permanent exclusion to more settled and improved attendance](#)

[Case study 3: L's story of change: from anger to understanding](#)

[Case study 4: South Tees Youth Justice Lived Experience Case Study Findings](#)

[Case study 5: M's story of change from close to permanent exclusion to confident performer and positive role model](#)

[Case study 6: R's story of change from isolated and anxious to settled, supported, and thriving](#)

[Case study 7: E's story of change from isolated and anxious to confident, connected, and attending every day](#)

[Case study 8: F's story of change from feeling trapped and unheard to confident, engaged, and building a positive future](#)

7.0 Your checklist

Top tips

It may be best to:

- Frame Team Around models as “**intensified relational coordination**” rather than simply added bureaucracy.
- Emphasise **incremental improvement** as you’re unlikely to produce overnight transformation, but over time using your strengthened Team Around models will likely shift negative attendance trajectories for some of your students.
- Advocate for **investment in capacity** (e.g. Lead Professionals/Practitioners training and time) to ensure that coordination is feasible and their impact / quality if consistent; rather than being seen as an extra workload.

Any school in Redcar & Cleveland can use this as a reflective tool.

Leadership and culture

- Is attendance seen as *everyone's business*, across all staff roles?
- Is team around practice embedded in performance management or school culture?

Child-centred planning

- Are teams built around *what the child needs*, not just what's available?
- Is the *voice of the child* heard directly or through trusted intermediaries?
- Can the child choose or identify who they want involved?

Trusted adults and key relationships

- Do students have *at least one trusted adult* they can turn to in school?
- Are there systems in place to ensure *continuity of care* (e.g. low staff turnover, consistent contact)?

Family and parent engagement

- Are both parents (where relevant) consistently included or invited to attend meetings?
- Are there barrier-free options for parent involvement (e.g. location, time, transport)?
- Are families aware of support like Early Help or Our Family Plans?

Mental health and wellbeing

- Is mental health support *visible and accessible* within the school day?
- Are staff trained in recognising and responding to mental health needs?
- Are referrals to external services *clear, timely, and relational*?

Use of data and reviews

- Do you review *prioritised cases* regularly, using clear and shared data?
- Are surveys and other sources of insight used to spot gaps in student trust, safety and wellbeing to help identify the root causes of attendance issues?

Community and VCSE involvement

- Are local VCSE and community assets part of your team around models?
- Do you know what support is available in your catchment area (e.g., sports, creative therapy, mentoring)?
- Is the school open to using *non-traditional supports* (e.g., football clubs, arts organisations)?

Supplementary practical checklist: strengthening your Team Around models

Use this to reflect on your current practice.

A. Internal school practice

- Do we have a clear and consistent structure for pastoral, safeguarding, SEND, attendance and wellbeing support?
- Do we know who our 'trusted adults' are for each child at risk?
- Are students' voices heard directly or via those they trust?
- Do we meet regularly to review vulnerable pupils - and act on findings?

B. Working with families

- Do we involve *both* parents/carers where possible?
- Do we offer flexible meeting locations (e.g. home or community venue)?
- Do we make Early Help processes understandable and non-threatening?

C. Connecting with health & VCSE partners

- Do we have clear links with CAMHS, school nurses, and MH leads?
- Do we know which VCSE organisations offer mentoring, therapy, family support?
- Are VCSE or health partners invited to key case discussions?

D. Team culture and evaluation

- Is there a shared understanding of what a Team Around approach is?
- Are staff trained to recognise when to escalate or refer?
- Do we measure outcomes (attendance, engagement, family feedback)?

8.0 Helpful resources & support

Redcar and Cleveland Attendance Handbook

A guide for schools, governing bodies, academy trustees, local authority practitioners and wider partners (1st edition published in September 2025)

This is a comprehensive guide that describes all the different support available, the various roles and duties that different stakeholders are required or expected to take in order to support good attendance by all children and young people. It describes how Redcar and Cleveland provides a **‘support first’** approach to encouraging good attendance that partners should familiarise themselves with and should embed within their systems. It includes reference to ‘Team Around the Family’ approach in relation to RCBC’s Early Help services to support children, young people and families.

<https://www.redcar-cleveland.gov.uk/children-and-families-services/early-help>

If a school/partner feels the pupil/family needs some additional help and support and there are no immediate safeguarding concerns, a good approach is to use an Early Help Assessment (EHA) together. In Redcar and Cleveland this is known as **‘Our Family Plan.’** The Family Plan aims to help with meaningful conversations with a family about their strengths and worries, working out what they need and pulling in the right people to provide support as a **‘Team Around the Family’** where required. The school would normally act as the lead practitioner and implement support if attendance was the sole issue, including signposting/working with other service partners where required. If issues persist, a multi-agency approach is likely to be required, with careful consideration as to who the lead practitioner should then be.

[The Early Help Assessment or Our Family Plan | Redcar and Cleveland](#)

[The Early Help Assessment or Our Family Plan | Redcar and Cleveland](#)

Other useful resources

The Supporting Families Toolkit is an interactive document with hyperlinks, providing practitioners with a central point where they can access practice guidance, service contacts and tools to support them in delivering positive and sustainable outcomes for children and families. It includes links to a wide range of local services that can help. [Supporting families toolkit | Redcar and Cleveland](#)

RCBC’s Virtual School, can support schools to embed trauma informed principles and practice. [Virtual School](#)

Health Start is a directory of the health service offer to Redcar and Cleveland schools, including our Health Visitor and School Nursing team who provide a Healthy Child Programme for schools. Health visitors and school nurses are specialist public health nurses with health visitors leading the 0 to 5 elements of the Healthy Child Programme and school nurses leading the 5 to 19 elements.

[Health Visiting and School Nursing Services | Redcar and Cleveland](#)

HeadStart can help children to build resilience and achieve good emotional health.

[About Us : HeadStart South Tees](#)

If you're wanting to bring the VCSE into your Team Around approaches we recommend developing a relationship with RCBC's **Healthy Communities Team** who can provide connections to specialist commissioned services, grassroot and community and voluntary sector organisations in your area. Email contacts are:

HealthyCommunities.Coastal@redcar-cleveland.gov.uk

HealthyCommunities.GreaterEston@redcar-cleveland.gov.uk

HealthyCommunities.EastCleveland@redcar-cleveland.gov.uk

The SEND Local Offer provides a free information directory that shows what support or provision is available in our area for SEND children and young people.

<https://informationdirectory.redcar-cleveland.gov.uk/local-offer-send>

Making Every Contact Count is about making the most of our daily conversations with others to signpost people to help and support that will benefit their health and wellbeing. The more openly we talk about these themes, the more likely families can access the help and support they need at the earliest possible opportunity.

[Making Every Contact Count | Redcar and Cleveland and MECC Gateway](#)

Redcar and Cleveland's Resource and Support Panel provides schools access to High Needs Funding, Educational Psychology (parent centred/multi-agency approach), The Specialist Teaching Service, Hospital and Community Teaching service and LA advice and support.

[Resource and Support Panel | Redcar & Cleveland: Information Directory](#)

South Tees Youth Justice Service (STYJS) works with 10–18-year-olds who have been sentenced by a court or who have come to the attention of the police because of their offending behaviour. Prevention is an important part of the work delivered by the service. The prevention offer delivered by STYJS is the 'Turnaround Programme', which is early intervention for children on the cusp of entering the youth justice system. [South Tees Youth Justice Service | Middlesbrough Council](#)

Inclusion Service

The Inclusion Service work with schools to help prevent and reduce suspensions and permanent exclusions. Each Inclusion Officer has allocated schools and work directly with pastoral and senior staff. They can offer advice, guidance, support and signposting. Inclusion Officers can attend 15+ day suspension and permanent exclusion **Pupil Discipline Committees**, if invited to do so by the parents. This meeting is attended in an advisory capacity only to ensure that all procedures are followed correctly and to offer advice and guidance to both the schools and the families. Schools can request the support of the Inclusion Service prior to these thresholds being met.

See below for contact information:

- Grant Smith – Lead for Inclusion: Grant.smith@redcar-cleveland.gov.uk
- Angela Henderson – Education Development Advisor Inclusion: Angela.henderson@redcar-cleveland.gov.uk
- Tracy Woods – Inclusion Officer: Tracy.woods@redcar@redcar-cleveland.gov.uk
- Matthew Dobson – Inclusion Officer: Matthew.dobson@redcar-cleveland.gov.uk
- Emily Bowey – Exclusions/EHE Officer: Emily.bowey@redcar-cleveland.gov.uk
- Victoria Ogden – Exclusions/CME/EHE Officer: Victoria.ogden@redcar-cleveland.gov.uk
- Paula Harland – CME/EHE/Exclusion Support Officer: Paula.harland@redcar-cleveland.gov.uk

SAFE are a specialist exploitation team who work with children, young people and their families and carers to respond to, reduce and disrupt risks of exploitation in Redcar and Cleveland. Working with partners to provide help and support so that children and young people can be safe and help to families and carers when they need it. Supporting children and young people from 0 to 18 years old. SAFE | Redcar and Cleveland.

The **Making Attendance Everyone's Business Project** resources are found here: www.skyblue.org.uk/attendance and from this main Project website there are further links using the information found on this page: [Useful links and resources](#)

¹ [Making Attendance Everyone's Business - System Perceptions \(Nov24\) FINAL.pdf](#)

² Pupil Engagement Officer

³ **Child and Adolescent Mental Health Services**

⁴ Harrow Safeguarding

⁵ See more information about the Family Plan here: [Guide for Families.pdf \(PDF, 1.08MB\)](#), and here [Guide for Professionals - Making a Referral.pdf \(PDF, 328.86KB\)](#) and here [Working Together to Safeguard Children.pdf \(PDF, 2.22MB\)](#)

⁶ https://www.safeguardingchildren.co.uk/wp-content/uploads/2019/11/79301-TAF-Guidance-4-Nov.pdf?utm_source=chatgpt.com

⁷ [Essex County Council](#)

⁸ TAF Guidance and Support Handbook from North East Lincolnshire safernel.co.uk

⁹ And from Harrow Safeguarding

¹⁰ assets.childrenscommissioner.gov.uk

¹¹ ncb.org.uk+10tacinterconnections.com+10tacinterconnections.com+10.

¹² [Attendance Works](#)

¹³ [Attendance interventions rapid evidence assessment | EEF](#)

¹⁴ [EEF+1](#)

¹⁵ [ScienceDirect](#)

¹⁶ [ERIC - ED673994 - Interventions to Promote School Attendance and Address Student Absence. Rapid Literature Review, Australian Education Research Organisation Limited, 2025-Jan](#)

¹⁷ *ibid*

¹⁸ [Institute of Education Sciences](#)

¹⁹ [EEF+1](#)

Disclaimer: Information in this document is presented in good faith and thought to be accurate at time of publication (December 2025), however the author cannot accept responsibility for errors or omissions.

Our Pledge to Children, Young People and Families

In Redcar and Cleveland, we ask that all our partners adopt our Attendance Pledge:

We are committed to working together to improve attendance for children and young people across Redcar and Cleveland, to keep them safe in education, ensure they thrive and fulfil their potential, and make attendance everyone's business.

We agree to:

- Collaborate with each other to remove barriers to attendance.
- Embed attendance as part of everyone's job role - senior leadership, management and front-line teams.
- Share best practice and learning about what works to prevent and reduce absence across our whole system.
- Adopt preventative, and early intervention approaches, and provide responsive targeted support where needed.
- Make best use of available attendance data and lived experience so that we can use our resources in targeted ways that will make the most difference.
- Use relational 'trauma informed' practice and create a sense of belonging for everyone.
- Place children, young people and families at the centre of everything we do, and make sure they feel listened to and understood.
- Use professional curiosity if we notice that children and young people are not in school, college or training when they should be, and query the reasons behind their absence.
- Provide a supportive environment where children, young people and families can go to for help and advice.

We will all play an important and distinct role in supporting the child, young person or family, no one partner can do it on their own