



Making Attendance Everyone's Business Co-Leadership Group

2nd June 2025



Mentoring, peer support and coaching solutions

Immediate and direct alignment to the Framework for Action see action domains:

Embedding lived experience and co-production

- 2.4

Prevention and early intervention

- 3.1 (peer mentoring)
- 3.2

First thoughts on action plan

1. Need to recruit a few more members for this thematic group and understand what's already happening & is working well (name checks: Turning Tides, The Junction, businesses?)
2. Opportunity to build a Year 6-7 transition programme (Kidz Konnekt) – *opportunity to link in to transition learning led by Jane at RCBC*
3. Peer support said to be powerful so how to activate more of this
4. Katie Cowie's attendance evidence from the Turning Tides coaching experience to inform the action plan 'quick wins'
5. Check the emerging evidence of the effects of 1-2-1 mentoring from the Achieve Education Programme working with two cohorts (c 53 young people) from their Yr 7-Yr10 experience (St Peter's Catholic College & Outwood Academy Redcar)
6. Check the evidence / learning lessons from the Attendance Mentor activity (Barnardo's – Middlesbrough – could this inform approaches by MATs / schools in R&C)



Health and attendance

Immediate and direct alignment to the Framework for Action

To be completed by the Co-Leadership group in their future meetings please i.e. list the specific action domains, 1.2, 2.3, 3,4 etc to which this thematic solution most directly relates

First thoughts on action plan

Raising awareness of Making Every Contact Counts (MECC) and developing this as a CPP opportunity with all schools

Please see next slides for emerging action plan drafted between the 2nd and 5th of June by the Group!

Health and attendance

Short-Term Actions (0–3 months)

- Implement the Making Every Contact Count (MECC) signposting tool
- Equip schools and support services with MECC to guide families to relevant health and wellbeing resources.
- Provide training for staff on how to use MECC effectively in conversations with pupils and parents.
- Strengthen Mental Health Support Pathways for parents and carers.
- Collaborate with organisations like HeadStart and Teesside Mind to offer immediate support for students experiencing mental health challenges.
- Develop clear referral routes and awareness campaigns within schools.

Short-Term Outcomes (0–3 months)

- Increased awareness among school staff and families of the health-related causes of absence.
- Improved signposting to local health and wellbeing services via tools like MECC.
- Faster access to mental health support for students through partnerships with HeadStart, Teesside Mind, etc.
- Early identification of at-risk pupils using attendance and health data

Health and attendance

Medium-Term Actions (3–6 months)

- Embed Mental Health Services in School Settings
- Promote peer support and resilience-building programmes.
- Data Sharing and Early Identification
- Use attendance and health data to identify at-risk pupils early.

Medium-Term Outcomes (3–6 months)

- Reduction in preventable absences linked to untreated health issues.
- Improved student wellbeing through embedded mental health support in schools.
- Stronger collaboration between education, health, and community services.
- More confident and equipped school staff to address health-related attendance barriers.

Health and attendance

Long-Term Actions (6+ months)

- Address Wider Determinants of Health
- Align with the Health Foundation's 2024 report to tackle:
- Poverty: Support access to free school meals, uniform grants, and financial advice.
- Housing: Work with housing associations to identify and support families in unstable living conditions.
- Access to Advice: Expand community hubs or digital platforms offering guidance on benefits, employment, and health.
- System-Wide Collaboration:
- Develop a cross-sector task force (education, health, social care, voluntary sector) to oversee implementation and evaluation.
- Embed attendance and health equity goals into local authority strategies.

Long-Term Outcomes (6+ months)

- Improved school attendance rates, particularly among vulnerable groups.
- Reduction in health inequalities by addressing wider determinants (poverty, housing, access to services).
- Sustainable, system-wide approach to tackling educational absence through health-informed policy and practice.
- Better educational and life outcomes for children and young people, including attainment, engagement, and resilience.



Creativity, joy and cultural participation

Immediate and direct
alignment to the Framework
for Action

Embedding lived experience and co- production

- 2.4

Prevention and early intervention

- 3.3 (sharing of information)
- 3.9 (access to after school offers)

First thoughts on action plan

1.

Co-production of the solutions with young people, with an initial focus on those in Years 6 and 7

James, HeadStart and Lisa at RCBC to 'lead'.

Resources required include: the input of the Youth Forum, learning from the 'Between the Tides' model and funding

Note: This transition phase was mentioned by other thematic groups and connection to Jane at RCBC leading on transition work & learning would be beneficial)

2.

The group also want to include access to after school offers in their attendance action plan which will require resources including transport, food, staffing and funding



Parental engagement, communication and lived experience

Immediate and direct alignment to the Framework for Action

Embedding lived experience and co-production

- 2.4

First thoughts on action plan

The actions will focus on communications quality and language used by schools to engage effectively with parents / families; and vice versa

Need to move towards 'My Voice Heard' and 'This is my story' oriented communications and collateral (case studies, videos e.g. Turning Tides)

Could be supported by a relational toolkit / guide



Targeted support

Immediate and direct alignment to the Framework for Action

Responsive targeted support

- Action domains tbc (4.1-4.10)

Place based working and learning

Action domains tbc (5.1-5.10)

First thoughts on action plan

The main idea is to focus effort on a Year 6-7 transition programme of targeted support in Redcar & Cleveland (place tbc)

Note: connection with Jane at RCBC to connect with and learn from the current focus on this transition phase may be beneficial



Relational practice

Immediate and direct alignment to the Framework for Action

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First thoughts on action plan

Build on lived experience solutions and approaches

Focus on secondary school children to begin with – could all 10 secondary schools agree to collaborate on a relational practice (CPD) experience

Additional thoughts from Clare Mahoney, Assistant Director, Education & Skills (RCBC)

- The Strategic Education Board includes representation from schools and Multi Academy Trusts. There is ambition to encourage MATs to work together across their organisational 'boundaries'
- There are 4 strategic foci, that all have a relationship to the attendance challenge in the Borough
- The SEB have prioritised joint efforts on poverty and SEND which could help the Co-leadership Group with its action planning focus for the next 12-24 months



Poverty



SEND



Contextualised safeguarding



Mental Health