



Making Attendance Everyone's Business Pledges

47 pledges of support –
have been given by
different system
partners in 2024.


Pledge wording

In principle are you happy to ‘pledge’ continued support for this Project whether that be by providing insight, expertise or time that will help us prevent and reverse the levels of persistent and severe absence in Redcar & Cleveland?


Reason for asking: if we can secure enough contributions ‘in kind’ or otherwise it enables us to build strengths-based communications activity that demonstrates we are developing joint working to address this ‘wicked problem’ i.e. something that no single organisation can tackle alone.



Be Still for Mind and Body CIC
Beyond Housing
Bridges Outcomes Partnership - Turning Tides Programme
Citizens Advice
CURV - OPCC
Department for Education
East Cleveland Neighbours Big Local
Educational Psychology Service
Endunamoo
Future Leadership Solutions
Outwood Academy Bydales
Outwood Academy Normanby
Prior Pursglove College
RCBC - Educational Psychology
RCBC - Family Hubs
RCBC - Inclusion Team
RCBC (Enterprise)
RCBC ('Place' - TS6 Board support)
RCBC Attendance & Welfare Service
RCBC Children's Services
RCBC Educational Psychology Service
RCBC Virtual School
RCVDA
Rubies
South Tees Public Health
Teesside MIND
The Imaginarium Creative Services
The Junction Foundation
Thrive at Five
Turning Tides Programme



**47 individuals from 30 organisations
making practical pledges of support to
make attendance their business and
work with others in the system to
reduce and reverse persistent and
severe absence in R&C.**



Here are the pledges.....

Name	Organisation	One practical way in which you personally and or your organisation / network / place where you have an influence could contribute?
Avril Simmons	Beyond Housing	Workshops for parents / carers
Katie Cowie	Bridges Outcomes Partnership - Turning Tides Programme	Wellbeing coaches working in partnership with schools; share learning of practice across social, health; share youth engagement
Jane Widdowson	Citizens Advice	Cascade all learning to our team
John Holden	CURV - OPCC	Be a member of all working groups to progress the idea
Neil Wakeham	Department for Education	Working on DfE as a Trust relationship manager for a number of MATs in R&C I would be happy to provide any support or advice to help link the Project with Trust senior leaders
Linda White	East Cleveland Neighbours Big Local	As a Councillor I have had a lot of case work * XXX parents and school. I know we have a problem that can be overcome. I chair East Cleveland Good Neighbours and would like to explore funding.
Amy Taylor	Educational Psychology Service	Gathering CYP / family views / lived experiences
Sharon-Kay Sitahall	Endunamoo	Opening STEAM with all aspects of the community
Lindsay Phelps	Future Leadership Solutions	Consult and advise on suspensions and exclusions. Discuss the model seen in Leeds

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Shannon Passmore	Outwood Academy Bydales	Build better relationship with families and wider community as well as continued research into good practices which benefits the families
Sam Oakford	Outwood Academy Normanby	Lead the school attendance team and continue to work with CYP and their families
Rob Bell	Prior Pursglove College	Within the Endeavour Faculty we would be willing to be part of pilots around post-16 provision in attendance
Sarah Slater	Public Health South Tees	Strengthening links between education and public health through our Healthstart concept
Andy Appleyard	Public Health South Tees	1 practical thing: HeadStart works closely with schools to identify support needs at an early stage. Our HeadStart whole schools have access to a selection of interventions which all look to build resilience, improve confidence / self-esteem and increase wellbeing which offers the opportunity to increase attendance more favourable. We are developing our own HAF (holiday activity fund) programme which will take place in Summer 2024. In partnership with HeadStart whole schools, we will identify children from a variety of primary schools who require a bit more nurtured and tailored support to successfully transition to secondary school. Using a central base we will provide opportunities for children to participate in positive activities and create friendships with other children who will be attending the same secondary school.

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Elise Brady	Public Health South Tees (Immunisation Team)	Utilise the network of public health services and professionals to address public health issues that contribute to attendance issues
Danielle Parr	RCBC	I have good networks across the Early Years sector from the private sector (day nurseries and childminders) to schools and LA services. Having strong attendance in the Early Years can support future attendance
Tracee Hall-Young	South Tees Public Health	Health education and community interventions
Jane Ratcliffe	RCBC	Building pilot in Guisborough
Beth Royal	RCBC - Educational Psychology	Work within schools and across communities / organisations to join up services
Beverley Brown	RCBC - Educational Psychology	Work with schools and gather views and information regarding PA/SA
Nikki Bartlett	RCBC - Family Hubs	Support with linking services to a more joined up way of thinking
Grant Smith	RCBC - Inclusion Team	Policy discussion with Heads / CEOs

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Ainsley Mullen	RCBC (Enterprise)	Happy to dedicate time and resource in development of the pilot
Leo Croft	RCBC ('Place' - TS6 Board support)	Feedback to TS6 Together Board the importance of intervention and alternative provision to alleviate absent pupils
Erika Griffiths	RCBC Attendance & Welfare Service	Encourage and support school to consistently together - not having many meetings for parents. One meeting for all concerns.
Johnathan Jefferson	RCBC Attendance & Welfare Service	Expertise / knowledge - advice and guidance. Direct involvement with attendance. Currently work with children, families, schools etc. on improving attendance
Amanda Powell	RCBC Attendance & Welfare Service	Share skills / knowledge / expertise
Danielle Hudson	RCBC Attendance & Welfare Service	Continue to share good practice / seek feedback from families and professionals

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Nicola Hall	RCBC Children's Services	<p>Our team of Early Help Coordinators (EHCs) based in the MACH can offer support and hand-holding to school staff to up-skill them in how to undertake an early help assessment and use a trauma informed, strength-based whole family approach with young people who are starting to have periods of absenteeism, in order for the school staff to coordinate a team around the child and family early, to stop this situation and their poor attendance escalating. This approach also works for children who are already persistently or severely absent; but earlier identification and prevention by school staff leading this approach is crucial (before it meets any threshold for statutory social work or targeted early help support from the LA).</p> <p>There is already a named EHC for each secondary school and primary school across the borough. We have some good examples of schools who have responded to their support well and have completed an EHA and led the TAF approach for children and their parent/carers, with their support.</p> <p>Additionally, the children's service workforce development team can provide workshops on how schools can use the Relationships First practice model, using a trauma informed approach and explaining some of the tools that can help them when working with children and their families at an early help level. Mandy Davies and Emma Hubert from this team would be happy to do this as a collective workshop for any 'pilot' schools' pastoral/family support teams.</p>

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Rachel Leonard	RCBC Educational Psychology Service	One of my team could deliver / support a workshop presenting findings from their attendance research completed last year
Jo Johnson	RCBC Virtual School	Continue to discuss attendance of all Children in our Care at monthly supervision of team and ensure discussions in full at each meeting
Jacqui Hutchinson	RCVDA	Sharing knowledge and relationships of VCS partners and my employer network (in respect to volunteering hours / social value)
Peter Neal	RCVDA	Introduce cost free pledges that will shape and change policies and practices

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Name	Organisation	One practical way in which you personally and or your organisation / network / place where you have an influence could contribute?
Liz Edwards	Rubies	Supporting young people in schools in TS6
Sam Palombella	Teesside MIND	Review Teesside MIND's available data; share with colleagues and consult wit the team about the subject to improve (use data)
Helen Weekley	The Imaginarium Creative Services	Run school workshops working with excluded or suspended children through the arts to support health, mental health and wellbeing through empowerment to re-engage in education (Education Rehab!)
Olympia Posirca	The Imaginarium Creative Studios	Run workshops working with excluded or suspended children
Beth Major	The Junction Foundation	Understand the prevalence in (Junction) beneficiaries. We currently do not collect or receive information on which service users PA/SA affects, although we are aware on a case by case basis - young carers, Emotional Wellbeing / Mental Health
Phil Dolphin	The Junction Foundation	Attend the 4th December Making Attendance Everyone's Business event and take part in any pilots

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Name	Organisation	One practical way in which you personally and or your organisation / network / place where you have an influence could contribute?
Allan Brownrigg	Thrive at Five	Happy to consult / share awareness of our work in the pregnancy to age 5 space and our approach to parental engagement
Nicki Fee	Thrive at Five	Collaboration with early years settings (primary PVI's) where absence from school may already have begun
Tracey Allen	Thrive at Five	Build relationships with parents (0-5 year olds) and listen to their individual needs then build up trust and signpost to appropriate services with support
Louise Carder	Turning Tides Programme	Modelling, flexibility, non-judgemental working



**Can you think of
one solution that
you think should
be explored
more?**

Stronger connections between different parts of the system

- Better communication
 - Collaboration amongst more services
 - Data sharing: in many cases we are aware on a practitioner level and can provide support where we are, but global data would help with strategy, training and support the case for funding and focus.
 - Agree cost free pledges from schools; set deadline age for letters and policies; limit size of policies (behavioural policies)
 - Linking in with multi agency organisations (police / GPs)
- Creating stronger links between Early Years professionals / services including strong communication across the Early Years sector
 - Offer a workshop around the voluntary and community sector's role in 'attendance'
 - Referrals to voluntary organisations to support
 - Share organisations contact details, where they are based and services offered.

Parental engagement, communication and participation

- Schools looking at point of contact / person / flexible in ways of engaging hard to reach parents i.e. adapting processes
- Peer support for parents
- Drop-ins for parents
- Communication between home / school
- Collaborative working / good practice across TRUSTS with Trust Leads given more training into the importance of understanding attendance
- Pupil parent voice
- Working with parents as partners



Team Around models of working

- A 'pilot' with a couple of schools whose staff would be able to access a workshop in the children's services practice model Relationships First; and support from Early Help Coordinators to use Early Help Assessments (now called Family Plans) and the Team Around the Family (TAF) approach with children and their families, so that they unpick the fundamental worries that are affecting attendance, is a good way forward.
- Working with mental health of parents and carers and the effect this has on young people and families as a whole
- Bringing the hubs into schools to provide access to services and provide a trusted friendly face separate from the school that families may feel more secure engaging with
- All schools should have a bereavement policy and procedure for when children lose someone NOT fixed by artificial concepts of family structures
- Referrals to voluntary organisations to support
- Funding (for schools) for provision / opportunity / support
- A dedicated 'external to the school' worker(s) placed in schools and support CYP at risk of exclusion or becoming NEET



Trusted Adult including mentoring, coaching & peer support

- Place-based pilot to include mentoring / coaching solutions
- Mentoring, supported by volunteers / knowledge of the VCS strengths and skillset
- A dedicated 'external to the school' worker(s) placed in schools and support CYP at risk of exclusion or becoming NEET
- Developing a 1-2-1 mentoring project for girls



Creativity, joyful activity and cultural participation

- For us to offer a creative alternative education provision based on an individual pathway combining statutory services, education, youth justice and voluntary sector.
- Student lead in STEAM focusing on essential life skills
- 'It takes a village to raise a child' - collective!
- Give student options and choice as to what they say will improve their attendance; target SEN, girls and young people with mental health needs (self-identified goals)



Focus on specific factors, populations or 'moments'

Health & Attendance

- Explore links between health and attendance and raise awareness of the healthstart offer to schools booklet
- Making sure that we are value for money. I envisage transport could be a barrier for parents / carers to get their child to our programme (Holiday Activities Fund). I will be investigating a central base or a base that is closest to where the potential for most need is.
- Interested to explore workforce health, wellbeing, feelings, fear of OFSTED - does the settings health / culture benefit from exploration?
- Community links (health & community services and connections)

Transitions

- More effective transitions: stronger transitions from primary and secondary to ensure children are better equipped for the transition and have a greater sense of belonging in secondary
- Resilience work with Year 7s

Focus on specific young people

- Employment of Virtual School Data Manager to extrapolate data of all children with a social worker
- Using data within VCSE services/caseload to drive targeted activity around attendance with more focus than before
- Give student options and choice as to what they say will improve their attendance; target SEN, girls and young people with mental health needs (self-identified goals).

Place Based Pilot

- Place-based pilot to include mentoring / coaching solutions
- Looking at current policies and seeking out barriers to attendance / behavioural issues
- Attendance Drop Ins - community meetings/school drop ins for all to access to discuss anything attendance/school related / share AWS leaflet for guidance / helpful hints
- Involving community sport, family hubs and activities staff in the conversation as they have good relationships with families in communities we struggle to engage with
- Collaboration amongst more services
- 'It takes a village to raise a child' - collective!
- The importance of intervention and alternative provision to alleviate absent pupils

