



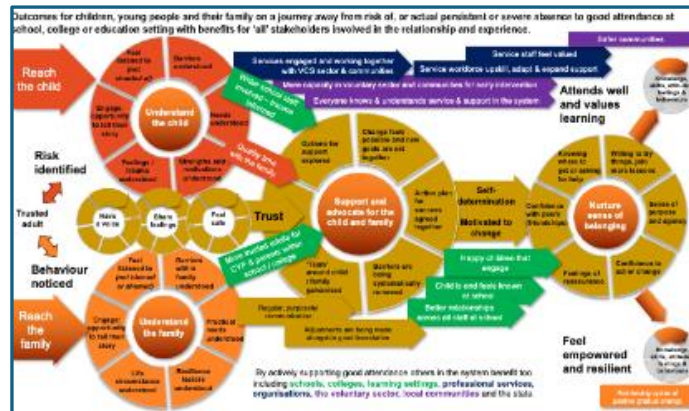
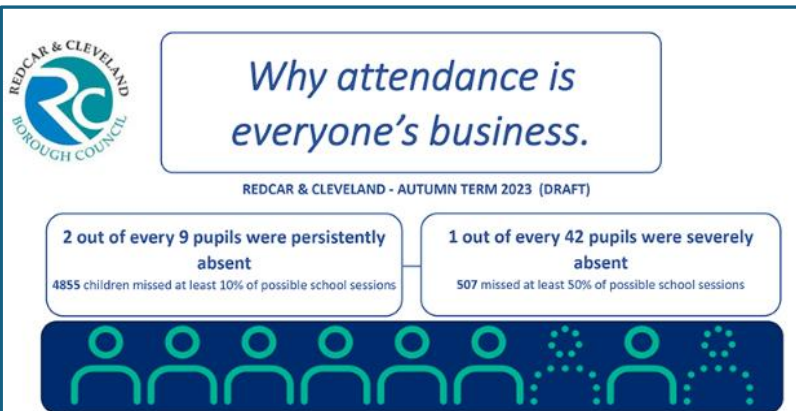
Making Attendance Everyone's Business in Redcar & Cleveland

Perceptions in the System
1st November 2024

Making Attendance Everyone's Business in Redcar & Cleveland

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Project Website: www.skyblue.org.uk/attendance



Why do some young people not attend school?

Things outside of school distracting you so not wanting to go because you couldn't focus.

Some people struggle to keep up with work and know they will get told or so would rather not come into school.

Drama with different people no one at home to motivate you.

Not fitting in/or feeling like your not fitting in.

being overwhelmed with school work and having to take so much in in a short amount of time.

Some teachers have to much of a high expectation which students cant live up to.

MENTAL HEALTH being to overwelmed and sometimes people just need a break. And alot of people have a social anxiety which will run out and they were want to be around be big groups.

How do you change that?

Teachers can try to be more understanding, and realise everyones situation is different.

Gaining and making stronger relationships with teachers so you can talk to them and maybe move your school time better.

Finding someone you look up to and see how they are motivated and see if that inspires you.

making school more fun and giving the children something to look forward too. Eg. fun lessons/quiz/prizes.

teachers who understand the kids they are teaching and inspire them.

Rewarding kids for improvements, however small the improvement is.

Making Attendance Everyone's Business

Baseline Questionnaire 2024

Your name: _____ Your role: _____

Organisation (if applicable): _____

Date when you are completing this survey: _____

Which of these best describes you when responding to this survey please (tick all that apply)?

☐ Professional service e.g. local authority, public health, police, youth justice, early help, social care other

☐ VCSE organisation / infrastructure

☐ Central government

☐ Parent / family / community group / lived experience

☐ Child / young person lived experience

☐ Education institution - nursery, school, college, learning setting

☐ Other – please write in: _____

Persistent absence (PA) = children who miss at least 10% of school through absence

Severe absence (SA) = children who miss at least 50% of school through absence

CYP = child or young person

Project Involvement to Date

1: Have you been involved in the 'Making Attendance Everyone's Business Project' before today?

☐ Yes ☐ No ☐ Not sure

2: Why are you taking the time and trouble to get involved with this Project – what's motivating you?

3: Did you take part in any of the 3 Theory of Change workshops between October and December 2023?

☐ Yes please continue to Q4 ☐ No please skip to Q6 ☐ Not sure please skip to Q6

4: What did you value / learn most from being a part of the Theory of Change process?

5: How well do you feel you understand the Theory of Change i.e. being able to tell someone else why attendance should be everyone's business and the kind of changes we would like to see come about?

☐ Very well ☐ Quite well ☐ Not very well ☐ Not at all

☐ Would probably be able to explain it if I have the main slides / information to hand

Baseline Perception Survey

The survey was designed and started to be administered in March 2024. It has continued to be shared in 2024 to new audiences. Our notional target has been 40 surveys from a mix of sectors. This target has been exceeded – 67 responses.

Involvement in the Project

- 26/67 (39%) had been involved in the 'Making Attendance Everyone's Business' Project at time of completing their survey whilst 38 (57%) had not and 3 (4%) were unsure.
- 17 /67(25%) had been involved in at least 1 of the 3 Theory of Change workshops delivered between October and December 2023 whilst 50 (75%) had not. This means the ToC is being shared more widely than those involved in the process though feedback suggest we need a simplified and visual version for 2025.
- Comments suggest that the most valuable learning from the process related to sharing good practice, understanding the barriers that CYP and families face (by considering their lived experience) and how to better support them; as well as the discipline of not jumping straight to solutions.

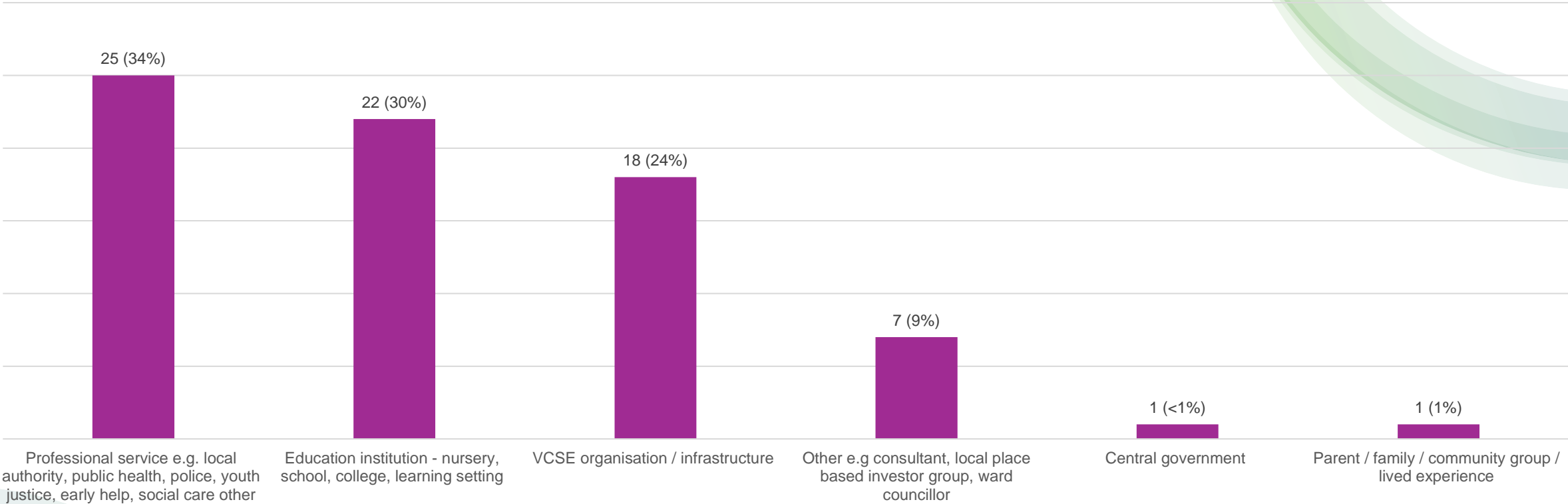
“Having a shared vision and working together to help change. We need to move away from the 'blame' culture.”

“Relationships - feel this is the way to success!”

- Of the 17 involved in the ToC workshops, 7 said they understood it 'very well', 8 said 'quite well' and 2 said they could probably explain it with the main slides/ information to hand – and would appreciate a simplified version.

67 respondents from a mix of sectors in the system

Which of these sectors in the local, system best describes you?



The baseline form was initially completed by those offering statutory, professional services. The second part of the system we reached was those involved in the (education sector) Attendance Network. The third system sector reached was the VCSE / community sector via an event hosted in Grangetown in October 2024. This gives us a balanced sample of responses across different parts of the system noting that children, young people and family members have been engaged in alternative ways because a survey is not the best way of collecting insight from them. We used trauma informed case studies and storytelling, and lived experience focused events as these are more effective.

The roles of people that have taken the time to give their perceptions about the R&C system to support attendance & what outcomes we should prioritise

Statutory service staff

- Educational Psychologist
- Attendance & Welfare Officer (4)
- Senior Attendance & Welfare Officer
- Lead for Inclusion
- Young Persons Transition Mentor
- Governance Support Manager
- HeadStart Programme
- Primary Advisory Teacher
- Assistant Director Social Care and Early Help
- Assistant Educational Psychologist
- Principal Educational Psychologist
- Advanced Public Health Practitioner
- Early Help Service Manager
- Team Manager Early Help
- Senior Pupil Inclusion Officer for the Virtual School Statutory Attendance & KS4 Lead
- Assistant Director Education and Skills
- Head of CURV
- Place Invest Officer
- Enterprise Lead (local authority)
- Peer Supporter, Family Hubs
- Healthy Communities Coordinator
- Creating Active Families Officer

Education staff (e.g. Trusts, schools)

- Headteacher (4)
- Principal (2)
- Vice-Principal
- Associate Vice Principal/ SLT Attendance Lead
- CEO
- Trust Vice Principal
- Trust Lead for Attendance
- Assistant Headteacher for attendance and well-being
- Lead attendance Officer and DDSL
- Learning Mentor/Attendance Officer/DSL
- Attendance Officer
- Safeguarding, Pastoral and Welfare Lead
- Senior Pupil Inclusion Officer for the Virtual School
- Statutory Attendance and KS4 Lead
- Welfare & Attendance officer (in school) (2)

Working in different parts of the system but all seeing the potential of working together on attendance.

Voluntary and community sector and 'other' staff

- CEO (e.g. of a charity) (3)
- Education Lead
- Youth and Participation Lead
- Programme Manager Turning Tides
- Early Years Development Lead
- Director
- Tees Valley Arts Volunteer
- Parent Connector
- Creative Practitioner, Community Arts Manager
- Director / Creative Visionary
- Education Lead
- Intern (University)
- Volunteer Coordinator
- Service Manager
- Case Worker
- Work Experience and Volunteer Coordinator
- Councillor
- Education Consultant
- Head of CURV
- Place Invest Officer
- Work Experience and Volunteer Coordinator

Staff working in these 44 settings have responded to the survey

1. RCBC (20)
2. Department for Education
3. Public Health South Tees (3)
4. RCVDA
5. The Junction (2)
6. Be Still for Mind and Body
7. Beyond Housing
8. Bridges Outcomes Partnership
9. Citizens Advice
10. CURV - OPCC
11. Department for Education
12. Endunamoo Ltd
13. Future Leadership Solutions
14. RCVDA (4)
15. Redcar and Eston School Sports Partnership
16. Rubies (Girl's support charity)
17. Tees Valley Arts (2)
18. Teesside MIND
19. The Imaginarium Creative Studios (2)
20. Thrive at Five

1. Archway Academy (2)
2. Newcomen Primary School
3. Tees Valley Education- Dormanstown Primary
4. Academy
5. Handale Primary School
6. Hummersea Primary
7. Skelton Primary School
8. Mo Mowlam
9. Outwood Academy Bydales
10. Outwood Normanby
11. Laurence Jackson School
12. Teesville Academy
13. Huntcliff School
14. Nicholas Postgate Catholic Academy Trust
15. Nunthorpe Academy
16. Sacred Heart Catholic Secondary School
17. Redcar and Cleveland Council Virtual School
18. NET
19. Steel River Academy
20. Prior Pursglove College – Endeavour

Why are you taking the time and trouble to get involved with the Project?

I want the best outcomes for CYP - enable them to thrive.

Passionate about making fundamental change in this area.

I work in attendance and welfare, to share views and learn new information.

My job role - will enhance my practice - important to be aware of the Project, hope to contribute.

I work with young people, colleges and training providers where attendance is a concern - usually 75% or below.

Interested to see how strategic practice can be improved.

Why are you taking the time and trouble to get involved with the Project?

To support as well as reduce the worries that come with many CYP absent from school such as being groomed into exploitation.

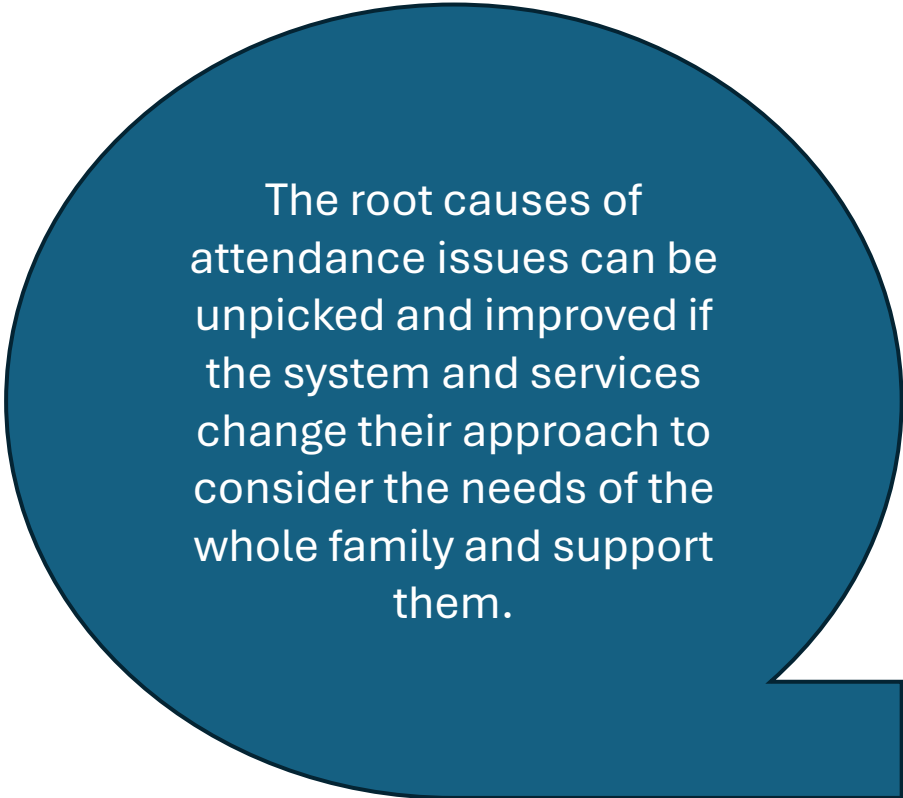
I believe there are strong links between public health and attendance!

I work within Early Help. Attendance is often a key factor of our involvement. It's important that my team work with education to support positive outcomes for children and young people.

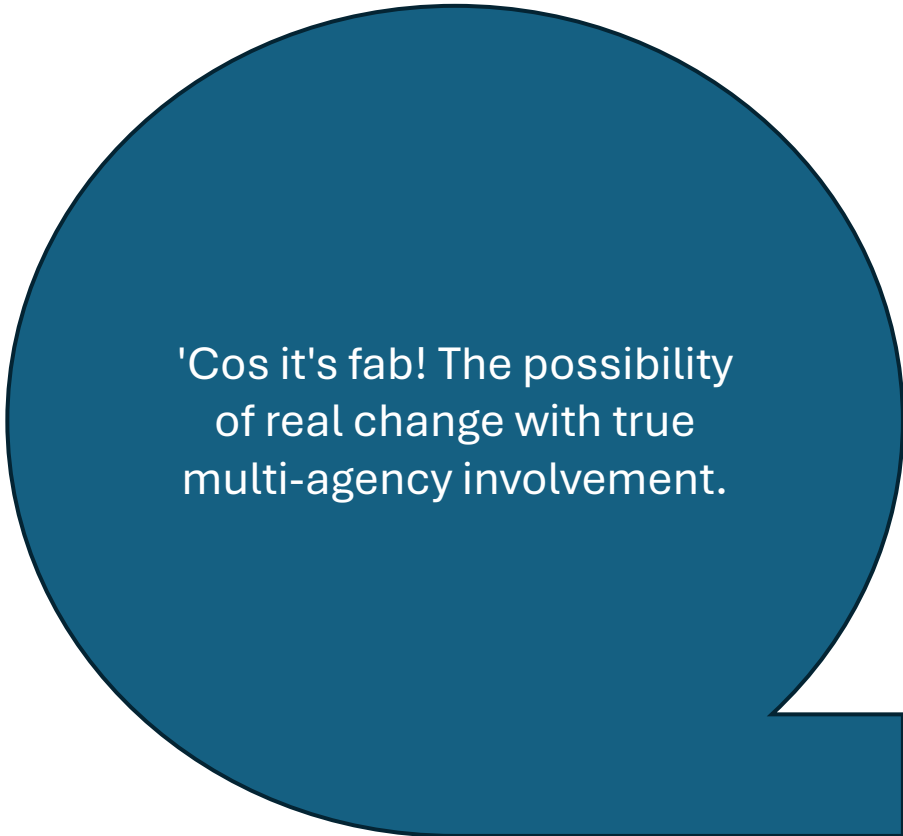
My current role involves working with the Tees Valley local authorities to help improve school attendance.

The importance of good attendance / routines in future employability and success in life.

Why are you taking the time and trouble to get involved with the Project?



The root causes of attendance issues can be unpicked and improved if the system and services change their approach to consider the needs of the whole family and support them.



'Cos it's fab! The possibility of real change with true multi-agency involvement.

Why are you taking the time and trouble to get involved with the Project?

I want to understand the reasons for absence and support within the whole system to improve the attendance across all settings.

To improve attendance at Nunthorpe Academy.

To provide a solution to improve youth attitudes towards education / learning.

Education is a key protective factor and can help to reduce violence.

Desire to expand pilot project for parents' mental health.

Why are you taking the time and trouble to get involved with the Project?

Getting it right from a young age increases the likelihood of a positive future.

I believe there are strong links between public health and attendance!

Want to represent the views of the young people we support and contribute support to help and improve the situation.

To connect for Young Futures Manifesto ideas and to push to work collaboratively.

To work in a connected way across all services.

6: To what extent do you agree with the following statements about the system in Redcar & Cleveland:

Staff working in schools, education / learning settings....	Strongly agree	Agree	Disagree	Strongly Disagree	Not sure / don't know
....are connected to and using best practice to prevent and reduce persistent absence (PA) and severe absence (SA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
....are connected to all the support available from professional services to help prevent and reduce PA and SA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.... would say that the services around a child / family are joined up and seamless to support their individual needs for good attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.... would say that they work together with others in the system (services, the voluntary sector and local communities, families) to eliminate barriers to good attendance for every child and young person at risk of PA/SA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People working in professional services and the voluntary and community sector....	Strongly agree	Agree	Disagree	Strongly Disagree	Not sure / don't know
... feel equipped and resourced to work with CYP and families to prevent or reduce PA and SA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... work in a way that enables each child, young person and family struggling with attendance to be listened to and understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel that the quality of decision making and action plans to support a child or young person at risk of, already PA or SA is 'good', consented (with family), joined up and effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel that the role of the voluntary and community sector is maximised in seeking to prevent or reduce PA and SA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.... would say that they work together with schools / education and learning settings to eliminate barriers to good attendance for every child and young person at risk of PA/SA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anyone in the system would say...	Strongly agree	Agree	Disagree	Strongly Disagree	Not sure / don't know
Attendance is mostly the business of schools, Multi Academy Trusts, education and learning settings at present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance is mostly the business of the Department for Education and the <i>Local Authority's services dedicated to education</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance is mostly the business of professional support services that work with CYP and families at present (<i>local authority, public health, early help, family services, social care, youth justice/services and many more than can be listed here</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance is mostly the business of individual young people and their family at present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance is mostly the business of the voluntary and community sector and community members at present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance is everyone's business in Redcar & Cleveland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



A man in a dark jacket and glasses stands at the front of a modern meeting room, pointing towards a screen. He is addressing a group of people seated at round tables. The room has a high ceiling with exposed ductwork and modern lighting. The text "Whose business is attendance anyway?" is overlaid in white, with a horizontal line underneath it.

Whose business is
attendance anyway?

ATTITUDES: Whose business do we think attendance is ‘mostly’ in the system?

	All responses (n=67*)	Education sector responses only (n=23)	Professional services / VCSE sector / other responses only (n=51)
Anyone in the system would say attendance is mostly the business of schools, Multi Academy Trusts, education and learning settings at present	58%	65%	47%
Anyone in the system would say attendance is everyone's business in Redcar & Cleveland	44%	36%	49%
Anyone in the system would say attendance is mostly the business of the Department for Education and the Local Authority's services dedicated to education	35%	27%	35%
Anyone in the system would say attendance is mostly the business of professional support services that work with CYP and families at present (local authority, public health, early help, family services, social care, youth justice/services and many more than can be listed here)	28%	27%	25%
Anyone in the system would say attendance is mostly the business of individual young people and their family at present	24%	22%	20%
Anyone in the system would say attendance is mostly the business of the voluntary and community sector and community members at present	4%	4%	4%

*denotes that whilst there were 67 individual respondents, 7 of these classified themselves as belonging in two sectors which is why when we segment the results by education and non-education sectors the total response count is 74 in this table

Whose business is attendance mainly?

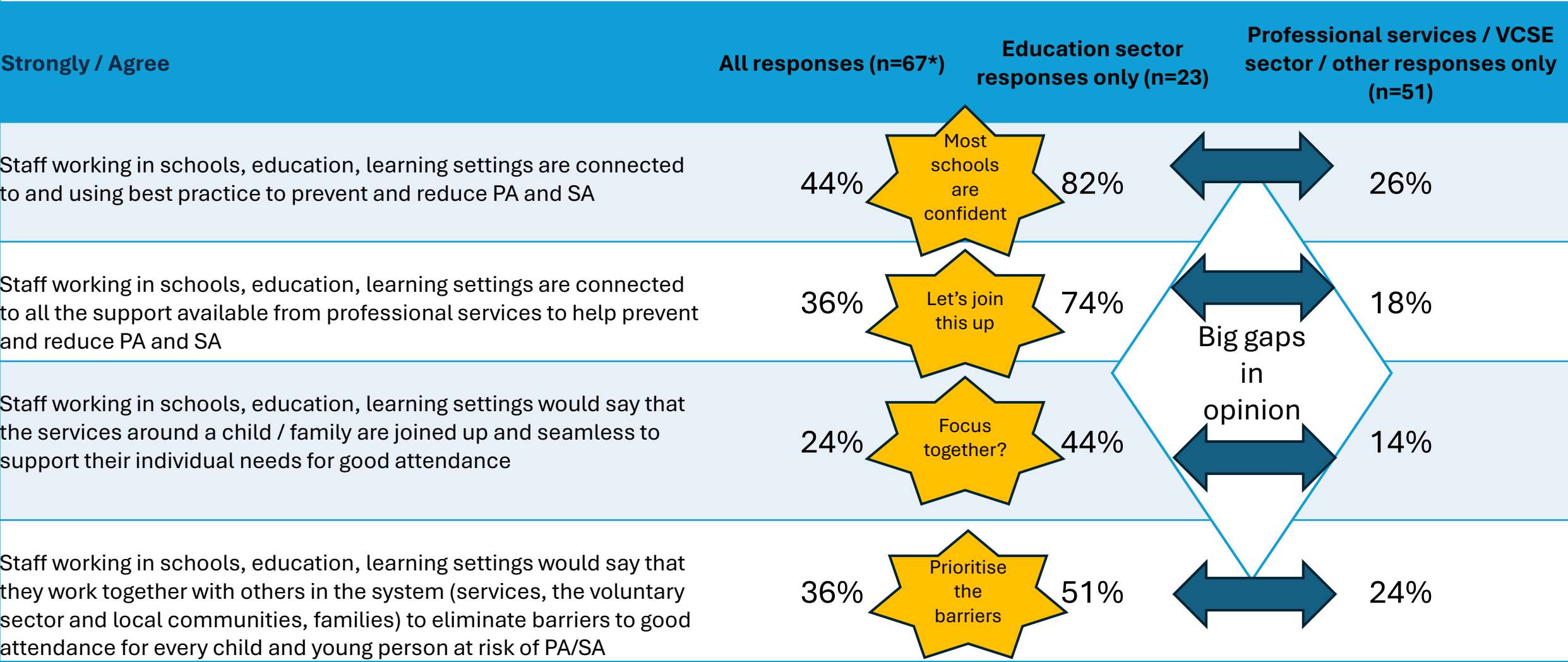
- **The responses suggest that nearly three fifths (58%) of people anywhere in the system would strongly/agree that attendance is mostly the business of the education sector.**
- Just over two-fifths (44%) would suggest that anyone across the system would say attendance is everyone's business, but please note this response is likely skewed higher because half of those saying it is everyone's business was answering the survey during the delivery of a theory of change workshop all about this topic. If one were to remove those response, the baseline would be lower at around 1 in 5 respondents 18%. The best way to interpret this maybe to adopt a mid-point. We suggest the baseline therefore in the absence of this Project would have been c 31% or 3 in 10 people saying across the system that attendance is everyone's business and that's what we've been trying to build on since January 2023.

- 35% would say it's mostly the business of the DfE and Redcar & Cleveland Council's Education staff.
- 28% think that anyone in the system would say attendance is the business of professional services.
- 24% across the system would say attendance is mostly the business of young people and families themselves
- Attendance is least likely to be perceived as the business of the voluntary and community social enterprise (VCSE) sector (just 4%) which is why the Project has undertaken targeted engagement work to explore the potential of this sector to make attendance their business.

Is this the system we want?

Do we need to do more together to reduce the risks of, and reverse, PA and SA?

Perceptions about education sector staff and their connectedness to other parts of the system to support good attendance



*denotes that whilst there were 67 individual respondents, 7 of these classified themselves as belonging in two sectors which is why when we segment the results by education and non-education sectors the total response count is 74 in this table

Perceptions about professional services and voluntary and community sector staff and their connectedness to other parts of the system to support good attendance

Strongly / Agree	All responses (n=67*)	Education sector responses only (n=23)	Professional services / VCSE sector / other responses only (n=51)
People working in professional services and the voluntary and community sector feel equipped to work with CYP and families to prevent and reduce PA and SA	30%	56%	20%
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	55%	57%	54%
People working in professional services and the voluntary and community sector feel that the quality of decision making and action plans to support a child or young person at risk of, or already PA or SA, is 'good', consented (with family), joined up and effective	39%	56%	36%
People working in professional services and the voluntary and community sector feel that the role of the V&C sector is maximised in seeking to prevent or reduce PA and SA	19%	32%	16%
People working in professional services and the voluntary and community sector would say that they work together with schools / education and learning settings to eliminate barriers to good attendance for every child and young person at risk of PA/SA	48%	46%	48%

*denotes that whilst there were 67 individual respondents, 7 of these classified themselves as belonging in two sectors which is why when we segment the results by education and non-education sectors the total response count is 74 in this table – however for some questions there were 1 or 2 non-respondents; the base is never less than 72 responses.

Desired Outcomes

What changes would we like for children, young people and family members by making attendance everyone's business?



Outcomes

7: The theory of change suggested a range of positive outcomes could occur if the 'system' – school/college/nursery, home, community, public sector / other services, voluntary sector - works together.

Please could you suggest which 5 outcomes for children and young people (CYP) from the table below we should focus on between 2024 and 2026 i.e. such that they might become our measures of success or such that the outcomes determine which solutions we prioritise to achieve them together?

Children and young people outcomes – please select your top 5 to prioritise

These are outcomes for CYP either at risk of, or already persistently or severely absent		
Each CYP feels listened to / can tell their story	<input type="checkbox"/>	... feels motivated to make change(s) <input type="checkbox"/>
... strengths are understood	<input type="checkbox"/>	... has the ability to make choices and determine their own actions (self-determination) <input type="checkbox"/>
... barriers & or trauma is understood	<input type="checkbox"/>	... knows where to get or ask for help <input type="checkbox"/>
... motivations feel understood	<input type="checkbox"/>	... feels more confident with peers <input type="checkbox"/>
... needs are understood	<input type="checkbox"/>	... has a friend / ships <input type="checkbox"/>
... feels 'comprehensively' understood	<input type="checkbox"/>	... feels reassured by behaving differently <input type="checkbox"/>
... feels they have a voice	<input type="checkbox"/>	... has the confidence to act or change <input type="checkbox"/>
... feels able to share their feelings without fear of stigma, shame or punishment	<input type="checkbox"/>	... is more willing to try things and join more lessons <input type="checkbox"/>
... feels safe	<input type="checkbox"/>	... has a sense of purpose and agency <input type="checkbox"/>
... feels they have a trusted adult 'on side'	<input type="checkbox"/>	... feels adjustments are being made <input type="checkbox"/>
... feels they have options for support	<input type="checkbox"/>	... is learning about good boundaries <input type="checkbox"/>
... feels change is possible for them	<input type="checkbox"/>	... feels they belong (at school/college) <input type="checkbox"/>
... feels they can set goals	<input type="checkbox"/>	... attends well <input type="checkbox"/>
... feels barriers are being removed	<input type="checkbox"/>	... values learning at school / college / learning environment <input type="checkbox"/>
... feels supported by a team around them	<input type="checkbox"/>	Other, please write in: <input type="checkbox"/>
... has an action plan agreed and followed	<input type="checkbox"/>	

8: Family member / parental outcomes – please select your top 5 to prioritise: 'Family of CYP....

These are outcomes for family members / parents of CYP either at risk of, or already persistently or severely absent		
The Family of the CYP feels listened to / can tell their story	<input type="checkbox"/>	...feels supported by a team around them <input type="checkbox"/>
... feels strengths / resilience fatcors are understood	<input type="checkbox"/>	...feels adjustments are being made <input type="checkbox"/>
... feels barriers /trauma is understood		...feels motivated to make change(s)
... feels life circumstance are understood	<input type="checkbox"/>	...has the ability to make choices and determine their own actions (self-determination) <input type="checkbox"/>
... feels practical needs are understood	<input type="checkbox"/>	...knows where to get or ask for help <input type="checkbox"/>
... feels 'comprehensively' understood	<input type="checkbox"/>	...feels reassured by behaving differently <input type="checkbox"/>
... feels able to share their feelings without fear of stigma, shame or punishment	<input type="checkbox"/>	...has the confidence to act or change <input type="checkbox"/>
... feels they have options for support	<input type="checkbox"/>	...is more willing to try things <input type="checkbox"/>
... feels change is possible for them	<input type="checkbox"/>	...feels supported and advocated <input type="checkbox"/>
...feels they can set goals (forming an action plan followed by 'all')	<input type="checkbox"/>	...feels more confident with peers (e.g. other parents.families) <input type="checkbox"/>
...feels barriers are being removed	<input type="checkbox"/>	...feels more trusted and trusting <input type="checkbox"/>
...feels informed throughout	<input type="checkbox"/>	...feels more empowered and resilient <input type="checkbox"/>
...is communicative with school / college	<input type="checkbox"/>	Other, please write in: <input type="checkbox"/>
... understands responsibilities for attendance	<input type="checkbox"/>	

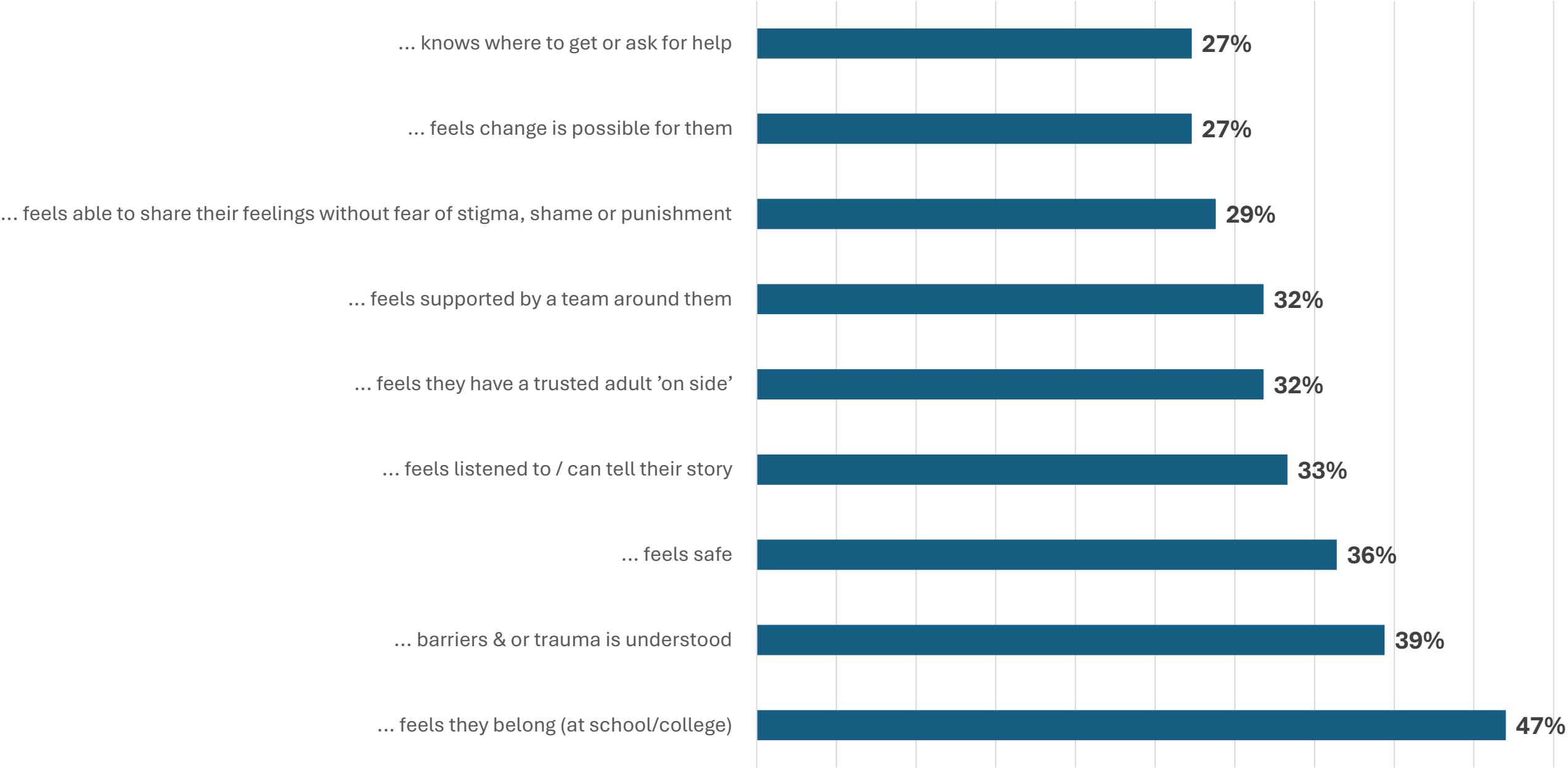




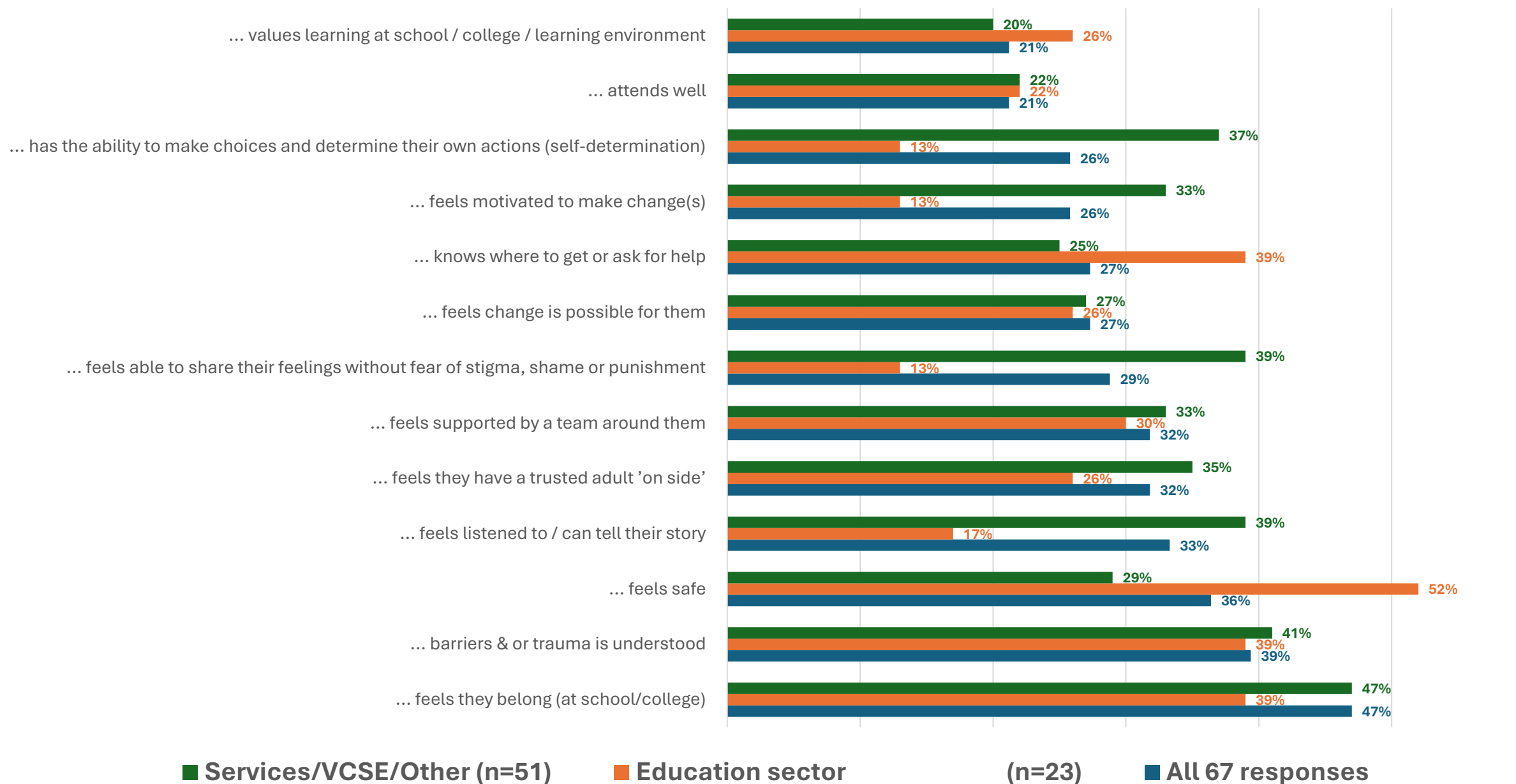
**Outcomes for
children and
young people**

Each child and young person...	All 67 responses	Education sector (n=23)	Services/VCSE/Other (n=51)
... feels they belong (at school/college)	47%	39%	47%
... barriers & or trauma is understood	39%	39%	41%
... feels safe	36%	52%	29%
... feels listened to / can tell their story	33%	17%	39%
... feels they have a trusted adult 'on side'	32%	26%	35%
... feels supported by a team around them	32%	30%	33%
... feels able to share their feelings without fear of stigma, shame or punishment	29%	13%	39%
... feels change is possible for them	27%	26%	27%
... knows where to get or ask for help	27%	39%	25%
... feels motivated to make change(s)	26%	13%	33%
... has the ability to make choices and determine their own actions (self-determination)	26%	13%	37%
... attends well	21%	22%	22%
... values learning at school / college / learning environment	21%	26%	20%
... has a sense of purpose and agency	18%	4%	31%
... feels they have a voice	17%	9%	20%
... feels 'comprehensively' understood	14%	4%	18%
... strengths are understood	12%	13%	12%
... feels they have options for support	11%	17%	10%
... has the confidence to act or change	11%	17%	8%
... feels barriers are being removed	9%	9%	10%
... needs are understood	8%	9%	8%
... has an action plan agreed and followed	8%	9%	8%
... has a friend / ships	6%	4%	8%
... feels they can set goals	5%	4%	6%
... is more willing to try things and join more lessons	5%	0%	8%
... is learning about good boundaries	5%	9%	4%
... motivations feel understood	3%	4%	4%
... feels more confident with peers	3%	0%	8%
... feels reassured by behaving differently	3%	0%	6%
... feels adjustments are being made	2%	0%	4%

Top 9 (of 30) outcomes we desire for CYP that we could prioritise in system working to make attendance everyone's business. Each child and young person.....



Top outcomes desired for children and young people showing slight differences in opinion between sectors in the system (n=67)





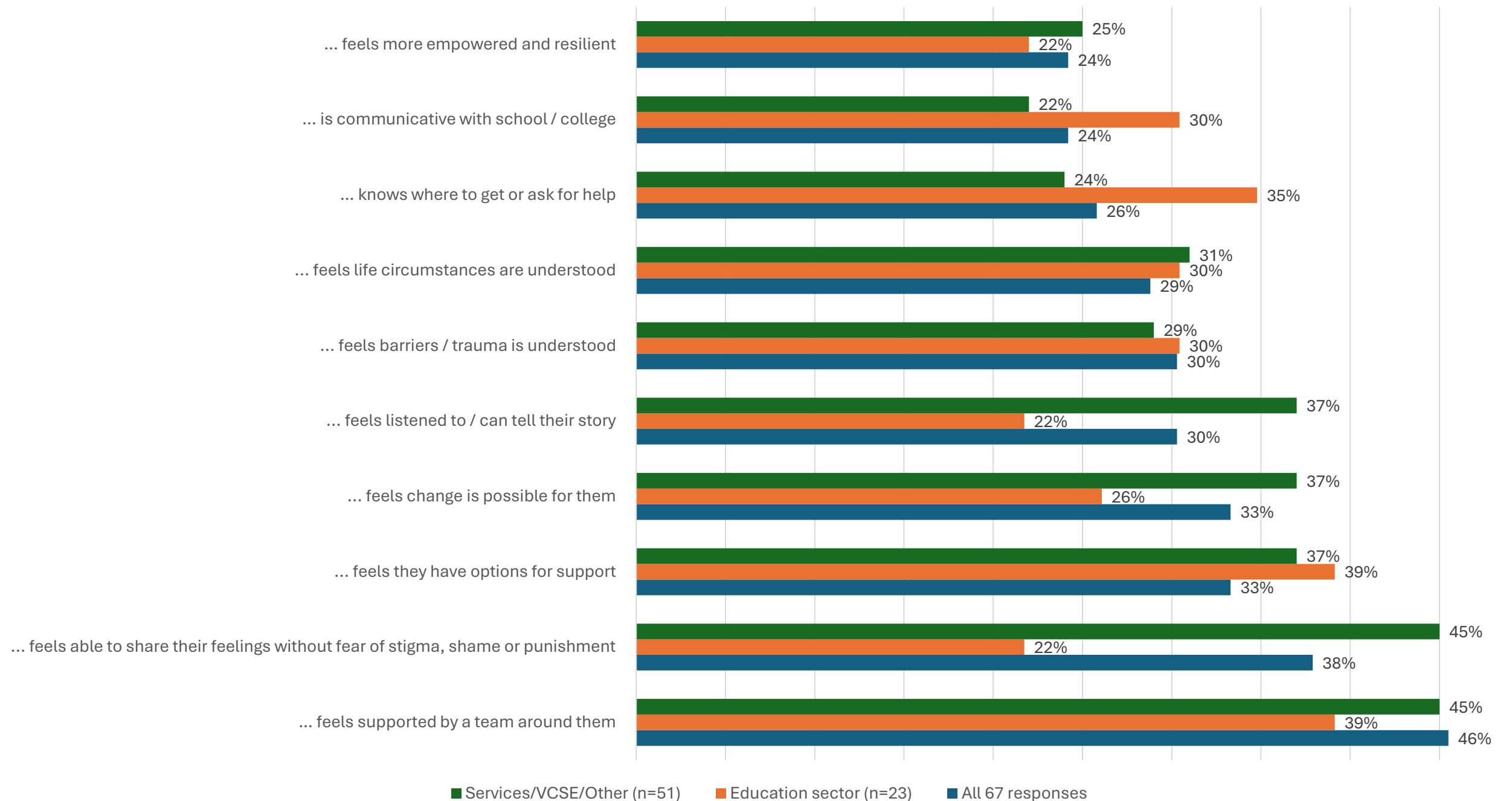
Outcomes for family members


The family of the child or young person...	All 67 responses	Education sector (n=23)	Services/VCSE/Other (n=51)
... feels supported by a team around them	46%	39%	45%
... feels able to share their feelings without fear of stigma, shame or punishment	38%	22%	45%
... feels they have options for support	33%	39%	37%
... feels change is possible for them	33%	26%	37%
... feels listened to / can tell their story	30%	22%	37%
... feels barriers / trauma is understood	30%	30%	29%
... feels life circumstances are understood	29%	30%	31%
... knows where to get or ask for help	26%	35%	24%
... is communicative with school / college	24%	30%	22%
... feels more empowered and resilient	24%	22%	25%
... feels barriers are being removed	21%	13%	27%
... feels supported and advocated	21%	17%	24%
... understands responsibilities for attendance	20%	35%	12%
... feels practical needs are understood	18%	9%	20%
... feels 'comprehensively' understood	18%	4%	24%
... feels motivated to make change(s)	15%	17%	14%
... feels more trusted and trusting	15%	9%	22%
... feels strengths / resilience factors are understood	14%	4%	16%
... has the confidence to act or change	14%	9%	18%
... feels they can set goals (forming an action plan followed by 'all')	12%	22%	10%
... feels informed throughout	11%	4%	16%
... has the ability to make choices and determine their own actions (self-determination)	11%	9%	14%
... is more willing to try things	11%	13%	10%
... feels reassured by behaving differently	8%	4%	12%
... feels adjustments are being made	6%	4%	10%
... feels more confident with peers (e.g. other parents, families)	5%	0%	8%

Top 8 (of 26) outcomes we desire for family members / parents that we could prioritise in system working to make attendance everyone's business



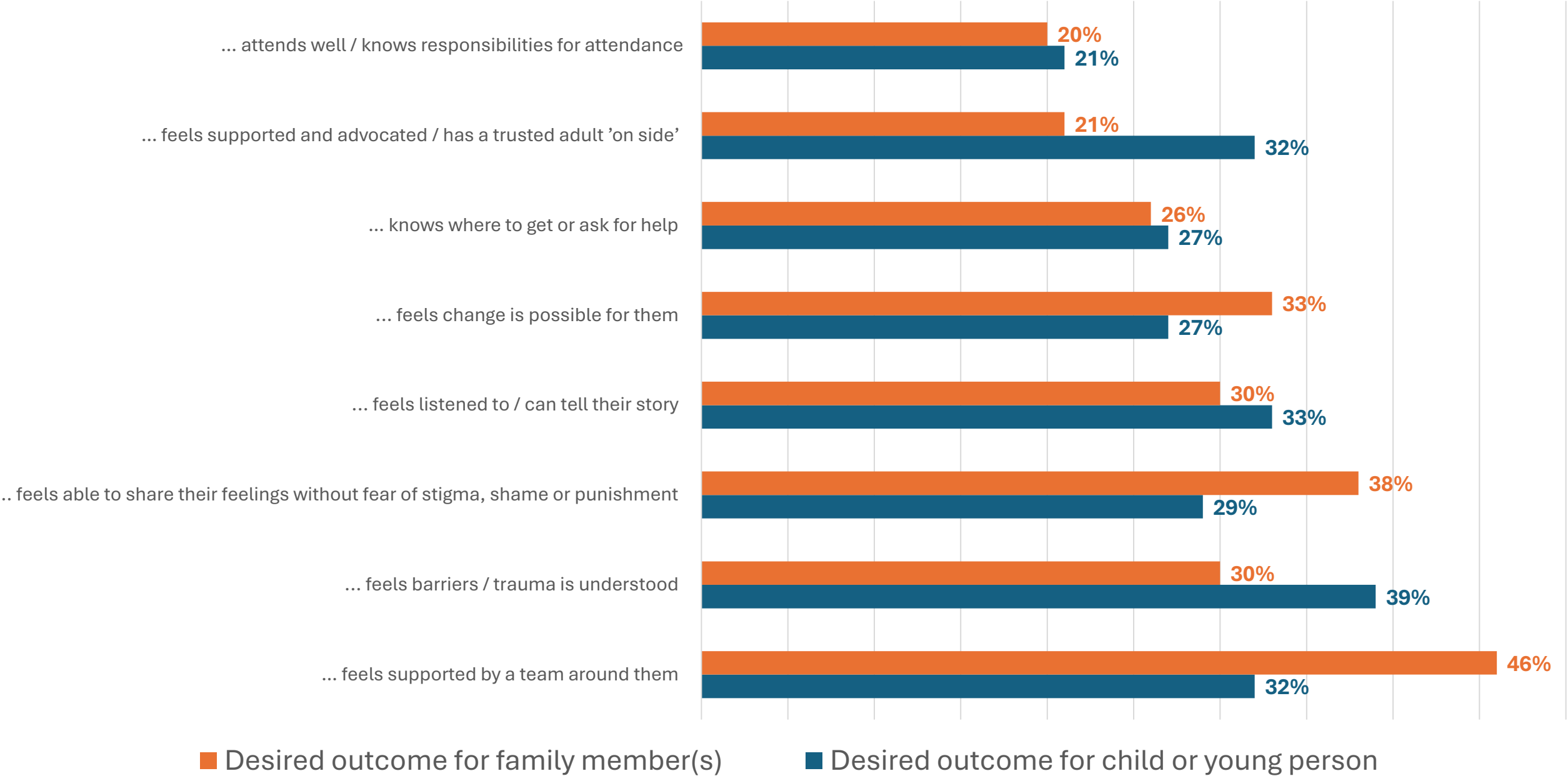
Top outcomes desired for family members / parents showing slight differences in opinion between sectors in the system (n=67)

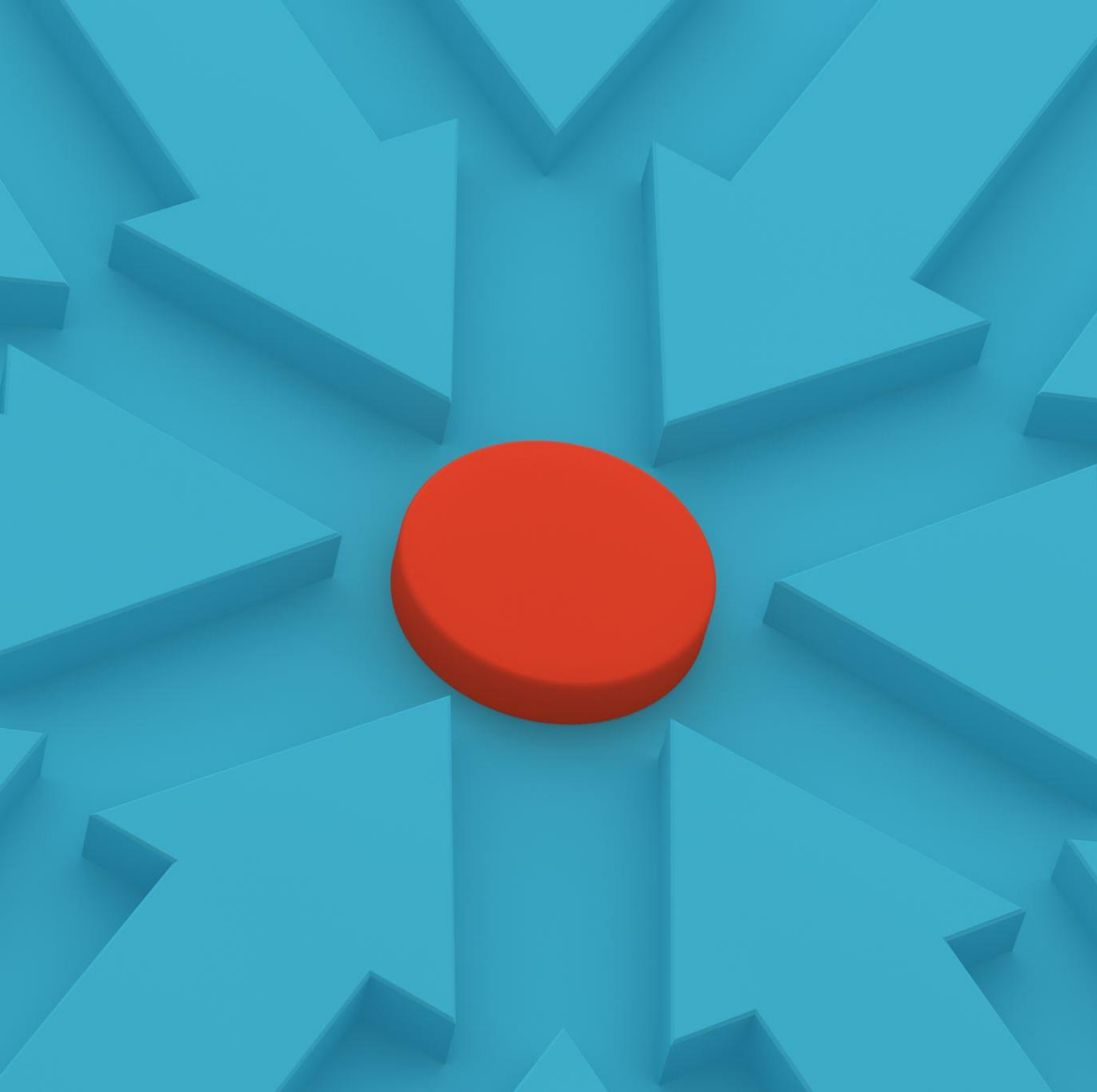




**Common
outcomes that
we should
prioritise as a
system**

Prevalent outcomes common to children, young people and family members/ parents desired through systems working that makes attendance everyone's business (n=67)



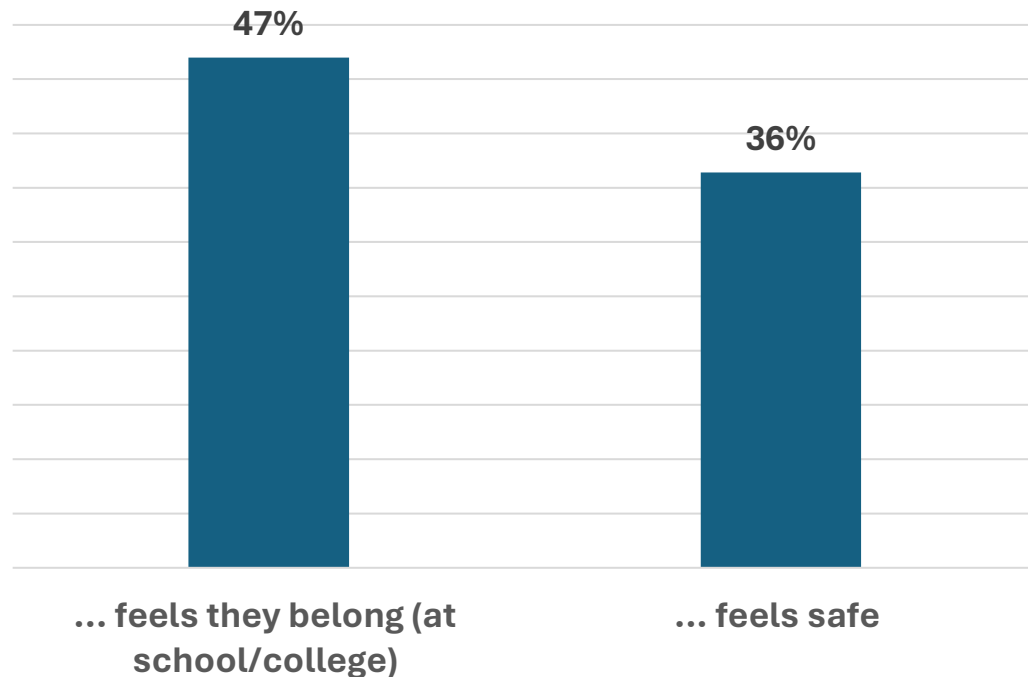


**Distinct
outcomes we
must pursue as
well**

Some outcomes that are important, but distinct to children & young people or family members

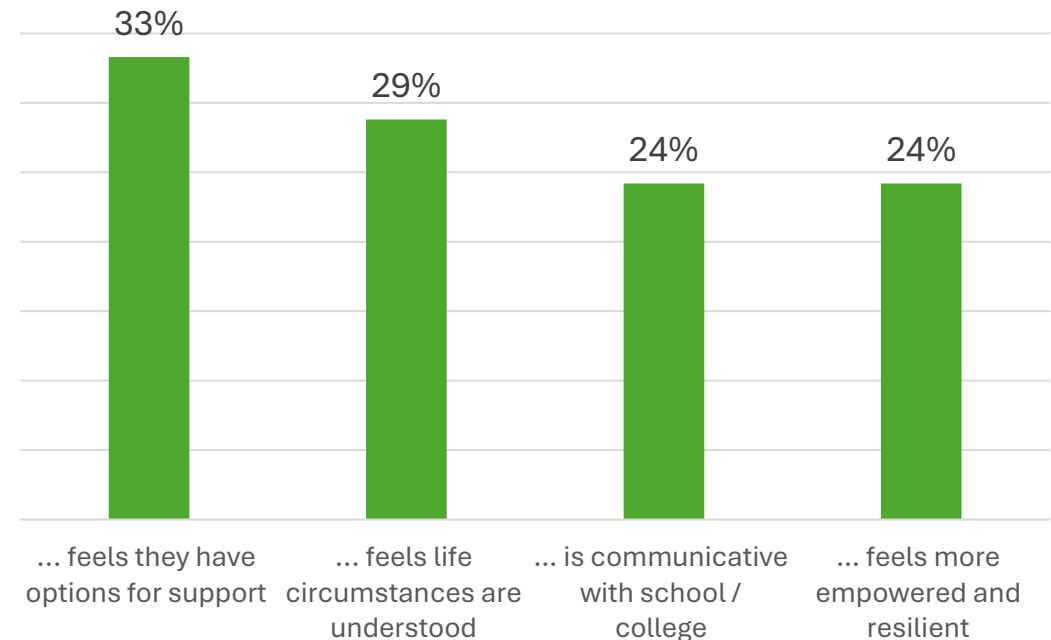
Children and young people

Distinct outcomes for CYP we must work towards



Family members

Distinct outcomes for family members we must work towards



Other comments, suggestions and connections to continuously improve the Project – perceptions questions

Some establishments are good at working holistically / inclusive, others struggle. Practice is variable, some good practice though.

Schools don't always listen or are able to work the way we would like the to. It is difficult to get schools to change their way of thinking and working.

There are different approaches regarding attendance working with the child / parent / guardians to remove barriers.

Schools that buy into an SLA (Service Level Agreement) seem to work best.

It's difficult to get some schools to involve themselves with 'Attendance is Everyone's Business'.

Other comments, suggestions and connections to continuously improve the Project – joining up services, making it easier to know what support is there and eliminating barriers

TAF/TAC is vital to form an effective / smart outcomes.

I enjoyed the 'Team around the Family' part of today. Learned some ideas that we can quickly put into practice / advise schools to use and put parents at ease in meetings.

Develop greater links / schools having a knowledge of what is available for families within their community.

On occasions some schools have all areas of support yet in others hardly any. A lot of staff change (in schools) doesn't help.

Schools need to work together internally more and overcome barriers they could achieve together.

I would say that the services are joined up to support the child BUT this may not be in the child's individual needs.

Other comments, suggestions and connections to continuously improve the Project – buy in and wider involvement from other system partners

Need Executive / Policy buy in for this Project.

Please reach out to me if I can help to share any messages with any multi-academy trusts in Redcar & Cleveland .

We need links into the police and how they can support (community officers).

I feel more schools need to be around the table (particularly secondary schools).

Coming from an education background and joining the VCS sector has highlighted an untapped resource of skills, knowledge and energy.

I feel there needs to be a high-level strategic board looking at this including the Director of Children's Services, Heads of Academy Trusts, Police, Health, Chief Executive of Council as this requires systemic change and influence over the schools' behaviours and attendance policies.

Other comments, suggestions and connections to continuously improve the Project – miscellany

Overhaul how attendance is recorded and reported: - when pupils have infectious diseases they shouldn't be in school! - need comprehensive categories for absence i) behaviour related ii) health related iii) don't just look at overall % iv) set individual attendance goals for those with PA and SA 2: Screen all pupils at the start of the year for areas they may need support with (proactive approach) 3: Hold health and wellbeing event at every secondary school with ALL SERVICES in attendance including police, fire, health (GP, school nurse, CAMHS), voluntary organisations, housing, welfare rights, public health (smoking/vaping; sexual health; drugs & alcohol).

Happy to utilise a Youth and Community centre to support conversations in specific communities.

We need a simplified version of the Theory of Change too.

Other comments, suggestions and connections to continuously improve the Project – buy in and wider involvement from other system partners

Penalty Notice being removed for parents due to not being paid within time scales etc does not help the narrative we are trying to rebuild after COVID

There is a lot of paperwork required for schools around reintegration timetables by the LA, when special schools already have processes around this (EHCP reviews, PEPs) that make the administration of such support a big workload.

I feel school refusal is becoming a larger issue in all schools as well as EBSA and we are hopeful the closure of STRIVE and opening of RTMAT is seamless and with no gap to ensure those most anxious students are supported.

The theory of change model looks quite complex and difficult to follow if you haven't been involved in the process of compiling it.

Rather than focus on granular change in agreed principles at a strategic level, that would then force change downstream.

Other comments, suggestions and connections to continuously improve the Project – buy in and wider involvement from other system partners

Need to celebrate attendance which is positive for a young person who may have significant barriers to attendance, even if they may be PA.

I feel school refusal is becoming a larger issue in all schools as well as EBSA and we are hopeful the closure of STRIVE and opening of RTMAT is seamless and with no gap to ensure those most anxious students are supported.

As a Virtual School, children in our care (CIOC) attendance is part of our remit. Over the past 2 years we have increased our focus, analysis and monitoring of attendance and embedded into our practice. Our workforce is upskilled and confident with checking and speaking to colleagues about absence. I would like to trial some initiatives I've used in Primary and Secondary setting that have been successful and support schools in our Local Authority.”

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