



**Making Attendance Everyone's  
Business  
Partner Connect Event  
04.12.2024**



**Thriving children, fulfilling their dreams.**

# **Pre-Session Service Providers**

## **1:30 - 2:30 pm**

- Early Help - Nicola Hall
- Head Start - Nicola Hunt / Andy Appleyard
- Health Start - Sarah Slater
- Allan Brownrigg - Thrive at Five
- Vulnerable Adolescents - Nikky Henry



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# Providing Early Help to improve school attendance





## Background – the importance of early help

Common across recent reviews and policy developments such as Working Together 2018 and the Munro Report is the recognition that effective early help for children and families improves outcomes long-term.



## What is Early Help?

- Early help is a collaborative approach, not a single provision, and relies on local agencies working together.
- Families should be enabled and supported to have the right conversations, with the right people and at the right time.
- It's about intervening as early as possible.
- Early Help is voluntary and consent from families should always be sought (in a non-scary way!)
- Early Help can be provided through a single agency or multi-agency response.
- It is everybody's responsibility to identify and assess need.
- All agencies should see Early Help as part of our 'day job'.
- By establishing positive and trusting relationships with families, we can work **WITH** them to identify what they need to do to address any concerns we may have.

# Early Help

Intervention Teams

Youth and Community Services

Family Hubs

Early Help Coordinators

School Nursing

Portage

The Link

Health Visiting

Youth Justice Service

Careers and NEETs Team

Daisy Chain

Education Inclusion

Schools & Colleges

Home Start

CAMHS

The Junction

Leos

EVA Women's Aid

We Are With You

Family Action



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# Intervention Service/Early Help Coordinators

## Intervention Teams

There are three locality-based **Intervention Teams** comprising of 18 Child & Family Intervention Workers in total, who do a mixture of direct work with young people and whole family work (EHAs and plans). These workers are co-located with Family Hub staff, Health Visitors and School Nurses in our three main Family Hubs across the borough at Saltburn, Ormesby and Redcar.

An Intervention Lead Officer works in each locality overseeing the Intervention Teams.  
(Bev Smith, Leah Cowen, Angela Roper)

## Early Help Co-ordinators (in the MACH)

Four Early Help Co-ordinators support other agencies to complete whole family assessments and follow the TAF process – they are a key point of contact for schools. They also screen referrals at the front door within the MACH and complete timely Early Help Assessments for children who we are most worried about due to the level of need in the family when screened in the MACH.

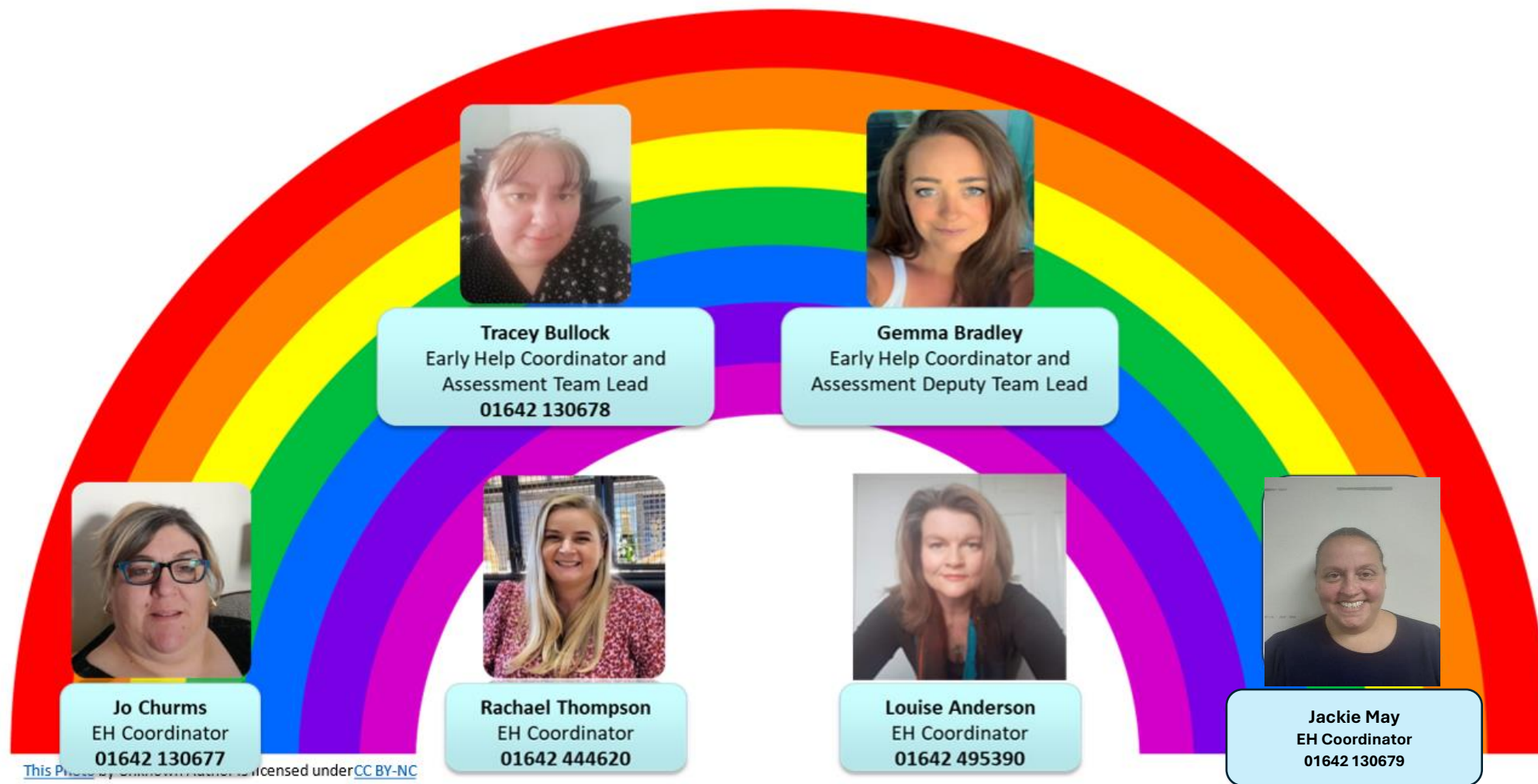
They are supported by an Early Help Coordinator Team Leader (Tracey Bullock) and Deputy Team Leader (Gemma Bradley)

**All staff follow the Relationships First practice model incorporating Signs of Safety.**



# Meet Your Early Help Coordinators

## Meet Your MACH!



# Supporting families in Redcar and Cleveland

Early help means providing support as soon as a problem emerges, at any stage in a child's life, from the foundation years through to the teenage years, to avoid need escalating at a later stage.

Those who already know the children and families well are often best placed to start supporting these emerging needs.

**Our Family Plan** (Emerging needs identified that require support) - The Team Around the Family (TAF) approach is one where professionals come together around a family to create an action plan to which the family and all professionals contribute and help to identify who else might be asked to help. This is a co-ordinated response to emerging needs and can often be led by a school.

**Early Help Referral** (Multiple complex needs that require intervention and coordinated support) – Families where needs have or are likely to escalate without a multi-agency response and intervention.

**Safer referral** (Safeguarding risks identified) – Children who are at risk of harm/ require specialist services to support need.

All referrals to Early Help need to be consented to by the parent or carer.

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## Our Family Plan

**Thriving children, fulfilling their dreams, supporting families**

|                           |  |                             |  |
|---------------------------|--|-----------------------------|--|
| Family Name               |  | Date                        |  |
| Name Parent/Carer with PR |  | Signature or verbal consent |  |

By signing or giving verbal consent on this form, I am agreeing to receiving the service and that my personal information, and that of the children I have parental responsibility for, can be shared with other agencies, to ensure I receive the best service and support.

**I agree to Redcar and Cleveland Council holding and sharing my household data with other Government bodies when appropriate.**

| Practitioner details completing this form                  |     |              | Other practitioners involved eg. Meeting Attendance, GP, Nursery, school, health visitor, CAMHS, Housing |          |                           |                  |                   |
|--|-----|--------------|--|----------|---------------------------|------------------|-------------------|
| Name:  |     |              | Name   | Role     | Contact details           | Involvement      |                   |
| Contact details:   |     |              |  |          |                           |                  |                   |
|  |     |              |  |          |                           |                  |                   |
|  |     |              |  |          |                           |                  |                   |
|  |     |              |  |          |                           |                  |                   |
|  |     |              |  |          |                           |                  |                   |
| Children and Family Details – who lives in the family home |     |              |  |          |                           |                  |                   |
| Name   | DOB | Relationship | Ethnicity  | Language | SEN/Disability (Describe) | School Attending | Address/Phone No: |
|  |     |              |  |          |                           |                  |                   |
|  |     |              |  |          |                           |                  |                   |
|  |     |              |  |          |                           |                  |                   |
|  |     |              |  |          |                           |                  |                   |

In completing the two columns below please consider the **FAMILY AND HOME** (relationships, housing, finance, employment); **CHILD DEVELOPMENT** (health, physical, social, emotional, education); **PARENTING** (guidance, boundaries) and **PARENT'S HEALTH** (illness, mental /physical wellbeing, drugs/substance misuse)

| <b>What are you worried about?</b> - On-going issues which are causing the different members of the family to not meet their potential.<br>How does the family manage worries and concerns? What helps the child or family manage, overcome, or avoid the worry?<br>What is making this problem harder to deal with? What are the behaviours which increase the worry? What don't we know? |                  | <b>What is working well?</b> -What are the best things about the parents and the care of the children? Who supports/help the parents and children?<br>Explore the support network.<br>What local facilities do you use? i.e., schools, day nurseries, sports, play and Leisure centres, libraries etc. |                  |
|--|------------------|--|------------------|
| Who the response is from   | Response / Views | Who the response is from   | Response / Views |
| Child/Young Person   |                  | Child/Young Person   |                  |
| Parent/Carer   |                  | Parent/Carer   |                  |
| Practitioner completing assessment   |                  | Practitioner completing assessment   |                  |

|  |  |
|--|--|
| <b>WORRY STATEMENT</b> - Outline who is worried, what has happened to make them worried and what could happen if things don't change         |  |
| <b>SCALING</b> -Where would you scale how worried you are and why? (0 very worried 10 no worries)  |  |
| <b>WELLBEING GOAL</b> - Outline what you would like the day in the life of the young person and family to look like for us not to be worried |  |

| <b>Our Plan - Team Around the Family (TAF)</b><br><b>What needs to happen next?</b> - Focus on the worries and what support is needed to make the change i.e. domestic abuse, neglect, health issues, school attendance and build on the strengths. Please include details of actions relating to individual children/family members and who will carry them out. The person with overall responsibility (Lead Practitioner) is also responsible for letting any other organisations involved know about the plan and progress. |   |  |          |   |
|---|---|--|----------|---|
| What needs to happen, what needs to change in the family's view and those around them   | How will we help to make the change, what can we do to reduce the worries | Who will do this, consider the support network and professionals | By when? | How will we know when things are better, what do we need to see to know things are getting better |
|   |   |  |          |   |
|   |   |  |          |   |
|   |   |  |          |   |
|   |   |  |          |   |

Please attach any supporting documents Pastoral Plans, Support Plans and tools which you may have used to complete the voice of the child with the completed Our Plan and email to: [EarlyHelp@redcar-cleveland.gov.uk](mailto:EarlyHelp@redcar-cleveland.gov.uk)  
 It will be stored on the RCBC Early Help Module database and a case note recorded, stating which agency has completed the Our Plan.

**This is not a referral form but a plan to help you coordinate services for a child/family.**

<https://www.redcar-cleveland.gov.uk/children-and-families-services/early-help/the-early-help-assessment-or-our-family-plan>



# Our role within Our Family Plan

Early Help Coordinator/Assessment Team are based in the Redcar MACH  
(Multi Agency Children's Hub)

Support with TAF  
Meetings

Signpost to other  
services to support  
the family

Support filling in  
Early Help  
Referral forms

## HOW WE WILL SUPPORT YOU

Your EHC will be your  
point of contact for  
advice and  
information

Facilitate Early  
Help Clinic

Attend school  
meetings including  
pastoral teams

Support to complete  
the Our Family Plan

**Advice and information is only a phone call away – 01642 130680**

# What does this mean for the work you do with children and families?



- Poor school attendance is often a symptom of something more complex going on for the child or young person at home.
- Ask parents to come into school to discuss doing an Our Family Plan Together, to better understand why their child may not be attending (unpick the needs of the whole family).
- Together, develop a plan of support which may require other services to become involved in the Team Around the Family.
- Send in the Our Family Plan to the Early Help Coordinator linked to your school and they will support you through the process. Email it to:

[earlyhelp@redcar-cleveland.gov.uk](mailto:earlyhelp@redcar-cleveland.gov.uk)



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# A helping hand - Supporting Families Toolkit

## Table of Contents



1 General Information & Resources

2 Getting a Good Education

3 Good Early Years Development

4 Improved Mental and Physical Health

5 Promoting Recovery & Reducing Harm from Substance Misuse

6 Improved Family Relationships

7 Children Safe from Abuse and Exploitation

8 Crime Prevention & Tackling Crime

9 Safe from Domestic Abuse

10 Secure Housing

11 Financial Stability

## Practice Toolkit

### Objectives

This toolkit is an interactive PDF document with hyperlinks to provide 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.

### Who is it for?

The Supporting Families Toolkit is structured to support Local Authority practitioners and staff in our multi-agency partner organisations to identify and respond to significant issues within families. The issues within the Supporting Families Outcome Framework are known to have a negative impact on a child's wellbeing and life chances, and here we have provided some of the information and tools that practitioners will need to support these needs.

### Why are we doing this?

The toolkit is grouped under the Supporting Families Headlines so that when practitioners are working with children and families, they can consider all of these issues in their assessments and have resources to draw on to help them in their work with families.

It is hoped that this toolkit will become a well-used 'desk-top' resource that provides all practitioners with quick links to local and national support services and tools; whether at an early help level, or for social workers when supporting children through statutory assessments and plans.

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



# Useful weblinks

- [Early help | Redcar and Cleveland \(redcar-cleveland.gov.uk\)](https://www.redcar-cleveland.gov.uk/early-help)
- <https://www.redcar-cleveland.gov.uk/children-and-families-services/early-help/supporting-families-toolkit>



- [Family Hubs | Redcar and Cleveland \(redcar-cleveland.gov.uk\)](https://www.redcar-cleveland.gov.uk/family-hubs)



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

[Local Offer - SEND | Redcar & Cleveland: Information Directory](#)

A screenshot of the Redcar and Cleveland Early Help website. The page has a dark blue header with the text 'Early help' in white. Below the header, there are four main sections, each with a blue arrow icon and a title. The sections are: 'Early help information', 'The Early Help Assessment or Our Family Plan', 'Our early help services', and 'The Early Help Clinic'. Each section contains a brief description of the service. The page is viewed on a web browser, with the address bar showing 'https://www.redcar-cleveland.gov.uk/children-and-families-services/early-help'.

## Early help

- Early help information**

Information about our early help service and how to make a referral if you are worried about a child.
- The Early Help Assessment or Our Family Plan**

If you believe a child needs some additional help and support without raising immediate safeguarding concerns, a good approach is for you and the family you are supporting to complete an Early Help Assessment (EHA) together.
- Our early help services**

Information about our early help services including the Children and Families Intervention Team, Family Hubs, and Youth Services
- The Early Help Clinic**

The aim of the Early Help Clinic is to provide support and guidance to all practitioners who are working with families, children and young people at an Early Help level.
- Supporting families toolkit**

The supporting families toolkit provides practice guidance, service
- Supporting Families Programme**

Information about the supporting families programme, locally known



# HEADSTART SOUTH TEES

Giving all children and young people in South Tees the necessary support to build resilience and achieve good emotional health



# WHAT IS HEADSTART?



Established in 2013



Public Health service



Early intervention based on the resilience approach



Whole school approach



Systemic and sustainable model





# KEY FEATURES OF WHOLE SCHOOL DELIVERY



Quality Standard - audit of school approaches



Training – academic resilience



HeadStarters - youth mental health champions



Pupil Interventions - Universal and targeted





# Universal Offer to All Schools

Year 6 – 7 transition support

HeadStarters educational pathway

Resources

CPD

Governor support





# THE RESILIENCE FRAMEWORK

- <http://boingboing.org.uk/interactive-resilience-framework>

| Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 www.boingboing.org.uk |  |   |   |  |  |   |
|--|--|---|---|--|--|---|
|  | BASICS                                     | BELONGING   | LEARNING  | COPING   | CORE SELF  |   |
| SPECIFIC APPROACHES  | Good enough housing                        | Find somewhere for the child/YP to belong                     | Make school/college life work as well as possible     | Understanding boundaries and keeping within them | Instil a sense of hope                                     |   |
|  |  | Help child/YP understand their place in the world             |   |  |  |   |
|  | Enough money to live                       | Tap into good influences                                      | Engage mentors for children/YP                        | Being brave                                      | Support the child/YP to understand other people’s feelings |   |
|  |  | Keep relationships going                                      |   | Solving problems                                 |  |   |
|  | Being safe                                 | The more healthy relationships the better                     | Map out career or life plan                           | Putting on rose-tinted glasses                   | Help the child/YP to know her/himself                      |   |
|  |  | Take what you can from relationships where there is some hope |   | Fostering their interests                        |  |   |
|  | Healthy diet                               | Get together people the child/YP can count on                 | Help the child/YP to organise her/himself             | Calming down & self-soothing                     | Help the child/YP take responsibility for her/himself      |   |
|  |  | Responsibilities & obligations                                |   |  |  |   |
|  | Exercise and fresh air                     | Focus on good times and places                                | Highlight achievements                                | Remember tomorrow is another day                 | Foster their talents                                       |   |
|  | Enough sleep                               | Make sense of where child/YP has come from                    |   | Lean on others when necessary                    |  |   |
|  |  | Play & leisure  | Predict a good experience of someone or something new | Develop life skills                              | Have a laugh   | There are tried and tested treatments for specific problems, use them |
|  | Being free from prejudice & discrimination | Make friends and mix with other children/YPs                  |   |  |  |   |
|  | NOBLE TRUTHS                               |   |   |  |  |   |
|  | ACCEPTING                                  |   | CONSERVING  | COMMITMENT                                       | ENLISTING  |   |





The HeadStarters are our army of mental health ambassadors across South Tees



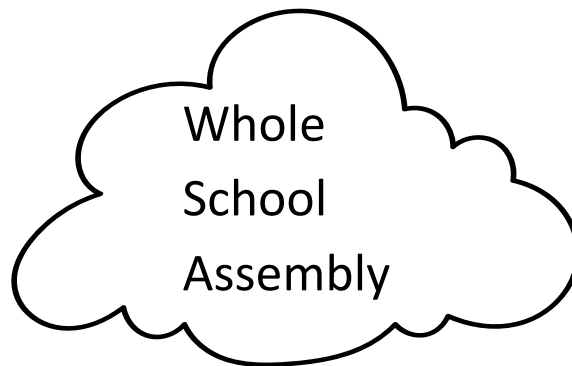
Over 4,000 young people have undertaken the HeadStarters Educational Pathway to gain the skills to help themselves and their peers to build resilience



# Transition



- Children moving from primary to secondary school



- Primary schools see a spike in emotional instability during this time



- Children can feel unsettled, unsure and anxious



- Secondary schools within South Tees have differing transition offers



# Emotional Based School Avoidance (EBSA)

EBSA (not truancy) is when a child/ young person feels unable to attend school due to emotional issues

School absenteeism is linked to mental health problems, issues finding employment, and anti-social behaviour in adulthood

Increased since Covid lockdowns, however, risks and indicators vary for each child

Confidence and self-esteem are to be addressed and development is to be supported





# HeadStart HAF

- The HeadStart team delivered a 4 day activity programme, based at Ings Farm Primary School, Redcar which began on Monday 29<sup>th</sup> July and ended Thursday 1<sup>st</sup> August.
- This programme was targeted for those children currently in Year 6 and whom had been identified by their primary school as a child that would benefit from further support with their transition to secondary school. HeadStart would then continue support work with these children when their attendance at secondary school commenced.



17 children were signed up for the 4 day programme.

These children attended the following Primary Schools:

- Dormanstown
- Ings Farm
- John Batty
- St Bennedicts
- Westgarth





# HeadStart HAF

Activities on offer were as follows:

- Arts and crafts
- Outdoor sports
- Indoor fitness to start the day (each day for 45 minutes)
- Quizzes and games
- Youth Voice activities
- Singing for Wellbeing



All parents / carers felt that the programme would help their child cope with their transition to secondary school.

All parents / carers wanted the support from HeadStart for their child to continue when they moved to secondary school.

All parents / carers felt their child had enjoyed the HeadStart HAF programme.

All parents / carers would send their child to a HeadStart activity again.



# Thrive at Five

[Allan.Brownrigg@thriveatfive.org.uk](mailto:Allan.Brownrigg@thriveatfive.org.uk)

[Nicki.fee@thriveatfive.org.uk](mailto:Nicki.fee@thriveatfive.org.uk)

[Becky.booth@thriveatfive.org.uk](mailto:Becky.booth@thriveatfive.org.uk)





# Our work takes place in...

- Dormanstown
- Eston
- Grangetown
- Kirkleathom
- Southbank



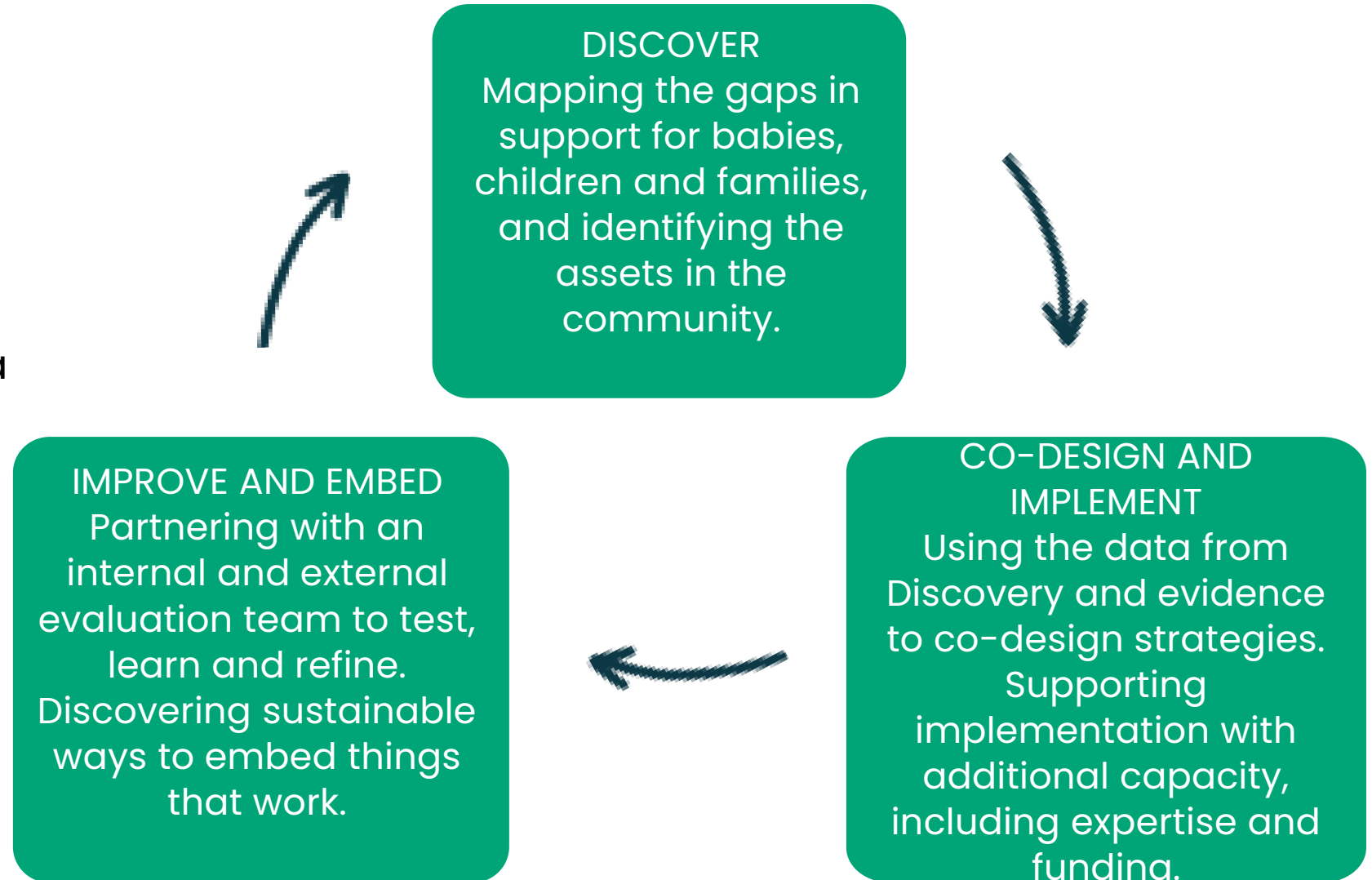


Thrive at Five's mission is to help children in their early years develop strong foundations for life and learning.



# Our Three Step Process

In each place we work, Thrive at Five's local backbone team supports local stakeholders through a **three-stage iterative process**.





# Putting our approach into practice to support early years development

- Unlock the power of parents and carers
- Strengthening the network of community organisations around children and families
- Being guided by evidence and data
- Increase numbers of children Achieving a good level of development by age five

# Focusing on five steps towards a good level of development at age five

- strong parent-child relationships
- good parental wellbeing
- rich home-learning environments
- improved early communication and language
- quality early education & care.

# Day 85

- We now have a full team
- We have co designed a parent outreach strategy
- We are attending places and spaces where parents are
- We are co working on priority areas around school readiness and perinatal mental health
- We have walked the patch mapping everything we can find
- We have individually met over 200 professionals

# We are a national charity.

- Our experience in Stork on Trent – video to play

# It takes a village

Unlock the power of parents and carers,  
Guiding the way, like the sun to the farers.  
Strengthening bonds, the community's heart,  
Children and families, we each play a part.

From Dormanstown's streets to Southbank's roars,  
Grangetown and Eston, where hope truly soars,  
Kirkleatham's pathways, together we rise,  
A network of support, where bright futures lie.

Guided by evidence, by data we steer,  
A clearer path forward, with nothing to fear.  
More children thriving, achieving their best,  
By age five, they'll stand out from the rest.

Strong parent-child bonds, so precious and true,  
Parental well-being—together, we renew.  
Home-learning rich, where knowledge takes flight,  
In nurturing spaces, the future feels bright.

Early communication, language takes shape,  
Opening doors, helping dreams escape.  
Quality care, education at hand,  
Building foundations to help children stand.

Together we strengthen, as one we create,  
A future of promise, a life full of fate.  
In every community, the change starts today,  
Unlocking potential in every small way.



# **Main Session**

## **2:30 - 4:30 pm**

- Meaningful Connections - Helen Kennedy and Antje Kell
- Outwood Academy Redcar - Kevin Broom
- Virtual School- Jennifer Stewart



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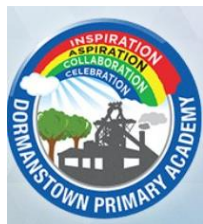


# **Meaningful Connections**

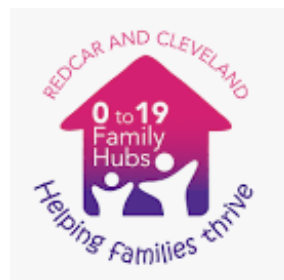
**Helen Kennedy – Woodsmith Foundation**  
**Antje Kell – Dormanstown Primary School**



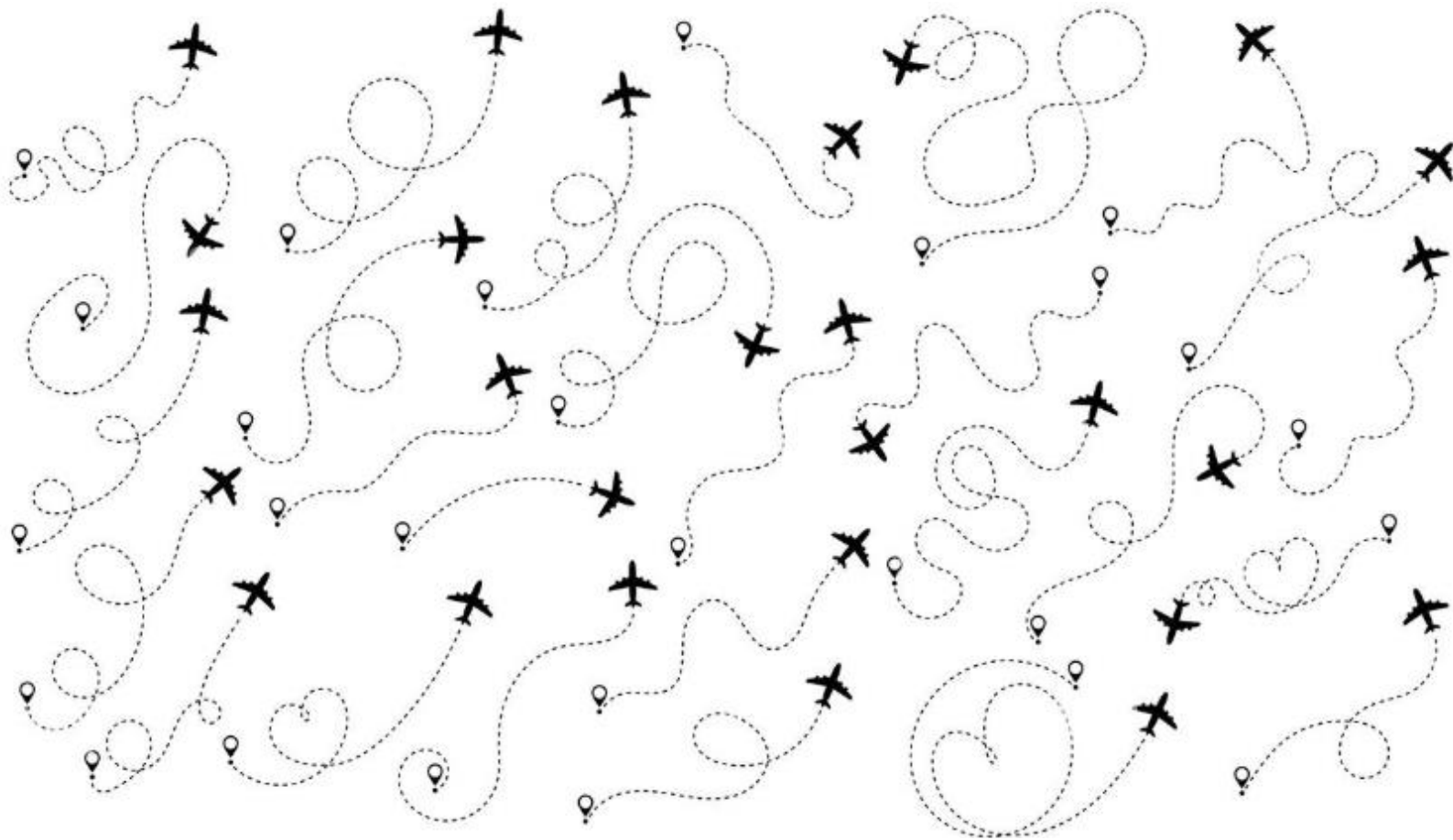
**Thriving children, fulfilling their dreams.**



## Meaningful connections in a place-based approach



# Conception...





 **Woodsmith  
Foundation**

**CONNECT  
EVENT**  
**DORMANTOWN  
PRIMARY  
ACADEMY**

  
**HELEN KENNEDY**

**You Are Invited:**  
**25th September 9.30-11.30am**

**About Me**  
I am the Community Connector of Dormanstown funded by the Woodsmith Foundation, an independent grant giving charity launched to leave a lasting legacy from the Woodsmith mine to the boroughs of Scarborough, Redcar and Cleveland and the North Yorks Moors.

**Interesting things about me**  
My family originated in Dormanstown and my Great Grandfather lived on Wilton Avenue. I am a qualified Youth Worker and I am a Holistic Creative Art Practitioner and I love working with families.

**The reason for the event...**  
Joining up everyone who shares the same values regarding making a positive difference in the lives of others along with a genuine belief that our communities have fantastic assets we just need to connect!

  
**Dormanstown**  
Primary Academy  
TS105LY





# WELCOME TO OUR FIRST 'CONNECT' BREAKFAST EVENT



Kindly sponsored by:



25.09.24

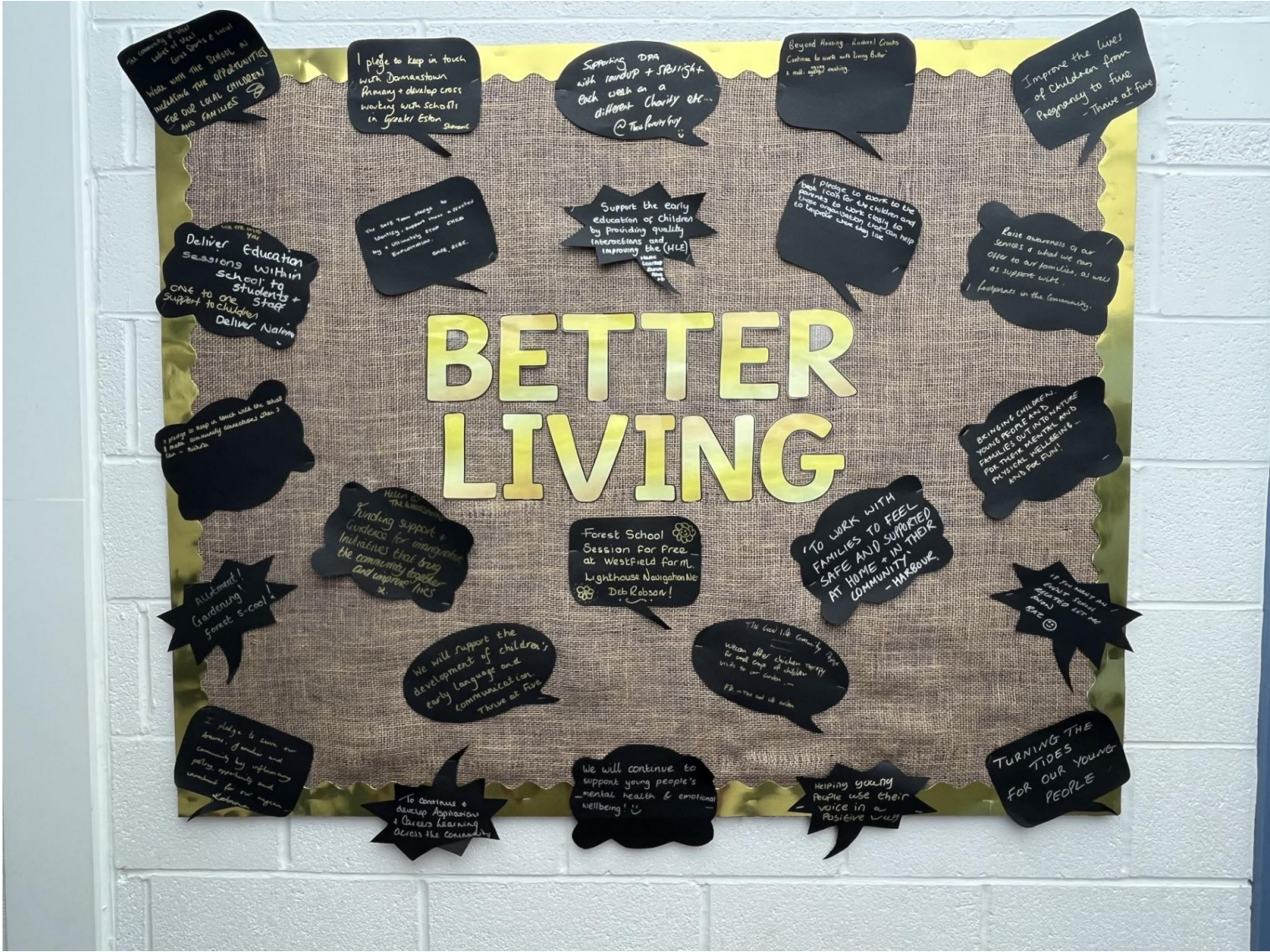


# Working together





# Pledge wall





Helen at  
The Woodsmiths

Funding support +  
Guidance for imaginative  
Initiatives that bring  
the community together  
and improve lives  
&.

tees  
foundation

- £2500 grant from the Tees Foundation (Tees Million)

 Travis Perkins

 Beyond  
Housing

- £1000 grant

 BUSINESS  
IN THE  
COMMUNITY

- £2500 grant

 GREGGS  
FOUNDATION



Meaningful  
partnerships

**citizens  
advice**

**Darlington,  
Redcar &  
Cleveland**



Coordinated  
intelligence



# Next steps

- 2<sup>nd</sup> Connect Event – 11<sup>th</sup> February, 9-11am, Dormanstown Primary Academy - 'Best practice pathway forum'
- Hub model

## Thinking about what you've just heard:

- a) What do you think are the advantages / benefits of working together: schools + agencies + community on the topic of preventing / reducing persistent & severe absence?
- b) Is anything getting in the way of effective multi-agency + school community working to address attendance in the way you would like? If yes, any practical ideas how they could be removed?





# **Kevin Broom**

## **Outwood Academy Redcar**



**Thriving children, fulfilling their dreams.**



# Outwood Academy Redcar

Sharing Good Attendance Practice

Mr Kevin Broom - Vice Principal





## Overall Attendance

| 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---------|---------|---------|---------|---------|---------|---------|
| 87.5%   | 91.4%   | 91.9%   | 92.7%   | 94.0%   | 94.5%   | 95.1%   |
| 41.2%   | 28.6%   | 28.2%   | 21.2%   | 18.2%   | 16.0%   | 14.2%   |

Unity City Academy in Middlesbrough, for example, had the highest secondary school persistent absence in the northeast in 2016 (41%). The academy, part of our Opportunity North East programme, created a whole school culture of attendance improvement and reduced persistent absence to 24% by 2019 by: making the vice principal the strategic lead for attendance; rigorously tracking data to focus efforts on specific pupil cohorts; having a school-wide attendance policy setting out daily, weekly and termly procedures for pupils and parents; using their pupil premium funding to employ dedicated attendance officers; and setting out a clear escalation procedure and consistently working with their local authority attendance service on legal intervention where needed.

# Previous Impact

## Unity City Academy

66% Free School Meals

80% Pupil Premium

10% Gypsy/Roma

85% White/British

**Students First** Raising Standards and Transforming Lives



# Current Impact

## Outwood Academy Redcar

|   | 22/23 | 24/25 (Current) | Predicted |
|---|-------|-----------------|-----------|
| Persistent Absence                                | 34.4% | 25.5%           | 22%       |
| <i>80+ more children attending more regularly</i> |       |                 |           |

Over 80 children attending more regularly

48% Free School Meals

55% Pupil Premium

95% White/British

25% SEND

**Students First** Raising Standards and Transforming Lives



# Context Comparison

Only 114 statistically similar schools in England  
(40%+ FSM and 85% White British)

| la_name                   | Estab | SS | School Name                              | Overall Atter | Persistent At | PA 50% | OFSTED Rati          |
|---------------------------|-------|----|--|---------------|---------------|--------|----------------------|
| Redcar and Cleveland      | 4010  | Y  | Outwood Academy Redcar                   | 91.6          | 22.2          |        | Good                 |
| Doncaster                 | 4012  | Y  | The Laurel Academy                       | 91.9          | 24.1          |        | Good                 |
| South Tyneside            | 4019  | Y  | Boldon School                            | 89.8          | 26            |        | Good                 |
| Darlington                | 4002  | Y  | Wyvern Academy                           | 91.6          | 26.5          |        | Good                 |
| Leeds                     | 4081  | Y  | Cockburn Laurence Calvert Academy        | 91.1          | 27.2          |        | No Inspection Report |
| Cheshire West and Chester | 4009  | Y  | Ellesmere Port Church of England College | 90.8          | 27.2          |        | No Inspection Report |
| Knowsley                  | 4001  | Y  | Lord Derby Academy                       | 90            | 27.3          |        |                      |
| Warrington                | 4010  | Y  | Padgate Academy                          | 90.6          | 29.2          |        |                      |
| Lincolnshire              | 6905  | Y  | The Priory Witham Academy                | 89.6          | 30.5          |        |                      |
| Hartlepool                | 4001  | Y  | Dyke House Sports and Technology College | 90.8          | 30.6          |        | Outstanding          |
| Wigan                     | 4005  | Y  | Atherton High School                     | 90.6          | 31            |        |                      |
| Derbyshire                | 4006  | Y  | David Nieper Academy                     | 90.1          | 31            |        |                      |
| Stockton-on-Tee           | 6906  | Y  | North Shore Academy                      | 90.1          | 31.4          |        | Outstanding          |



# Accountability Measures

- Overall Attendance (Average of everyone)
- Number of 'Persistently Absent' students <10%
- Number of 'Severely Persistently Absent' students <50%



# Creating an 'Attendance Culture'

Daily operational processes

Capacity - Staffing

Provision & Support

Effective prosecution process

Data/Interventions/  
PA Conversion

Community &  
Parenting

Tutorial time

Rewards

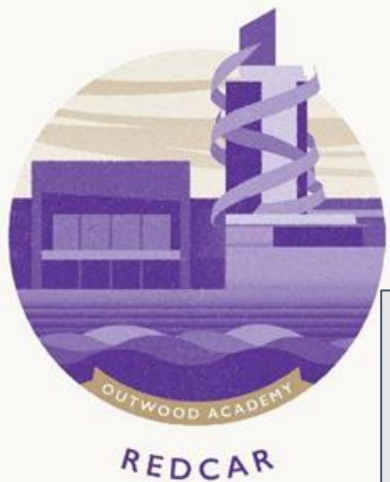
Assemblies - Year  
Groups/Whole  
School

Signage and  
displays

Competition/Challenge/  
Camaraderie

Monitoring  
Performance/Visit  
Schools





# Creating an 'Attendance Culture'

|                                      |  |  |  |
|--------------------------------------|--|--|--|
|                                      |  |  |  |
| Data/Interventions/<br>PA Conversion |  |  |  |
|                                      |  |  |  |



# What is Persistent Absence?

- 90% or below is PA
- 90.01% in not PA
- Maximum number of days off = 18 days
- If a child has 19 days or more = Persistently Absent



# Calculating Persistent Absence?

|                 |     |       |
|-----------------|-----|-------|
| Present (Days)  | 27  | 28    |
| Possible (Days) | 30  | 31    |
|                 | 90% | 90.3% |

|                 |     |       |
|-----------------|-----|-------|
| Present (Days)  | 90  | 91    |
| Possible (Days) | 100 | 101   |
|                 | 90% | 90.1% |



# Converting out of Persistent Absence

|           | AUGUST |    |    |    |    | SEPTEMBER |   |    |    |    | OCTOBER |   |    |    |    | NOVEMBER |   |    |    |    | DECEMBER |   |   |    |    | JANUARY |    |   |    |    |    |    |
|-----------|--------|----|----|----|----|-----------|---|----|----|----|---------|---|----|----|----|----------|---|----|----|----|----------|---|---|----|----|---------|----|---|----|----|----|----|
| Monday    |        | 5  | 12 | 19 | 26 |           | 2 | 9  | 16 | 23 | 30      |   | 7  | 14 | 21 | 28       |   | 4  | 11 | 18 | 25       |   | 2 | 9  | 16 | 23      | 30 |   | 6  | 13 | 20 | 27 |
| Tuesday   |        | 6  | 13 | 20 | 27 |           | 3 | 10 | 17 | 24 |         | 1 | 8  | 15 | 22 | 29       |   | 5  | 12 | 19 | 26       |   | 3 | 10 | 17 | 24      | 31 |   | 7  | 14 | 21 | 28 |
| Wednesday |        | 7  | 14 | 21 | 28 |           | 4 | 11 | 18 | 25 |         | 2 | 9  | 16 | 23 | 30       |   | 6  | 13 | 20 | 27       |   | 4 | 11 | 18 | 25      |    | 1 | 8  | 15 | 22 | 29 |
| Thursday  | 1      | 8  | 15 | 22 | 29 |           | 5 | 12 | 19 | 26 |         | 3 | 10 | 17 | 24 | 31       |   | 7  | 14 | 21 | 28       |   | 5 | 12 | 19 | 26      |    | 2 | 9  | 16 | 23 | 30 |
| Friday    | 2      | 9  | 16 | 23 | 30 |           | 6 | 13 | 20 | 27 |         | 4 | 11 | 18 | 25 |          | 1 | 8  | 15 | 22 | 29       |   | 6 | 13 | 20 | 27      |    | 3 | 10 | 17 | 24 | 31 |
| Saturday  | 3      | 10 | 17 | 24 | 31 |           | 7 | 14 | 21 | 28 |         | 5 | 12 | 19 | 26 |          | 2 | 9  | 16 | 23 | 30       |   | 7 | 14 | 21 | 28      |    | 4 | 11 | 18 | 25 |    |
| Sunday    | 4      | 11 | 18 | 25 |    | 1         | 8 | 15 | 22 | 29 |         | 6 | 13 | 20 | 27 |          | 3 | 10 | 17 | 24 |          | 1 | 8 | 15 | 22 | 29      |    | 5 | 12 | 19 | 26 |    |

|           | FEBRUARY |   |    |    |    | MARCH |   |    |    |    |    | APRIL |    |    |    |    | MAY |    |    |    |    | JUNE |   |    |    |    | JULY |   |    |    |    |    |
|-----------|----------|---|----|----|----|-------|---|----|----|----|----|-------|----|----|----|----|-----|----|----|----|----|------|---|----|----|----|------|---|----|----|----|----|
| Monday    |          | 3 | 10 | 17 | 24 |       | 3 | 10 | 17 | 24 | 31 |       | 7  | 14 | 21 | 28 |     | 5  | 12 | 19 | 26 |      | 2 | 9  | 16 | 23 | 30   |   | 7  | 14 | 21 | 18 |
| Tuesday   |          | 4 | 11 | 18 | 25 |       | 4 | 11 | 18 | 25 |    | 1     | 8  | 15 | 22 | 29 |     | 6  | 13 | 20 | 27 |      | 3 | 10 | 17 | 24 |      | 1 | 8  | 15 | 22 | 29 |
| Wednesday |          | 5 | 12 | 19 | 26 |       | 5 | 12 | 19 | 26 |    | 2     | 9  | 16 | 23 | 30 |     | 7  | 14 | 21 | 28 |      | 4 | 11 | 18 | 25 |      | 2 | 9  | 16 | 23 | 30 |
| Thursday  |          | 6 | 13 | 20 | 27 |       | 6 | 13 | 20 | 27 |    | 3     | 10 | 17 | 24 |    | 1   | 8  | 15 | 22 | 29 |      | 5 | 12 | 19 | 26 |      | 3 | 10 | 17 | 24 | 31 |
| Friday    |          | 7 | 14 | 21 | 28 |       | 7 | 14 | 21 | 28 |    | 4     | 11 | 18 | 25 |    | 2   | 9  | 16 | 23 | 30 |      | 6 | 13 | 20 | 27 |      | 4 | 11 | 18 | 25 |    |
| Saturday  | 1        | 8 | 15 | 22 |    | 1     | 8 | 15 | 22 | 29 |    | 5     | 12 | 19 | 26 |    | 3   | 10 | 17 | 24 | 31 |      | 7 | 14 | 21 | 28 |      | 5 | 12 | 19 | 26 |    |
| Sunday    | 2        | 9 | 16 | 23 |    | 2     | 9 | 16 | 23 | 30 |    | 6     | 13 | 20 | 27 |    | 4   | 11 | 18 | 25 |    | 1    | 8 | 15 | 22 | 29 |      | 6 | 13 | 20 | 27 |    |

*Students First Raising Standards and Transforming Lives*





# Converting out of Persistent Absence

| SEPTEMBER |   |    |    |    |    | OCTOBER |    |    |    |    | NOVEMBER |    |    |    |    | DECEMBER |   |    |    |    |    |
|-----------|---|----|----|----|----|---------|----|----|----|----|----------|----|----|----|----|----------|---|----|----|----|----|
|           | 2 | 9  | 16 | 23 | 30 |         | 7  | 14 | 21 | 28 |          | 4  | 11 | 18 | 25 |          | 2 | 9  | 16 | 23 | 30 |
|           | 3 | 10 | 17 | 24 |    | 1       | 8  | 15 | 22 | 29 |          | 5  | 12 | 19 | 26 |          | 3 | 10 | 17 | 24 | 31 |
|           | 4 | 11 | 18 | 25 |    | 2       | 9  | 16 | 23 | 30 |          | 6  | 13 | 20 | 27 |          | 4 | 11 | 18 | 25 |    |
|           | 5 | 12 | 19 | 26 |    | 3       | 10 | 17 | 24 | 31 |          | 7  | 14 | 21 | 28 |          | 5 | 12 | 19 | 26 |    |
|           | 6 | 13 | 20 | 27 |    | 4       | 11 | 18 | 25 |    | 1        | 8  | 15 | 22 | 29 |          | 6 | 13 | 20 | 27 |    |
|           |   |    |    |    |    | 5       | 12 | 19 | 26 |    | 2        | 9  | 16 | 23 | 30 |          | 7 | 14 | 21 | 28 |    |
|           |   |    |    |    |    | 6       | 13 | 20 | 27 |    | 3        | 10 | 17 | 24 |    | 1        | 8 | 15 | 22 | 29 |    |

| Week Beginning | Mon |    | Tue |    | Wed |    | Thu |    | Fri |    |
|----------------|-----|----|-----|----|-----|----|-----|----|-----|----|
|                | AM  | PM | AM  | PM | AM  | PM | AM  | PM | AM  | PM |
| 03/09/2021     |     |    |     |    |     |    |     |    | #   | #  |
| 06/09/2021     | /   | \  | /   | \  | /   | \  | /   | \  | /   | \  |
| 13/09/2021     | /   | \  | /   | \  | /   | \  | /   | \  | /   | \  |
| 20/09/2021     | G   | G  | G   | G  | G   | G  | G   | G  | G   | G  |
| 27/09/2021     | /   | \  | /   | \  | /   | \  | /   | \  | /   | \  |
| 04/10/2021     | /   | \  | /   | \  | /   | \  | /   | \  | /   | \  |
| 11/10/2021     | /   | \  | /   | \  | /   | \  | /   | \  | /   | \  |
| 18/10/2021     | /   | \  | /   | \  | /   | \  | /   | \  | #   | #  |
| 25/10/2021     | #   | #  | #   | #  | #   | #  | #   | #  | #   | #  |
| 01/11/2021     | /   | \  | /   | \  | /   | \  | /   | \  | /   | \  |
| 08/11/2021     | /   | \  | /   | \  | /   | \  | /   | \  | /   | \  |

A child has 5 days holiday at the start of the year.

They convert back out of PA on the 5th green number.



# Converting out of Persistent Absence

| SEPTEMBER |   |    |    |    |    | OCTOBER |    |    |    |    | NOVEMBER |    |    |    |    |
|-----------|---|----|----|----|----|---------|----|----|----|----|----------|----|----|----|----|
|           | 2 | 9  | 16 | 23 | 30 |         | 7  | 14 | 21 | 28 |          | 4  | 11 | 18 | 25 |
|           | 3 | 10 | 17 | 24 |    | 1       | 8  | 15 | 22 | 29 |          | 5  | 12 | 19 | 26 |
|           | 4 | 11 | 18 | 25 |    | 2       | 9  | 16 | 23 | 30 |          | 6  | 13 | 20 | 27 |
|           | 5 | 12 | 19 | 26 |    | 3       | 10 | 17 | 24 | 31 |          | 7  | 14 | 21 | 28 |
|           | 6 | 13 | 20 | 27 |    | 4       | 11 | 18 | 25 |    | 1        | 8  | 15 | 22 | 29 |
|           | 7 | 14 | 21 | 28 |    | 5       | 12 | 19 | 26 |    | 2        | 9  | 16 | 23 | 30 |
| 1         | 8 | 15 | 22 | 29 |    | 6       | 13 | 20 | 27 |    | 3        | 10 | 17 | 24 |    |

| DECEMBER |   |    |    |    |    | JANUARY |    |    |    |    |
|----------|---|----|----|----|----|---------|----|----|----|----|
|          | 2 | 9  | 16 | 23 | 30 |         | 6  | 13 | 20 | 27 |
|          | 3 | 10 | 17 | 24 | 31 |         | 7  | 14 | 21 | 28 |
|          | 4 | 11 | 18 | 25 |    | 1       | 8  | 15 | 22 | 29 |
|          | 5 | 12 | 19 | 26 |    | 2       | 9  | 16 | 23 | 30 |
|          | 6 | 13 | 20 | 27 |    | 3       | 10 | 17 | 24 | 31 |
|          | 7 | 14 | 21 | 28 |    | 4       | 11 | 18 | 25 |    |
| 1        | 8 | 15 | 22 | 29 |    | 5       | 12 | 19 | 26 |    |

A child has 8 days absence. They convert back out of PA on the 8th green number.



# Making it easy for staff

|            |           |       |
|------------|-----------|-------|
| Student 1  | China     | 84.48 |
| Student 2  | China     | 84.48 |
| Student 3  | USA       | 84.48 |
| Student 4  | Egypt     | 86.21 |
| Student 5  | Singapore | 86.21 |
| Student 6  | Egypt     | 86.2  |
| Student 7  | Singapore | 87.1  |
| Student 8  | Egypt     | 87.8  |
| Student 9  | China     | 87.9  |
| Student 10 | USA       | 87.9  |
| Student 11 | USA       | 87.9  |
| Student 12 | China     | 87.9  |
| Student 13 | USA       | 88.79 |
| Student 14 | China     | 88.8  |
| Student 15 | Egypt     | 88.8  |
| Student 16 | China     | 89.7  |
| Student 17 | France    | 89.7  |
| Student 18 | China     | 89.7  |
| Student 19 | Singapore | 89.7  |

|            |           |       |
|------------|-----------|-------|
| Student 20 | Singapore | 90.5  |
| Student 21 | Egypt     | 90.5  |
| Student 22 | China     | 91.4  |
| Student 23 | France    | 91.4  |
| Student 24 | Singapore | 91.38 |
| Student 25 | Egypt     | 91.4  |
| Student 26 | China     | 91.4  |
| Student 27 | Singapore | 91.4  |
| Student 28 | China     | 92.2  |
| Student 29 |           | 92.3  |
| Student 30 | USA       | 93.1  |
| Student 31 | Singapore | 93.1  |
| Student 32 | Egypt     | 93.1  |
| Student 33 | China     | 93.1  |
| Student 34 | China     | 93.97 |
| Student 35 | France    | 94.0  |
| Student 36 | China     | 94.0  |
| Student 37 | Singapore | 94.83 |
| Student 38 | Singapore | 94.83 |

|            |  |
|------------|--|
| Risk of PA |  |
| 4th Dec    |  |
| 18th Dec   |  |
| 16th Jan   |  |
| 30th Jan   |  |
| 14th Feb   |  |



## TASK 1

When does Student A, B and C convert?

## TASK 2

So what? What type of data driven conversation can you have?





# Answers

## TASK 1

Student A is?

Student B is?

Student C is?



# TASK 2

## Suggestions

- Set targets to not have time off - use the calendar
  - Ask if there are any barriers to absence?
- Check which days they are off. Is there a correlation between absences?
- Remind them that if they have a day off after the green number they can fall back into PA
  - Reward/praise small improvements
- If they are 90% for every year they are in school they will be a Year 10 sitting GCSE's
  - 80% each year in primary school it's like a Y4 sitting SATS
- Good routines at home (No late nights/uniform ready before bed). Ensure you're in on time.

## Thinking about what you've just heard:

- a) What do you like most about the approach that has been described?
- b) Could your school / organisation do anything differently to prevent / reduce persistent or severe absence using some of the practice being discussed here?





# **Jennifer Stewart**

## **Redcar and Cleveland Virtual School**



**Thriving children, fulfilling their dreams.**



# Introduction - Jen Stewart

- Virtual School Inclusion Officer  
Statutory Attendance and KS4 Lead
- Previously worked in attendance, 20 years.
- Taken the lead on attendance in VS which we have seen a 3% increase



Training and developing our teams understanding, confidence and scrutiny of attendance as well as improving the mechanisms we had in place and embedding new protocols into our practice.

- And most importantly working in a trauma informed way, building positive relationship and working collaboratively with you.

**Attendance and improving outcomes for children is so important to us all, so I'm thrilled to be part of this project.**



**Thriving children, fulfilling their dreams.**

## Case Study - ZOE

I wanted to share with you one of our case studies that I feel captures the essence of what collaboration looks like to us in the Virtual School and how successful it is when we put the child at the centre of what we do and work together with all stakeholders.

Collaboration and relational practise works best when we listen, demonstrate empathy, use expertise and draw upon experience to find a positive outcome.



Thriving children, fulfilling their dreams.

# Case Study - Context

## Background

CIOC Y11 preparing for GCSE's.  
Y7-Y10 attendance above 95%.  
Oct/Nov Attendance dropped to 84%, PA.  
Found relationships with peers difficult.  
Extremely resilient, focused on doing well.

## Barriers

Friendship issues and relationship breakdown started in KS3- pressures of social media.  
Attachment issues - only one friend identified - friend moved school in Y11.  
Placement breakdown Y10/11  
School avoidance - anxiety manifested into physical symptoms.  
Break and lunch times were pinch points, she felt isolated and alone.  
Disappointed with MOCK results.

BARRIER



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## Case Study - Strategies

Zoe's career aspiration was to work with pupils with SEN. The Designated Teacher offered some informal work experience at break times working with HLN students in the learning base, which kept Zoe busy and provided focus.

At lunch time, the DT identified a suitable safe space for Zoe and empowered her by giving her some responsibility to answer phones and support with queries in the department.





# Case Study - Practices and Strategies

- Early intervention and a multi-agency approach identified the drop in Zoe's attendance.
- Listening to her worries, views and feelings was key to her re-engagement.
- An excellent relationship with the Designated Teacher, who showed understanding and empathy to the care experienced young person's ongoing situation was essential.
- Pastoral and counselling provided ongoing support.
- Making reasonable adjustments, being solution focused helped put plans in place to ensure Zoe felt safe and understood.
- Finally, collaboration with the full team around the child ensured her attendance was everyone's business!



**Thriving children, fulfilling their dreams.**

## Takeaways - Schools

All school staff - have an invested interest in the future of children.

Attendance - Pastoral - Tutor - Safeguarding - Designated Teacher -  
Teachers and Support Staff

When collaboration happens between school teams, it helps foster and engender a culture where children can develop a good sense of security, belonging and value in education.



Thriving children, fulfilling their dreams.

## Takeaways - Local Authority & Partners

We have services; departments and partner organisations, that when we pool our resources, we are more efficient and effective.

When we all work together in such a forum as **Making Attendance Everyone's Business**, using relational practise and collaboration we have the power to transform outcomes for the young people we support.



Thriving children, fulfilling their dreams.

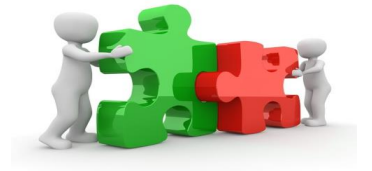
## Case Study - Belonging, Collaboration, Success

When Zoe was heard, attendance, emotional wellbeing, confidence and self-belief improved. **Zoe's sense of belonging resumed.**

Support, encouragement and oversight were maintained.  
**Collaboration continued.**

Exam concessions were given, Zoe sat and passed her GCSEs and is now a Business Admin Apprentice.

**Zoe's experienced success and celebration followed.**



Thriving children, fulfilling their dreams.





## Relational Phrases - The glue and glitter

**"Everything works better when relationships work well. Whilst this is common sense, it's not common practice"**

**"Being well connected is not the same as connecting well (and connecting well - putting relationships first - is how we live our best lives and how together we can build a better society)"**

**"Relationships are the glitter and the glue: It is through our relationships that we learn, develop, support one another, work together and live in peace. But good lives aren't just about getting stuff done, they are also about joy and love and having fun. The glue and the glitter".**



**Thriving children, fulfilling their dreams.**

## Thinking about what you've just heard:

Is there anything you could do even better in your school / organisation / setting that could lead to similar positive results in reduced persistent absence - perhaps with trauma informed practice in mind?

If you had to focus on one thing to reduce persistent absence in your school within 12 months from now, where would you put your energy?

