

Havering Attendance, Behaviour and Traveller Support Service**Introduction**

The Attendance, Behaviour and Traveller Support Team provides for a central bank of knowledge and support to be available to primary and secondary school across Havering. Our team works to support a range of school staff, including members of SMT, SENCOs, teachers and support staff. We also work closely with parents/carers, undertaking home visits where appropriate, with the aim of reducing barriers to good attendance/school engagement and reminding parents of their legal responsibilities where necessary.

A key part of our role, and one which we believe sets us apart from other approaches, is our joint work with other key professionals. We have been developing our links with statutory and voluntary agencies who have responsibility and accountability for children and young people at most risk of exclusion and/or disengagement from school. This year the team manager has forged strong links, in particular, with managers from the Early Help service and health service teams working with children/young people. This work has enabled us to advocate for a more holistic and education focussed approach to supporting pupils at risk of school disengagement and to support schools where thresholds for early help/social care intervention are not being met.

The focus of our work over the past year has been:

- Supporting schools to improve attendance, particularly persistent absence
- Support and challenge of parents/carers where there are attendance and/or behavioural concerns
- Linking with other key inclusion and wider council services to improve attendance and behaviour, including SEN, the AP Commissioner, Early Help and CAMHS services, as well as supporting pastoral support networks
- Supporting the roll out of restorative justice training
- Support for schools in policy writing (such as Flex School Guidance)
- Supporting behaviour confidence across all schools, using agreed behaviour thresholds and working with key primary school leaders in particular
- Establishing behaviour support intervention programmes and off site facilities

Annex 1 provides some comparative data on attendance and exclusions. The data show that Havering schools compare favourably with London and national averages in some areas of attendance and exclusion but there is still more work to do. The Attendance and Behaviour Team would like to request that Schools Funding Forum give a mandate for them to continue support for schools to help bring about further positive change, and to build on existing work to support a more holistic/multi agency approach with vulnerable pupils.

Our Core Offer to LA Maintained Schools

Support for up to five individual children per academic year (this may vary depending on the current need in the school) in the last academic year we actively supported 139 individual children in schools and primary students who are undertaking a school transition move through



the IYFAP process). Requests for individual student support come via a referral form or IYFAP and through an information sharing meeting with staff within the school to put together a pastoral plan. Key observations will be noted, plus triggers identified, leading to targeted and practical plans to address that child's needs.

A planning meeting may be called, including the students' parents and other key professionals involved. SMART targets will be set with meaningful and individualised rewards offered, some in-class support and progress closely reviewed. Some students will be worked with individually in the classroom and some will offered a programme of group-work to promote and enhance learning behaviours in the classroom.

As a service we also offer a package of transition support with a dedicated TAM's worker, we also work in close partnership with the new Havering IN-reach Primary Service which is a two stage intervention programme as well as two dedicated Early Help Officers that are also available to support work with families.

School professionals can also be supported through our comprehensive professional development training programme (listed below). Schools are entitled to 1 ½ days training per year as part of the core offer, we have also greatly appreciated in this academic year schools sharing trainings across sites as some trainings such as Team Teach have been in very high demand.

Attendance Officer Support:

It is important to note that school attendance is coming under increasing scrutiny, with the persistent absence (PA) rate now defined as below 90% as opposed to 85%. We offer EVERY school an experienced named officer/s who will work flexibly with schools and visit regularly to monitor attendance, advise and work with schools and families to improve attendance.

The package of support provided to schools in the de-delegated arrangements includes bi-weekly or monthly visits to your school by a named officer to oversee patterns of non-attendance. This includes early intervention when patterns of poor attendance arise and multi-agency working to support the family and improve outcomes. In-school training is provided for school staff on attendance matters on SIMS plus templates, monitored late gate, presentations at new intake meetings, staff meetings and school assemblies. In addition:

- Advice and guidance when a parent wants to educate their child at home.
- Provision of advice and guidance on child protection issues.
- Regular support from a linked Attendance and Behaviour Support Officer (including absence cover when linked officer is unavailable due to ill health, etc.)
- Advice and guidance on promoting early intervention for pupils with poor attendance.
- Guidance on strategies for managing pupil absence.
- Detailed casework with pupils with low attendance that will reach the threshold for legal intervention, if required.
- Outreach work with pupils and families, including home visits and attendance at multi-agency meetings and case conferences for pupils causing serious concern.
- Meetings at school with staff and parents.
- Cross border liaison in relation to out-borough pupils.
- Pre- Ofsted 'health check'

The above support is in addition to the core funded service as follows:

- Support for children on child protection plans and children missing from education
- Issuing of child performance, chaperone and employment licenses



- Issuing and full administration of Fixed Penalty Notices including holiday fines
- Presentation of cases in court that meet the legal threshold for prosecution

Primary schools have particularly appreciated our attendance leaflets for parents and the two new fridge magnets and parents medical advice booklet.

Dedicated duty telephone service

To cover any kind of query related to attendance, behaviour, traveller support or exclusion we offer a dedicated Mon-Fri 9am-5pm duty telephone system for EVERY school in Havering, where a member of our team will be here to answer any questions and provide you with a quick and timely follow-up.

Dedicated Traveller Education Support

We have a wealth of experience of dealing with traveller families. With the dedicated support of our specialist Traveller Education Support Officer and our knowledge of the traveller community we aim to improve the attendance, educational outcomes and school engagement of all pupils from a traveller background. We maintain close and regular contact with parents. We visit families living on privately owned sites, fairgrounds and circuses as well as those in private and council accommodation, by building trust and confidence. This has led to an increase in school attendance, and a wider participation in the life and activities in Havering schools.

Our commitment:

- Support positive relationship building between Traveller families and schools
- Liaise with other agencies within the Borough to improve the quality of services available to traveller families.
- Provide intensive support packages and initial integration support for pupils who demonstrate great need.
- Share information with other agencies, schools, out of borough authorities by developing systems and protocols where necessary, and develop and maintain effective joint working relationships.
- School presentations, parent meetings and trainings according to need.

Training/CPD offer to all schools and Academies

The core training offer is flexible in terms of venue, full-day/half day and twilight options. **LA maintained schools** are entitled to **one whole day** and **one half day** training inclusive, selected from the list below. We offer a wide training menu to schools depending on the needs of the school in consultation and partnership with the Head teacher. We will deliver training packages that will improve the implementation of policy into practice and enhance the confidence of school staff. These packages are approved and recommended by the DfE, NICE and OFSTED. We can train whole school staff teams or smaller targeted groups of staff; teachers, NQT's, TAs and SMSAs.

Trainings available to you are:

- Positive Classroom Behaviour Management for teachers, including NQT's and support staff support via CPD programme to assist teaching staff in developing understanding of the motivations behind children's challenging behaviour. Key stage 1-4
- Positive Lunchtimes! – a specific half day training for SMSAs in-line with the new OFSTED framework Key stage 1-2
- Accredited 1 and 2 day Team Teach Training: de-escalation and positive handling Key stage 1-4 (with staff groups of more than 24 staff at any one time there may be a minimal extra cost for extra tutors for this course only in line with accreditation specifications)



- Restorative Approaches –a whole school approach to behaviour management. We are able to offer whole school or part school training across key stages 1-4. (Please note this training requires more than 1.5 days commitment and some parts of the training require additional purchase).
- Problem solving and circle time. Programmes/workshops that promote better social skills and related to the PSHE curriculum using the ‘Dina Dinosaur’ programme, building capacity and developing a school culture. Key stage 1-2
- Engaging Traveller Families Workshop Key stage 1-4
- Teacher and staff reflective problem solving sessions Key stage 1-4
- Training for Governors and schools on the attendance legal framework Key stage 1-4

Our training packages are well researched and received, providing enormous value when compared to the price charged by private providers for similar training programme for example if a whole school one day Team Teach Positive Handling Training was booked through Team Teach Ltd would cost in excess of £2,500!. We train over 1500 Havering staff each year.

We aim to support schools to manage the most challenging pupils with the human resources that they currently have, hence ensuring good value for money and crucially increase staff confidence.

For further discussion, please contact: Penelope Denny (Lead Professional for Attendance, Behaviour and Traveller Support) email: Penelope.denny@haverling.gov.uk or call 01708 433828



Annex 1 – Comparative Attendance and Exclusions Data

Havering Attendance - Four Year Trend

Primary School Attendance in Havering (Summary Past 4 years):

	2015/16	2014/15	2013/14	2012/13
Overall Absence	4.2%	4.3%	4.1%	4.9%
Authorised Absence	3.4%	3.5%	3.4%	4.1%
Unauthorised Absence	0.8%	0.8%	0.7%	0.8%
Persistent Absence	9.1%	2.7%	2.6%	3.2%

Secondary School Attendance in Havering (Summary Past 4 years):

	2015/16	2014/15	2013/14	2012/13
Overall Absence	5.3%	5.6%	5.3%	5.8%
Authorised Absence	4.1%	4.4%	4.4%	4.7%
Unauthorised Absence	1.2%	1.2%	0.9%	1.1%
Persistent Absence	13.2%	5.7%	5.3%	6.5%

Comparison with London and England

School Attendance Data 2015/16 – Primary Schools

	Havering	Outer London	England
Overall Absence	4.2%	4.0%	4.0%
Authorised Absence	3.4%	3.1%	3.1%
Unauthorised Absence	0.8%	1.0%	0.9%
Persistent Absence	9.1%	8.4%	8.2%

School Attendance Data 2015/16 – Secondary Schools

	Havering	Outer London	England
Overall Absence	5.3%	4.9%	5.2%
Authorised Absence	4.1%	3.6%	3.8%
Unauthorised Absence	1.2%	1.3%	1.4%
Persistent Absence	13.2%	11.7%	13.1%



Permanent Exclusions (percentage of school population) 2015/16

	Havering	Outer London	England
Primary	x	0.01%	0.02%
Secondary	0.16%	0.15%	0.17%
Special Schools	0.00%	0.07%	0.08%
Overall	0.07%	0.07%	0.08%

X = statistically negligible i.e. for 1 or 3 pupils

Number of fixed term exclusions (percentage of school population) 2015/16

	Havering	Outer London	England
Primary	0.88%	0.81%	1.21%
Secondary	6.05%	6.38%	8.46%
Special Schools	1.07%	13.35%	12.53%
Overall	2.93%	3.17%	4.29%

Percentage of pupils receiving one or more fixed term exclusions (percentage of school population) 2015/16

	Havering	Outer London	England
Primary	0.37%	0.41%	0.56%
Secondary	4.12%	4.02%	4.26%
Special Schools	X	4.35%	5.05%
Overall	1.94%	1.90%	2.11%

Percentage of permanent exclusions – Havering trend

	2013/14	2014/15	2015/16
Primary	0%	0%	x
Secondary	0.15%	0.23%	0.16%
Special Schools	0%	0%	0%

Percentage of fixed term exclusions – Havering trend

	2013/14	2014/15	2015/16
Primary	0.54%	0.81%	0.68%
Secondary	5.74%	5.6%	6.05%

