

Graduated attendance response by group

Trigger/group	Trigger/group	Trigger/group	Trigger/group	Trigger/group
<p>All</p> <ol style="list-style-type: none"> <li>1. No trigger</li> </ol>	<p>Low Need:</p> <ol style="list-style-type: none"> <li>1. Holiday requests</li> </ol>	<p>Emerging Need:</p> <ol style="list-style-type: none"> <li>1. Lates</li> <li>2. 90-95%</li> </ol>	<p>Intensive Need:</p> <ol style="list-style-type: none"> <li>1. Lates</li> <li>2. 80-90%</li> <li>3. Persistent absence</li> <li>4. No contact from family in 3 days</li> <li>5. EHCP/SEND plans</li> <li>6. Mental Health needs</li> </ol>	<p>Specialist Need:</p> <ol style="list-style-type: none"> <li>1. Less than 80%</li> <li>2. Children missing education</li> <li>3. Part time timetable</li> </ol>
<ul style="list-style-type: none"> <li>• Our role in improving attendance is based on cultivating strong and respectful relationships with families, children and staff to build trust and open communication about the importance of school attendance.</li> <li>• We aim to raise the understanding of parents/carers' legal duties and a child's right to a full-time education.</li> <li>• We provide robust strategies, systems and management to improve school attendance.</li> <li>• We aim to have all children in school with high attendance and happy to be able to learn.</li> <li>• We listen, empathise and support whilst having high expectations.</li> </ul>				
<p>Newsletter updates on attendance.</p> <p>Pastoral/attendance support every morning on the phone from 7.45am.</p> <p>Celebration assembly weekly where the class with the winning attendance is rewarded.</p> <p>Attendance display in the hall.</p> <p>100% attendance certificates awarded termly.</p> <p>Communication to parents and children re: good attendance and impact.</p> <p>House stars for attendance.</p> <p>Late mark if arrive after register closes at 9.05 am (but before 9.20am).</p> <p>Absence mark if arrive after 9.20 am when register closes.</p>	<p>Leave of absence requests unauthorised for holidays.</p> <p>Holidays escalated to DCC for a penalty notice through admin process.</p> <p>Letter issued.</p> <p>Teachers raise any concerns with SLT lead.</p>	<p>Lates and attendance reviewed half termly and letter issued for concerns.</p> <p>Monitored weekly for improvement.</p> <p>Phone calls/messages to parents (where possible) where attendance is below 92% to raise awareness with a view of attendance not becoming persistently absent.</p> <p>Professional discussions with other schools regarding siblings to understand any wider issues.</p> <p>Any concerns regarding lates or absence are reported on Edukey.</p>	<p>Letter informing parents of the situation and inviting to attendance panel.</p> <p>Attendance panel as part of wider early help.</p> <p>Seek support from the school ISAT.</p> <p>Letter issued half termly where absence below 90%.</p> <p>Children then placed on weekly monitoring for improvements.</p> <p>Monitored by SLT attendance lead weekly re: any absence.</p> <p>Consider referral to Family Resource Worker and/or Early Help Assessment.</p> <p>Professional conversations in regard to siblings and</p>	<p>Attendance panel as part of early help.</p> <p>Consider referral to Family Resource Worker.</p> <p>Seek support from the school ISAT.</p> <p>Consider referral to Starting Point if other safeguarding issues meet thresholds.</p> <p>Professional discussions relating to family and siblings to understand wider issues.</p> <p>Follow CME protocol (if applicable).</p> <p>Any part-time timetable reviewed on a 6 weekly basis. Any reduction in timetable needs to be in the best interests of the</p>

<p>(9.20am-9.35am = U, after 9.35am = O)          School contacts parents/carers of persistent lates.          First hour check of registers.          All parents/carers followed up on unexplained absences.          Year 6 first for safeguarding.          Weekly monitoring of class attendance.          Weekly monitoring of persistent absence.          Attendance figures shared with parents/carers at consultation evenings.          Attendance sent with end of year reports with explanation of levels e.g. cause for concern.          Monitoring of whole school and cohort trends through termly analysis.          Attendance policy reviewed and approved annually by governors and available on the school website.</p>		<p>Teachers/Office staff raise any concerns with SLT lead.</p>	<p>wider understanding of issues.          Consider involvement from outside agencies e.g. CAMHS.          All concerns recorded on school attendance spreadsheet.          Teachers raise any concerns with SLT lead.</p>	<p>child and reviewed by parents and school.          Reported on Edukey.          Escalate to DCC for penalty notice.</p>
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**Attendance Panel/Early Help**  
 Invite parents and carers. Panel made up of at least 2 members: Deputy Headteacher and Family Resource Worker. Meeting structure uses new attendance guidance and explains the new fining and court appearance guidelines. The aim is to develop a plan to improve attendance. Create a family resource worker plan. Wider agencies signposted for parents. Possible referral to other agencies to support. Offer breakfast club support. 6 weekly review. Signed off by panel when improvements made and maintained. Refer for fixed penalty notice if protocol has been followed and no improvements have been made.