

Graduated Response to Attendance

Tier 1 Universal Offer	Tier 2 Individualised Strategies At risk of PA 91-95%	Tier 3 High Needs Strategies 90% or below
Role of Teachers and School	Role of Teachers and School	Role of Teachers and School
<ul style="list-style-type: none"> Our school is a warm, positive learning environment where all children are welcomed and supported. Positive relationships are a priority of all school staff with children and families Attendance recognition assemblies Positive attendance shared and promoted on class dojo Promoting attendance display in school hall, which is used as teaching aid during assemblies Transitions into school carefully considered and planned for children and parents Meet and greet all children positively and build positive relationships with all children and adults. This includes SLT and Site Manager on the gate and class teachers at the classroom door. Registers are led by class teacher and attendance is monitored Daily monitoring of attendance is a priority of the school to ensure safeguarding procedures are robust Teachers share attendance report as part of parents evenings Teachers deliver the Learning to be a Rivendellian curriculum including aspects of mental health, community and relationships Weekly attendance tracked and % addressed as part of weekly monitoring of persistent absence at DSL Supervision Monthly attendance % message is sent to families Absent child with no reason, day 1 absence procedure begins Monitoring of whole school cohort trends through tracking Attendance policy reviewed annually and on website for parents Graduated approach to letters with persistent absence and declining attendance (letter 1, letter 2, letter 3, letter 4) Deliver academic and pastoral interventions for identified children and families in line with provision maps as informed by Pupil Progress meetings Wider agencies signposted for parents (where applicable) Home visit/well-being visits (where applicable) 	<ul style="list-style-type: none"> Implement personalised and bespoke strategies where identified, for example, soft starts. Daily, weekly, monthly, half termly and termly monitoring of attendance % to recognise attendance and identify any trends or patterns Proactively use data to identify children who are persistently absent and at risk of being persistently absent Continue to identify children with falling attendance through daily registers Work with each identified child and family to understand and address reasons for absence, identifying potential barriers to attendance: <ul style="list-style-type: none"> Letter issued to advise of attendance dropping below 95% and potential initial attendance review – circumstances define the letter that is sent. Monitor progress and follow up on celebrating achievements with the families (recognition of attendance). This includes a letter of recognition for improvement. Work with our families to identify Push/Pull factors ascertaining the view of all stakeholders in identifying attendance barriers for the child. 	<ul style="list-style-type: none"> Daily, weekly, monthly, half termly and termly monitoring of attendance % to recognise attendance and identify any trends or patterns Take an active part in multi-agency approach with Local Authority and other external partners through formalised Team around the Child meetings Use data driven information to identify children at risk of severe absence Monitor progress, assess and adapt strategies where appropriate <ul style="list-style-type: none"> Letter issued to advise of attendance dropping below 90% and further attendance review Invite to formal support meeting conducted by DHT or HT and Office Manager and formal support plan written with families (where appropriate) Apply LA Escalation processes where appropriate in consultation with the Local Authority Provide interventions to support children where needed Continuously assess and adapt strategies and follow up on celebrating achievements with the families (recognition of attendance) Allocate a family chosen Attendance Champion on the school staff, to liaise with and support Create a bespoke approach and implement interventions for example, Ask Twice, Mood Diaries, Stress Bucket, The Tangled Ball, Tricky Moments planning and Wellbeing bingo – selecting the most appropriate to meet the needs of the individual child.
Role of Parents and Carers	Role of Parents and Carers	Role of Parents and Carers
<ul style="list-style-type: none"> Work alongside school staff to ensure the child is attending school regularly and on time Engage with school communication including fortnightly newsletters, attendance celebration and expectations Work in collaboration with school staff to ensure positive transitions at drop off and pickup times Supporting school to promote the importance of attending school on time every day Work with staff to support the child to address any concerns raised Communicate effectively with school regarding any absence providing evidence where required 	<ul style="list-style-type: none"> Work with school to identify barriers and/or challenges for their child Proactively engage with support provided by school Continue to communicate with school effectively regarding absence providing evidence where required 	<ul style="list-style-type: none"> Work with school to continue to identify barriers and/or challenges to attendance Respond to communications with school and proactively engage with school support and external support, including formal plans Take an active role in resourcing additional support
Role of External Agencies	Role of External Agencies	Role of External Agencies
<ul style="list-style-type: none"> Nottinghamshire ESHAW Team to review Attendance policy Provide resources and training on effective classroom strategies Support the implementation of the Attendance and other Inclusion related policies Collaborate with school on attendance initiatives such as contributing to Attendance Workshops and Parents evenings Support school to signpost parents to suitable agencies Supporting school to utilise agencies that can support strong attendance in school Providing pastoral support to the school in line with school's graduated response 	<ul style="list-style-type: none"> Signpost to appropriate agency support Support a comprehensive and inclusive school-wide approach that encompasses both attendance and emotional well-being Where there are out of school barriers, provide access to services and signpost to support 	<ul style="list-style-type: none"> Support the formal TAC process and review meetings Signpost or provide access to services according to identified barriers Provide professional development and early intervention to support school
Role of Children	Role of Children	Role of Children
<ul style="list-style-type: none"> Attend school regularly, to be punctual and engage positively in learning tasks Support other children to be positive members of Team Green Celebrate the achievements of other children both in and out of celebration assemblies Speak to a trusted adult in school if you have any worries or concerns 	<ul style="list-style-type: none"> Co-create and participate in any targeted interventions Recognise personal achievements Continue to talk to an adult when/if you have a concern Continue to engage in all aspects of school life 	<ul style="list-style-type: none"> Actively engage in a range of interventions Recognise personal achievements Continue to engage in all aspects of school life Continue to talk to an adult when/if you have a concern