5 Foundations Of Effective Attendance Practice

Universal Approach

We **value** your child's attendance at school. Your child and family is welcomed and nurtured to achieve a sense of **belonging** at school.

We encourage open lines of communication to ensure **connection** between school and home.

Each term we will send a general letter through Insight to share attendance

5 days absence

Rising levels of absence.

Internal monitoring leads to **curiosity**. Pupil voice sought.

Verbal/in person **communication** between parents, child and class teacher to raise concern, build relationships and work **collaboratively** through a **'support first'** approach by ringing or speaking to the parents.

Early intervention at a universal level offered e.g. child centred incentives, soft landing, administering over the counter medication advice – recorded as 'in school' early help.

Targeted Intervention

8 days absence

Concerns regarding attendance

Invitation to informal meeting with class teacher to explore barriers and implement a **support plan** to remove barriers through targeted intervention– **regularly reviewed.**

Continued pupil voice.

Possible **Early help referral** offered.

Letter 1 sent to parents. Escalated approach shared with family.

12 days absence

Risk of Persistent Absence (90% or less).

Concerns raised by **SLT**– concerns shared formally in writing with parents/carers (Letter 2)

Attendance contract Attendance champion meeting with parents – maintain curiosity and relational approach.

Review of support plan and **intervention** programmes.

Referral for **Early Help** support.

(Fining threshold has now been reached – cases considered on an individualised basis and are at the discretion of the head teacher.)

Specialist Intervention

15 days absence

Significant risk of Persistent Absence.

Ongoing Attendance contract review meetings. Continued **curious approach to uncover the root cause.**

Continued internal programmes of support. Consider home visits to maintain **connectedness**.

Provide child with a **key adult** in school – provide opportunities for **'time-in'** with that key adult to build **relationships and security –** update support plan.

A multi-disciplinary approach to be considered and sourced.

17 days absence

Serious risk of Persistent Absence.

School will work closely with the **local authority** in line with statutory guidance**.**

Parenting contract reviewed with head teacher. Communication minuted and signed as a record. Parents to be informed that if absence reaches 19 days they will remain PA for the rest for the year.

All support to be reviewed in line with pupil voice.

Support to include home visits, key adult support and consider transition arrangements.

19 days absence or more (89.9% = Persistently absent)

The child is now Persistently Absent

They have now been absent for 10% of the available sessions. Over an academic year this equates to 19 days.

At this stage the child will be PA for the remainder of the school year.

School will now seriously consider enforcing attendance procedures which could result in fines or legal action.

Safeguarding referrals at this stage can be made.

The child and family will continue to be supported as before – regular review of support plans, pupil voice, multi-agency involvement and exploration of external therapeutic support.

EXPECT

A culture where all children can, and want to, be in school.

MONITOR

Use attendance data to identify patterns of poor attendance.

LISTEN & UNDERSTAND

Understand barriers to attendance, work together to remove them.

FACILITATE SUPPORT

Access support to overcome barriers outside of school.

FORMALISE SUPPORT

This may include formalising support through a parenting contract or education supervision order.

ENFORCE

Statutory intervention or prosecution to protect the pupil's right to an education - when there is no other option.