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| Stage One: Universal Support | | |
| **Thresholds/triggers** | **Strategies to be used in school or with external agencies** | **Monitoring procedures** |
| 96% - 100% attendance | **Communicating expectations:**  Regular reminders of the importance of good attendance, through our school website, whole school Class Dojo and letters to parents and carers  Weekly attendance figures and overall attendance on Class Dojo  100% attendance certificates termly awarded to children in ‘Star of the Term’ achievement assemblies  **Direct contact with parents/carers:**  First day of absence phone calls  Termly attendance figures sent out to all parents giving attendance percentages in school reports and interim reports  Requests for term-time holidays to be declined, unless there are exceptional circumstances through the use of a ‘Leave of Absence’ form | Attendance tracked through the school’s management information system (Bromcom)  Attendance Lead to monitor individual, group and whole-school attendance to identify any concerns weekly/ termly  Class teachers to be on alert for any absence patterns or concerns from discussions with parents/carers |

# Attendance: Sherrier CE Primary School Intervention Escalation Plan

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| Stage Two: Initial Target Support | | |
| **Thresholds/triggers** | **Actions to be taken** | **Monitoring procedures** |
| Initiate support at this level if any of the following criteria are met:  93% - 95%  attendance  Three or more late arrivals over a half-term period  An unexplained or unauthorised absence | **Communicating expectations:**  Pupils will continue to receive the universal support offered to all pupils at Stage One  **Direct contact with parents/carers:**  An appropriate member of staff will have an informal discussion with the pupil to explore whether they have any concerns or issues that could be a barrier to attendance if age appropriate  1st reminder letter sent home and parents/carers invited to discuss any concerns if they wish to do so via Class Dojo personal messaging  **Support:**  Consider the external agencies that can address the individual needs of the pupil/family and make referrals as required. Possibilities include:   * + Early Help Assessment Team via a MARF form from LA   + Education Attendance Officer/Support Team at LA   + Children’s Social Care   + School Nurse/ Health Team   + Local GP surgery   + Inclusion Team at LA   + Charities and websites are signposted   + Harborough District Council (Homelessness) | Attendance tracked through BromCom  Attendance Leader to do **weekly** checks on the pupil’s data  Class teachers to monitor pupil more closely and complete an Attendance Audit/Concerns form for Attendance Leader |

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| Stage Three: Enhanced Targeted Support | | |
| **Thresholds/triggers** | **Actions to be taken** | **Monitoring procedures** |
| Initiate support at this level if any of the following criteria are met:  90-93% attendance  Five or more late arrivals over a half term period  Subsequent unexplained or unauthorised absences | **Communicating expectations:**  Pupils will continue to receive the universal support offered to all pupils at Stage One and will have had intervention at Stage 2 where needed  **Direct contact with parents/carers:**  Second warning letter issued  Parents requested to attend a meeting in school to discuss attendance if needed e.g. medical/illness concerns are a factor of non-attendance  **Support:**  Individual Attendance Plan could be initiated with Class Teacher and Parents - support will be offered in line with this plan  Consider whether any additional partners could be engaged - make referrals as needed | Attendance tracked through BromCom  Attendance Leader to do **weekly** checks on the pupil’s data  Class teachers to monitor pupil more closely and complete Attendance Audit/Concerns form if needed for Attendance leader  Class teachers to attend meetings as per requested from Attendance Leader |

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| Stage Four: Intensive Support for Persistent Absentees | | |
| **Thresholds/triggers** | **Actions to be taken** | **Monitoring procedures** |
| Initiate support at this level if any of the following criteria are met:  Attendance below 90%  Continued late arrivals despite support offered at previous tiers  Continued unexplained or unauthorised absences despite support offered at previous tiers | **Communicating expectations:**  Pupils will continue to receive the universal support offered to all pupils at Stage one and beyond  **Direct contact with parents/carers:**  Third warning letter issued to invite parents to a formal meeting in school with a view of implicating actions for improving attendance and involving other agencies  Refer to LA via Penalty Notice form depending on reasons for persistent absence if threshold levels are met  **Support:**  Individual attendance plan reviewed  During the attendance plan review, those involved will identify whether any additional support could be offered by the school or partner agencies | Attendance tracked through Bromcom  Attendance Leader to do **daily** checks on the pupil’s data  Class teachers/Pastoral Manager to offer more direct support as needed for pupil and parents |

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| Stage Five: Use of Parental Responsibility Measures | | |
| **Thresholds/triggers** | **Actions to be taken** | **Monitoring procedures** |
| Initiate support at this level if any of the following criteria are met:  Strategies introduced at stage four have failed to improve attendance  Any of the thresholds for legal action have been met | **Communicating expectations:**  Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond  **Support:**  Support initiated at previous stages will continue as appropriate  **Enforcement:**  The local authority will be notified of the school’s concerns  A parenting contract will be put into place which includes:   * + a statement by parents/carers that they agree to comply for a specified period with whatever requirements are set out in the contract;   + a statement by the school/local authority/academy trust agreeing to provide support to the parents for the purpose of complying with the contract.   Local authority to utilise appropriate legal powers to enforce attendance | Attendance tracked through Bromcom  Attendance Leader to do **daily** checks on the pupil’s data  Class teachers/Pastoral Manager to maintain regular individual support as required  School to liaise with the local authority regularly to support any measures that are being taken |