

Brookfield Primary School Graduated Response to Attendance

Tier 1 Universal Approach	Tier 2 Targeted Approaches At risk of PA 91-97%	Tier 3 Specialist Approaches 90% or below
<p style="text-align: center;">Role of Teachers and School</p> <ul style="list-style-type: none"> Attendance policy reviewed annually and shared with all stakeholders Meet and greet all children positively and build genuine caring relationships with all children and adults Zones of Regulation used to help provide emotional safety for all children on entering the classroom each morning Pastoral Manager completes morning checks ins in every class Transitions into school carefully considered for children and parents Robust first day absence contact procedure Registers are led by class teacher and attendance is monitored Attendance recognition dojo awarded for each child daily. Positive attendance shared and promoted on class dojo. Termly Attendance Challenge Teachers deliver quality first teaching Deliver academic and pastoral interventions for identified children and families informed by Pupil progress meetings Absent child with no reason, day 1 absence procedure begins Home visit/well-being visits (where applicable) Monitoring of whole school cohort trends through weekly tracking Weekly attendance tracked and % addressed as part of weekly monitoring of persistent absence Graduated approach to letters with declining attendance (letter 1) Wider agencies signposted for parents (where applicable) Teachers share attendance report as part of parent evening 	<p style="text-align: center;">Role of Teachers and School</p> <ol style="list-style-type: none"> Daily, weekly, half termly and termly monitoring of attendance to identify trends or patterns Proactively use data to identify children who are at risk of persistent absence 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"> 97% - Early Arbor message informing parent/carer of current attendance and offering an opportunity to discuss with Pastoral Manager 93% - Early intervention supportive phone call from Pastoral Manager Breakfast club – earlier start time of 8.20a.m. for a soft start and to incorporate strategies which help 'pull' the children into school. Monitor progress and follow up on celebrating achievements with the families (recognition of attendance) 	<p style="text-align: center;">Role of Teachers and School</p> <ol style="list-style-type: none"> Daily, weekly, half termly and termly monitoring of attendance % to recognise attendance and identify any trends or patterns Monitor progress, assess and adapt strategies where appropriate <ul style="list-style-type: none"> 90% or below: <ul style="list-style-type: none"> PHASE 1 - Wellbeing phone call from Pastoral Manager offering support and inform of the pupil's attendance being closely monitored. PHASE 2 – Letter 1 sent to offer a supportive meeting to discuss pupil's attendance and inform that any further illnesses will not be authorised without a medical note (this will be on a case by case basis). PHASE 3 – Letter 2 sent informing of a given date and time to attend a meeting with the Pastoral Manager and member of the Senior Leadership Team. Attendance support plan developed. PHASE 4 – If parent/carers fail to attend the meeting and there is no further improvement in attendance, a penalty notice warning letter (Letter 3) will be sent. Individualised, bespoke arrangements (such as personalised meet and greets, earlier start time, school roles/responsibilities, reward charts) Home visits / support from school where needed (EBSA, extenuating circumstances) Take an active part in multi-agency approach with local authority and other external partners through formalised Team around the Family meetings Use data driven information to identify children at risk of severe absence Apply Derbyshire Local Authority Escalation processes where appropriate in consultation with the Inclusion Support Advisory Teacher (ISAT) Provide interventions to support children where needed Continuously assess and adapt strategies and follow up on celebrating achievements with the families (recognition of attendance)
<p style="text-align: center;">Role of Parents and Carers</p> <ul style="list-style-type: none"> Work alongside school staff to ensure the child is attending school regularly and on time Support school to continue to build strong attendance and punctuality Work in collaboration with school staff to ensure positive transitions at drop off and pickup times Engage with school communication including weekly bulletins, attendance celebration, expectations as well as social media/dojo updates Work with staff to support the child to address any concerns raised Communicate effectively with school regarding any absence providing evidence where required 	<p style="text-align: center;">Role of Parents and Carers</p> <ul style="list-style-type: none"> Work with school to identify barriers and/or challenges Proactively engage with support provided by school Continue to communicate with school effectively regarding absence providing evidence where required Celebrate improvements in attendance with family. 	<p style="text-align: center;">Role of Parents and Carers</p> <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 Celebrate improvements in attendance with family.
<p style="text-align: center;">Role of External Agencies</p> <ul style="list-style-type: none"> Derbyshire Inclusion Support Advisory Service 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 Signpost parents to suitable agencies, where applicable Support school to utilise agencies that can support strong attendance in school 	<p style="text-align: center;">Role of External Agencies</p> <ul style="list-style-type: none"> Signpost to appropriate agency support, where applicable 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. 	<p style="text-align: center;">Role of External Agencies</p> <ul style="list-style-type: none"> Provide professional development and early intervention to support school Support the formal TAF process and review meetings Signpost or provide access to services according to identified barriers Support the school with Derbyshire Local Authority Escalation procedures, where appropriate.
<p style="text-align: center;">Role of Children</p> <ul style="list-style-type: none"> Attend school regularly, be punctual and engage positively in all areas of school life Support other children to be positive members of Team Brookfield 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 	<p style="text-align: center;">Role of Children</p> <ul style="list-style-type: none"> Co-construct and participate in any targeted interventions, where applicable Recognise personal achievements Continue to talk to an adult when/if there is a concern Continue to engage in all aspects of school life 	<p style="text-align: center;">Role of Children</p> <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

