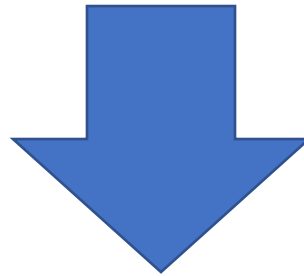


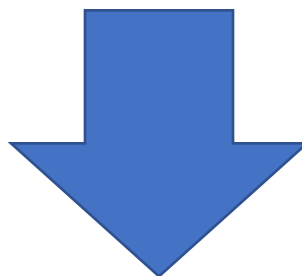
Appendix 2 – Meadowhead Community Infant School and Nursery attendance escalation intervention

Stage One – Universal Support		
Threshold/triggers	Strategies to be used (please note these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Monitoring procedures
0 – 2.5 days off (0-5 sessions) 0-3 L marks	Communicating expectations: Regular reminders of the importance of good attendance, through the school Facebook page, Class Dojo, text message etc. Whole school punctuality messages included on Facebook page, Class Dojo, text message etc Rewards • ‘Best Seats in the House’ during Celebration Assembly • Weekly attendance prize • Termly attendance certificates and awards • End of Year 100% attendance award and prize Direct Contact with parents/carers • First day of absence phone calls/texts • Half-termly attendance letters sent out to all parents giving attendance percentages • Requests for term-time holidays to be declined, unless there are exceptional circumstances Verbal reminders and encouragement given to families when children are late	Attendance tracked through Arbour weekly at individual, class and school level. Attendance tracked half-termly and annually at an individual and group level to identify patterns and concerns Class teachers, office staff and or support staff to be on alert for any absence pattern.

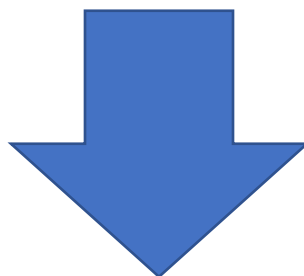
	Curriculum • Meeting and greeting the children daily for a positive interaction • Planning engaging and exciting lessons ensuring 'Moments of Joy' throughout the day • Taking children on trips and visits linked to learning	
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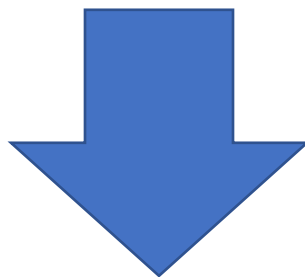
Stage Two – Initial Support		
Threshold/triggers	Strategies to be used	Monitoring procedures
Initiate support at this level if any of the following criteria are met: 3 days absent (6 sessions) 4-6 lates	Continue to give the universal support offered to all pupils at Stage one In addition to this: Direct contact with parents/carers: • First warming letter issued. • Parents/Carers invited to discuss any concerns if they wish to do so. • Late letter issued Support • Pupil voice and identify if there is anything needed to be put in place for the child e.g. friendship group, ELSA, breakfast club, Pupil Well Being Support etc.	Attendance tracked through Arbour weekly at individual, class and school level. Class teacher to monitor pupil more closely



Stage Three – Targeted Support		
Threshold/triggers	Strategies to be used	Monitoring procedures
Initiate support at this level if any of the following criteria are met: 6 days absent (12 sessions) 7-6 lates	Continue to give the universal support offered to all pupils at Stage one In addition to this: Direct contact with parents/carers: • Second warning letter issued/Second late letter issued • Parents/Carers requested to attend a meeting in school to discuss attendance designated attendance lead • Attendance lead to liaise with class teacher to explore to attendance. • Attendance lead to inform Inclusion officer at Termly meeting Support • Individual attendance plan – support to be offered in line with the plan. • Consider Pupil Well Being Support • Consider external agencies that can address the individual needs of the pupil and family and make referrals as required. Possibilities include: school nurse, WISH, Food Bank, Transforming Lives Panel, Breakfast Club etc	Attendance tracked through Arbour weekly at individual, class and school level. Class teacher to monitor pupil more closely Review plan as and when needed



Stage Four – Enhances Targeted Support for those at risk of becoming persistently absent		
Threshold/triggers	Strategies to be used	Monitoring procedures
Initiate support at this level if any of the following criteria are met: 10 days absent (20 sessions) Strategies at stage three have failed to improve attendance 10+ late arrivals Continued unexplained or unauthorised absences despite support offered at previous tiers	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 and further meeting with Headteacher to discuss the need for an attendance contract. Attendance Contract will include • A statement by parents/carers that they agree to comply for a specific period with whatever requirements are set out in the contract • A statement by the school/Local Authority agreeing to provide support to the parents for the purpose of complying with the contract • Medical evidence will need to be provided for any further absences or the absence will be marked as unauthorised. Support • During the review, those involved will identify whether any additional support could be offered by the school or partner agencies • School to liaise with the Local Authority regularly to support any measures that are being taken.	Attendance tracked through Arbour School Attendance lead to do daily checks on the pupil's data Class teachers to offer more direct support as needed Reviews monthly (period of 3 months)



Stage Five – Use of Parental Responsibility Measures		
Threshold/triggers	Strategies to be used	Monitoring procedures
Initiate support at this level if any of the following criteria are met: 15 days absent (30 sessions) or 10 day sessions unauthorised – For lateness this must be recorded as a U. Support offered by school is having little impact Any of the thresholds for legal actions have been met	Pupils will continue to receive the universal support offered to all pupils at Stage one and beyond Enforcement School will refer the case to the Local Authority who will use appropriate legal powers to enforce attendance.	Attendance tracked through Arbour School Attendance lead to do daily checks on the pupil's data Class teachers to maintain regular individual support as required