Ironville and Codnor Park Primary School Graduated Respone to Attendance

	What we ask of the children	How parents/carers can help	How school staff support children	How the Attendance Team and Take Care Team support children and families	How External Agencies/Trust/ Governors support children and families
Tier Three *Targeted support for children with attendance below 90% which equates to more than 19 days absent a year which is more than three weeks*	• Create buddy attendance support systems • Actively engage in intensive interventions	• Proactivity and engage with the support offered by school to prevent any legal intervention • Work with the school and the local authority to help them understand thier child's barriers to attendance • Provide evidence for absence	• Implement personalised targeted strategies for children to remove any barriers • Assess and adapt strategies with the Attendance Team • 10 minute belonging activity twice a week with the class teacher	• Lead weekly check-ins to review progress and the impact of support • Work with outside agencies to create personalised targeted strategies for children • Lead Panel meetings • Referral to Derbyshire County Council • Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort). • Where there are safeguarding concerns, intensify support through a referral to statutory children's social care • Work with other schools in the local area and schools within the trust	• Derbyshire County Council – Inclusion Support Advisory teacher and Social Care • Offer specialist assessments and services for children with complex needs • Peer support with Trust Schools • Regularly review attendance data and help school leaders focus support on the children who need it
Tier Two *Targeted support for children with attendance of 90% - 94.99% which equates to 10-18 days absent in a school year and approximately 2-4 weeks*	• Share their voice for attendance support meetings • Participate in any targeted interventions	• Proactivity and engage with the support offered by school • Work with the school to understand their child's barriers to attendance • Engage in support with attendance support	• Champion targeted children for attendance from the previous year • Complete attendance referral form • Gain child's voice • Help to create and implement agreed strategies • Personal meet and greet	• Using data, to work with identified children and families to understand and address the reasons for non-attendance • Support families with identified school barriers • Work with external agencies • Work with other schools in the local area, such as schools previously attended and the school of any siblings • Attendance walkabouts – sense of belonging • Lead Attendance Support Meetings • Lead Late meetings • Offer Behaviour support and Early Help • Signpost or provide access to services • Take Care meetings	• Derbyshire County Council (Inclusion Support Advisory teacher) – attend parents/carer meetings • Governors – critical friend for attendance data • Regularly reviews attendance data and helps school leaders focus on support for the children who need it.

Tier One *All children*	• Update the child friendly attendance policy • Update the child friendly anti-bullying policy • House Team Captains – Attendance Ambassadors • Anti-bullying Crew • School Council – Attendance ideas meet and greet • Share voice with an adult • Attend school regularly and be punctual • Engage in classroom activities • Support other children • Welcome back children and staff who have been absent (sense of belonging) • Communicate feelings using the Zones of Regulation • Attend attendance celebration event • Participate in restorative practice approaches	• Instilling the importance of attending school with the children • Ensure children attend school regularly • Communicate in a timely manner circumstances around absence • Ensure children arrive to school before the gate closes at 8:45 a.m. • Communicate regarding children's absences by 8:45 a.m. • Share any concerns with class teachers • Celebrate children's achievements and school life • Work in partnership with the school to understand any concerns/worries your child may have • Talk to children about how they are feeling using the Zones of Regulation • Do not take holidays in term time unless there are special circumstances • Book medical appointments out of school hours where possible	• Be an attendance cheerleader • Meet and Greet – Five ways of saying hello • Create positive classroom environments • Build positive relationships with all children and adults • Recognise individual and collective achievements • Build a sense of belonging • Recognise patterns in attendance • Welcome children back following an attendance • Senior Mental Health Lead and Mental Health First Aiders for Youth • Anti-bullying coordinator • Enrichment • Iimplement restorative practice approaches • Recognise how children's welfare, safeguarding and child protection experiences affect attendance.	• Meet and Greet and End and Send– Five ways of saying hello/bye • School attendance and child friendly attendance policy • Ensure Implementation of the attendance policy • Emphasize the importance of punctuality and good attendance • Contact parents/carers for absences • Third day Safe and Well checks • Daily attendance check • Celebrate attendance in weekly assembly • Share School Scoop – what is happening next week • Gather staff, children's and parents/carers voice • Half termly late gates • Half termly monitoring • Attend attendance training • Develop and maintain a whole school culture that promotes the benefits of good attendance • Back strong and ready to shine discussions with children (longer than five days or multiple absences in a short period of time) • Report attendance data with Derbyshire County Council • For children with an Individual Healthcare Plan or an Education, Health and Care Plan (EHCP), we ensure that all agreed support, provision, and reasonable adjustments are consistently implemented and fully accessed to meet their individual needs • Work in partnership with the Local Authority, sharing data on attendance for children with a Social Worker or, Looked After Children (Virtual Schools) • Take Care meetings • ELSA, Nurture and Positive Play • First day home visit	• Derbyshire County Council – termly meetings • Governors celebrate school attendance with staff team • Representative to present rewards at the termly House Team assembly and end of year • Peer support attendance review – Trust • Trust - share trust-wide analysis of attendance team, alongside the key priorities • Derbyshire County Council – attendance network meetings • Trust to take an active role in supporting the school to improve attendance. • Support an inclusive approach to attendance and mental health • Social Workers to work with school around sharing information on the families with barriers to their attendance

Please note: *The information contained within this document was accurate at the time of publication. The examples of support and services listed are intended as guidance and should not be considered an exhaustive list. Available provision may change to reflect the evolving needs of our children and families, local service availability and updated guidance.*