

## Graduated Response for Attendance: Pottery Primary School

Tier 1 Universal Offer All Pupils	Tier 2 Light Touch Monitoring 95% - 93% <i>At Risk</i>	Tier 3 Intensive Monitoring & Support 92% - 90% <i>Poor Attendance</i>	Tier 4 Intensive School Action 90% and below <i>Persistent and Severe Absence</i>
Role of School	Role of School	Role of School	Role of School
<ul style="list-style-type: none"> <li>Our school is a warm, positive learning environment where all children are welcomed and supported. Positive relationships are a priority for all school staff with children and families</li> <li>Excellent attendance is celebrated as a school using a variety of systems, see Attendance at Pottery</li> <li>Display promoting attendance in school hall, which is used as teaching aid during assemblies</li> <li>Transitions into school carefully considered and planned for children and parents</li> <li>Meet and Greet for all children is positive, building strong relationships with all children and adults. This includes SLT, staff and Site Manager on the gate as well as class teachers at the classroom door.</li> <li>Registers completed on time and in line with guidance</li> <li>Daily monitoring of attendance is a priority for the school to ensure safeguarding procedures are robust. Office staff chase absences where no communication has been received. Absent child with no reason, day 1 absence procedure begins</li> <li>Teachers share attendance reports (herringbones) as part of parents evenings</li> <li>Half-Termly attendance monitoring: Percentages sent to parents and attendance tracking for cohorts and groups completed</li> <li>Attendance policy reviewed by Governing Board annually and on website for parents</li> <li>Deliver academic and pastoral interventions for identified children and families in line with provision maps as informed by Pupil Progress meetings</li> <li>Wider agencies signposted for parents (where applicable)</li> <li>Home visit/well-being visits (where applicable)</li> <li>Positive attendance is celebrated through half termly emails to parents.</li> <li>Whole school attendance letter re expectations in September 2025. Policy statement on website.</li> <li>Live attendance data is available for parents on the Arbor App</li> <li>Team Points for attendance</li> <li>Attendance summary (Herringbone) provided at parents evenings and with end of year reports to parents.</li> </ul>	<ul style="list-style-type: none"> <li>Implement small and sustainable personalised and bespoke strategies where identified, for example, soft starts.</li> <li>Daily, weekly, half termly and yearly monitoring of attendance % to recognise attendance and identify any trends or patterns</li> <li>Proactively use data to identify children who are persistently absent and at risk of being persistently absent</li> <li>Continue to identify children with falling attendance through daily registers</li> <li>Letter issued to advise of attendance dropping below 95% and an offer of a discussion/support made for each identified family, if they feel this will help</li> <li>Monitor progress and follow up on celebrating achievements with the families (recognition of attendance). This includes a letter of recognition for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Implement personalised and bespoke strategies where identified, for example, soft starts, meet and greets, adjustments to start times and timetables.</li> <li>Daily, weekly, half termly and yearly monitoring of attendance % to recognise attendance and identify any trends or patterns</li> <li>Proactively use data to identify children who are persistently absent and at risk of being persistently absent</li> <li>Continue to identify children with falling attendance through daily registers</li> <li>Work with each identified child and family to understand and address reasons for absence, identifying potential barriers to attendance:</li> <li>Letter issued to advise of attendance dropping below 93% and potential initial attendance review – circumstances define the letter that is sent.</li> <li>Monitor progress and follow up on celebrating achievements with the families (recognition of attendance). This includes a letter of recognition for improvement.</li> <li>Work with our families to identify Push/Pull factors ascertaining the view of all stakeholders in identifying attendance barriers for the child.</li> <li>Professional conversations with Belper Cluster Collaboration regarding siblings and wider understanding of issues.</li> </ul>	<ul style="list-style-type: none"> <li>Daily, weekly, monthly, half termly and termly monitoring of attendance % to recognise attendance and identify any trends or patterns</li> <li>Take an active part in multi-agency approach with Local Authority and other external partners through formalised Team around the Child meetings</li> <li>Use data driven information to identify children at risk of severe absence</li> <li>Monitor progress, assess and adapt strategies where appropriate                         <ul style="list-style-type: none"> <li>Letter issued to advise of attendance dropping below 90% and further attendance review</li> <li>Invite to formal support meeting conducted by DHT or HT and Office Manager and formal support plan written with families (where appropriate)</li> </ul> </li> <li>Attendance panel convened as part of wider early help</li> <li>Letter issued ½ termly where absence is below 90%</li> <li>Children then placed on weekly monitoring for improvements following meeting</li> <li>Apply LA Escalation processes where appropriate in consultation with the Local Authority</li> <li>Provide interventions to support children where needed</li> <li>Create a bespoke approach and implement interventions. This includes gaining the pupil's voice.</li> <li>Continuously assess and adapt strategies and follow up on celebrating achievements with the families (recognition of attendance)</li> <li>Consider the need for referral to Family Resource Worker</li> <li>ISAT involved in planning and possible next steps</li> <li>Consider referral as part of CME processes</li> <li>Any part-time timetable reviewed on a 6 weekly basis</li> </ul>
Role of Parents and Carers	Role of Parents and Carers	Role of Parents and Carers	Role of Parents and Carers
<ul style="list-style-type: none"> <li>Work alongside school staff to ensure all children are attending school regularly and on time</li> <li>Engage with school communications regarding attendance, including attendance expectations and percentage updates</li> <li>Work in collaboration with school staff to ensure positive transitions at drop off and pickup times</li> <li>Support school to promote the importance of attending school on time every day</li> <li>Work with staff to support the child to address any concerns raised</li> <li>Communicate effectively with school regarding any absence providing evidence where required</li> </ul>	<ul style="list-style-type: none"> <li>Proactively engage with support provided by school</li> <li>Continue to communicate with school effectively regarding absence providing evidence where required</li> <li>Make any changes necessary to morning or evening routines in order to achieve positive improvements in attendance</li> </ul>	<ul style="list-style-type: none"> <li>Work with school to identify barriers and/or challenges for their child</li> <li>Proactively engage with support provided by school</li> <li>Continue to communicate with school effectively regarding absence providing evidence where required</li> </ul>	<ul style="list-style-type: none"> <li>Work with school to significantly improve attendance</li> <li>Work with school to continue to identify barriers and/or challenges to attendance</li> <li>Respond to communications with school and proactively engage with school support and external support, including formal plans</li> <li>Take an active role in seeking additional support when appropriate</li> </ul>
Role of Children	Role of Children	Role of Children	Role of Children
<ul style="list-style-type: none"> <li>Attend school regularly, to be punctual and engage positively in learning tasks</li> <li>Support other children to be positive members of our Pottery family</li> <li>Celebrate the achievements of other children both in and out of celebration assemblies</li> <li>Speak to a trusted adult in school if you have any worries or concerns</li> </ul>	<ul style="list-style-type: none"> <li>Recognise personal achievements</li> <li>Tell adults in school or at home if there are any reasons that you do not want to come into school</li> <li>Continue to talk to an adult when/if you have a concern</li> <li>Continue to engage in all aspects of school life</li> </ul>	<ul style="list-style-type: none"> <li>Co-create and participate in any targeted interventions</li> <li>Recognise personal achievements</li> <li>Continue to talk to an adult when/if you have a concern</li> <li>Continue to engage in all aspects of school life</li> </ul>	<ul style="list-style-type: none"> <li>Actively engage in a range of interventions</li> <li>Recognise personal achievements</li> <li>Continue to engage in all aspects of school life</li> <li>Continue to talk to an adult when/if you have a concern</li> </ul>
Role of External Agencies	Role of External Agencies	Role of External Agencies	Role of External Agencies
<ul style="list-style-type: none"> <li>Provide resources and training on effective classroom strategies</li> <li>Support the implementation of the Attendance and other Inclusion related policies</li> <li>Collaborate with school on attendance initiatives such as contributing to Attendance Workshops and Parents evenings</li> <li>Support school to signpost parents to suitable agencies</li> <li>Providing pastoral support to the school in line with school's graduated response</li> </ul>	<ul style="list-style-type: none"> <li>Signpost to appropriate agency support</li> <li>Support a comprehensive and inclusive school-wide approach that encompasses both attendance and emotional well-being</li> <li>Where there are out of school barriers, provide access to services and signpost to support</li> </ul>	<ul style="list-style-type: none"> <li>Signpost to appropriate agency support</li> <li>Support a comprehensive and inclusive school-wide approach that encompasses both attendance and emotional well-being</li> <li>Where there are out of school barriers, provide access to services and signpost to support</li> </ul>	<ul style="list-style-type: none"> <li>Support the formal attendance meetings process</li> <li>Signpost or provide access to services according to identified barriers</li> <li>Provide professional development and early intervention to support school</li> </ul>

Holidays	Attendance panel / Early Help process
<ul style="list-style-type: none"> <li>Leave of absence requests unauthorised for holidays unless there are exceptional circumstances</li> <li>Holidays escalated to DCC for a penalty notice through admin process</li> </ul>	<ul style="list-style-type: none"> <li>Following identification of a pupil moving into Tier 4: Intensive School Action</li> <li>Invite parent and carers to an Attendance Panel meeting in school. Panel to be made up of 2 or 3 members: Head Teacher, Class teacher, Family Resource Worker, SENDCO</li> <li>Meeting conducted using safety and wellbeing grid. This aims to develop a plan to improve attendance. Pastoral support plan and SEND plan may accompany as appropriate. Communication with Inclusion Support Advisory Teacher (ISAT)</li> <li>Wider agencies signposted for parents</li> <li>6 weekly review. Signed off panel when improvements made and maintained</li> <li>Possible escalation to fixed penalty notice – see DCC process</li> </ul>