

Attendance Staged Approach

CULTURE

In our NLLT schools we fully believe that good attendance is central to raising standards in education and ensuring all pupils can fulfil their potential. We place all pupils at the heart of our work and we create welcoming environments to allow all pupils to gain a sense of belonging. We work in partnership with all stakeholders to remove barriers and secure success

5 DAYS ABSENCE

Levels of absence are becoming a concern.

School will carry out internal monitoring

Phone call/contact made to discuss reason for absence and explore support.

Explore barriers and implement approaches to remove barrier/s.

Possible early help support

STAGE 1

10 DAYS ABSENCE

CRITICAL STAGE

Child is at a high risk of persistent absence

10 day letter sent to parents/carers

Attendance champion meet with parents/carers and discuss absences and potential barriers

Evaluate support from stage 1 and discuss any additional support needed, which may include external services. Set target for improvements and monitoring period.

STAGE 2

15 DAYS ABSENCE

SERIOUS RISK of PA

Child is at serious risk of persistent absence

15 day letter sent to parents/carers. Formal meeting arranged with and led by member of SLT/HT and LA if applicable

Discuss the possibility of a parenting contract with the aim of supporting and removing barriers - clear identifiable targets that are monitored and evaluated

STAGE 3

19 DAYS ABSENCE PA

CHILD IS NOW PERSISTENTLY ABSENT

PA is when the absence equates to 10% or more of their possible sessions

At this stage the child will be PA for the remainder of the academic year

Parenting contract to be put in place as a support mechanism

School will continue to support but external agencies should be involved and a safer referral may be considered

Formal processes will be ongoing or start, inclusive of potential penalty notices

STAGE 4

SEVERE PA

The child and family may face bigger barriers to overcome. All agencies should be consulted and work together to proactively support the child.

A concerted effort is needed across all agencies and stakeholders to prioritise an improvement and limit the impact on the child's education and well-being

A family plan should be considered to safeguard and further safeguarding referrals to be made if necessary

LA and school may consider an ESO - Education Supervision Order

STAGE 5