A Graduated Approach to School Attendance at BLC

Universal Prevention

Promote and maintain good attendance through a culture of belonging, high expectations, and early identification.

Tier 1
Early Identification

Emerging concerns or attendance below expected levels. Early Intervention and Informal Support.

Tier 2
Targeted Intervention

Attendance concerns persist despite early intervention. Targeted school-based support and forma meeting.

Tier 3
Intensive Intervention

Significant attendance concerns requiring Intensive Multi-Agency support and Attendance Panel.

Tier 4
Statutory Enforcement PN

Severe, entrenched or long-term attendance difficulties, requiring statutory legal intervention and enforcement.

Tier 5
Statutory Prosecution

Promote and maintain good attendance through a culture of belonging, high expectations, and early identification.

BLC’s Graduated Response
to School Attendance

"A graduated response to attendance is a structured, staged approach used by schools to identify attendance concerns early, understand the barriers preventing a child from attending school, and provide increasingly targeted support before considering legal intervention. It is based on the Department for Education's (DfE) principle that attendance problems should be addressed through a"support first" approach, with schools, families, local authorities, and partner agencies working together to improve attendance and remove barriers

Government
Expectations

The DfE's statutory guidance"Working Together to Improve School Attendance" requires schools to:

- Build strong relationships with families.
- Understand and address barriers to attendance.
- Regularly analyse attendance data.
- Intervene early when attendance begins to decline.
- Work with external agencies where appropriate.
- Use legal intervention only where support has not been effective, is not engaged with, or is inappropriate. [gov.uk], [assets.pub...ice.gov.uk]

The guidance emphasises that:
"Attendance is everyone's business."
and that pupils and families should receive holistic, whole-family support wherever possible

What is the purpose
of a Graduated Response

A graduated response recognises that attendance difficulties are often complex and may be linked to:

- Anxiety or mental health difficulties
- Special Educational Needs and Disabilities (SEND)
- Medical needs
- Family circumstances
- Housing or financial difficulties
- Transport issues
- Friendship or peer relationship concerns
- Bullying
- Safeguarding concerns
- Negative previous experiences of education

Rather than focusing solely on enforcement, schools are expected to identify the underlying causes of absence and work collaboratively with families to address them.

Universal

Support Strategies... How Can We Help?

Universal Prevention

Promote and maintain good attendance through a culture of belonging, high expectations, and early identification.

Identifying Factors:

- Attendance at or above 95%.
- Regular punctuality.
- Good engagement with learning and school life.
- No significant attendance concerns identified.
- Positive relationships with peers and staff.
- Age-appropriate emotional wellbeing.
- No emerging patterns of absence, lateness, or disengagement.

Responsibility:
ALL Staff, parent/carers/students/external partners

Core Principles Throughout All Stages

✅ Child-centred approach
✅ Early intervention and prevention
✅ Strong home-school partnership
✅ Understanding barriers to attendance
✅ Graduated Assess-Plan-Do-Review cycle
✅ Multi-agency working when required
✅ Focus on belonging, engagement, wellbeing, and attendance outcomes rather than attendance alone.

Student Strategies

Communication and Information Sharing

- Share any worries or concerns with a trusted adult.
- Participate in student voice opportunities and wellbeing check-ins.
- Understand attendance expectations and routines.

Voice, Participation & Help Seeking

- Seek support when needed.
- Identify trusted adults in school.
- Participate fully in school life and enrichment opportunities.

Support, Intervention & Adjustements

- Access universal pastoral and wellbeing support.
- Engage with classroom and school-based support strategies.
- Utilise safe spaces and self-help resources where appropriate.

Attendance, Engagement & Wellbeing

- Attend school regularly and punctually.
- Engage positively in learning and social activities.
- Develop a sense of belonging within the school community.

Parent Strategies

Communication and Information Sharing

- Maintain open communication with school.
- Inform school of any concerns that may affect attendance.
- Keep contact information updated.

Voice, Participation & Help Seeking

- Raise concerns early.
- Access advice and support offered by school.
- Engage positively with attendance messages and initiatives.

Support, Intervention & Adjustements

- Establish consistent home routines.
- Encourage positive attitudes towards school.
- Support school expectations.

Attendance, Engagement & Wellbeing

- Promote regular attendance and punctuality.
- Encourage participation in school activities.
- Support emotional wellbeing at home.

School Strategies

Communication and Information Sharing

- Promote clear attendance expectations.
- Develop positive relationships with families.
- Monitor attendance and wellbeing data.
- Share attendance information regularly.

Voice, Participation & Help Seeking

- Provide high-quality teaching and inclusive practice.
- Deliver universal SEMH and wellbeing provision.
- Promote emotional literacy and resilience.

Support, Intervention & Adjustements

- Access universal pastoral and wellbeing support.
- Engage with classroom and school-based support strategies.
- Utilise safe spaces and self-help resources where appropriate.

Attendance, Engagement & Wellbeing

- Monitor attendance daily.
- Celebrate attendance and engagement.
- Foster a culture of belonging and inclusion.

Tier 1

Support Strategies... How Can We Help?

Criteria:
Early Identification

Emerging concerns or attendance below expected levels. Early Intervention and Informal Support.

Identifying Factors:
- Attendance falls below **95%.**
- Accrued x **2 or more** unauthorised absences
- Emerging patterns of absence or lateness.
- Frequent visits to pastoral, welfare, or medical provision.
- Minor changes in behaviour, presentation, or engagement.
- Parent, student, or staff concerns raised.
- Signs of low-level anxiety or school avoidance.
- Reduced participation in lessons or enrichment activities.
- Emerging friendship or social difficulties.

Responsibility:
ALL Staff, parent/carers/students/external partners

Support steps <u>to be Taken:</u>
- Initial contact with home.
- Attendance guidance shared.
- Attendance monitored.
- Support offered where needed
- Progress reviewed.
- Success celebrated

Student Strategies

Communication and Information Sharing
- Discuss concerns affecting attendance. with your tutor/year team/pastoral
- Share perceived barriers to attending school.
- Share any worries around friendships/circle of friends with tutor

Voice, Participation & Help Seeking
- Engage with a trusted adult.
- Ask for help if finding something difficult
- Use designated safe spaces
- Attend agreed check-ins.
- Utilise SEMH early intervention support

Support, Intervention & Adjustements
- Trial agreed support strategies.
- Identify adjustments that may help engagement
- Engage positively in restorative conversations

Attendance, Engagement & Wellbeing
- Attend school everyday on time
- Work towards attendance expectations.
- Participate in reviews of support.
- Discuss Attendance honestly with staff
- Work with school staff to identify any difficult lessons/periods throughout the day

Parent Strategies

Communication and Information Sharing
- Ensure all contact information is up to date with the school office
- Share relevant information regarding emerging concerns.
- Attend meetings and discussions.

Voice, Participation & Help Seeking
- Support agreed interventions at home.
- Reinforce positive routines at home and school
- Ensure student is prepared and ready to learn each morning, including uniform and resources

Support, Intervention & Adjustements
- Establish consistent home routines.
- Encourage positive attitudes towards school.
- Support school expectations.

Attendance, Engagement & Wellbeing
- Monitor attendance concerns.
- Encourage attendance and engagement.
- Share any current, emerging health/mental health concerns with school staff
- Utilise the 'Under the Weather' form
- Ensure all absences are reported to the school office and are of an authorised nature

School Strategies

Communication and Information Sharing
- Identify concerns through attendance monitoring.
- Supportive phone call home
- Information gathering, attendance, behaviour, safeguarding
- Daily Tutor/class briefing updates

Voice, Participation & Help Seeking
- Help student Identify a key adult.
- Encourage student and family participation in planning
- Encourage student - tutor communication
- Undertake regular tutor or pastoral check-ins
- Encourage participation in clubs/activities

Support, Intervention & Adjustements
- Allocate a key adult
- Start of Day 'meet & greet'
- Ensure OAP is being delivered within lessons
- Ensure clear routines and expectations
- Consider low-level SEMH support. (see SEMH response)

Attendance, Engagement & Wellbeing
- Weekly Attendance Tables - Tutors
- Set attendance goals.
- Monitor attendance patterns closely.
- Review progress within 2 weeks
- Attendance Rewards/certificates

Tier 2

Support Strategies... How Can We Help?

Criteria:
Targeted Intervention

Attendance concerns persist despite early intervention. Targeted school-based support and forma meeting.

Identifying Factors:
- Student has continued to accrue **further unauthorised absences** following 10 days monitoring
- Repeated lateness or lesson avoidance.
- Attendance concerns persist despite Stage 1 support.
- Increased parental concerns.
- Behaviour changes impacting attendance or engagement.
- Frequent absence linked to emotional, social, medical, or family concerns.
- Increased use of safe spaces, emotional support, or pastoral provision.
- Early signs of persistent absence risk.

Responsibility:
ALL Staff, parent/carers/students/external partners

Action Taken:
- Meeting arranged with parent/carer.
- Attendance Partnership Agreement agreed
- Attendance monitored closely.
- Regular reviews completed.
- Additional support accessed where required.
- Improvements recognised and celebrated
- Monitoring continues

Student Strategies

Communication and Information Sharing
- Participate in support meetings.
- Share ongoing barriers and concerns
- Complete Student Voice Questionnaires
- Contribute to identifying attendance barriers and solutions
- Continue to share concerns with trusted adult

Voice, Participation & Help Seeking
- Engage with mentoring and pastoral support.
- Contribute to attendance planning.
- Attend planned pastoral check-ins
- Participate in peer support or friendship interventions
- Request support before difficulties escalate

Support, Intervention & Adjustements
- Access targeted SEMH Interventions
- Participate in anxiety maagement ot emotional wellbeing programes
- Use agreed support tools and strategies.
- Follow agreed adjusted timetables/plans

Attendance, Engagement & Wellbeing
- Work towards agreed attendance targets.
- Engage positively with support plans.
- Attend daily/weekly check-in/check-out sessions
- Participate in Reintegration plans where required
- Celebrate attendance improvements & successes

Parent Strategies

Communication and Information Sharing
- Attend Attendance Support Meetings
- Share updates on home circumstances and barriers
- Maintain regular contact with key staff
- Ensure all absences are reported to the school attendance team & have a valid reason

Voice, Participation & Help Seeking
- Work collaboratively with school.
- Access additional support from external agencies where needed
- Engage with early help discussions where appropriate

Support, Intervention & Adjustements
- Implement agreed strategies at home
- Support intervention plans
- Establish & maintain healthy morning/bedtime routines
- Reinforce attendance expectations positively

Attendance, Engagement & Wellbeing
- Promote attendance through agreed routines.
- Monitor attendance closely
- Encourage engagement with support.
- Encourage participation in school activities
- Celebrate attendance improvements at home

School Strategies

Communication and Information Sharing
- Analyse attendance patterns & barriers
- Maintain regular communication with home.
- Gather information from Round Robin, teachers, pastoral, SENCO & parents
- Maintain clear records of interventions/support and outcomes

Voice, Participation & Help Seeking
- Facilitate meaningful student voice.
- Maintain a key adult relationship
- Encourage active family involvement
- Promote help-seeking behaviours
- Consider early help conversations where appropriate

Support, Intervention & Adjustements
- Increase pastoral support/mentoring
- Implement targeted attendance interventions.
- Consider attendance, SEND and SEMH assessments.
- Check in-Check out
- Consider SEND screening
- Refer to school based Mental Health teams

Attendance, Engagement & Wellbeing
- Monitor interventions and attendance outcomes.
- Review progress regularly.
- Adjust support as required.
- Recognise & reward improvements

Tier 3

Support Strategies... How Can We Help?

Criteria:
Intensive Intervention

Significant attendance concerns requiring Intensive Multi-Agency support and Attendance Panel.

Identifying Factors:

- Student has continued to accrue **further unauthorised absences** following 10 days of monitoring
- Persistent absence threshold reached or imminent.
- Multiple attendance barriers identified.
- Significant SEMH, SEND, medical, safeguarding, or family concerns.
- Attendance interventions have had limited impact.
- Increased lesson refusal or internal avoidance behaviours.
- Risk of disengagement from education.
- Repeated requests for absence due to emotional wellbeing concerns.
- Intensive Support Identified

Responsibility:

- ALL Staff, parent/carers/students/external partners/Local Authority/Medical/Health professionals

Action Taken:

Stage 3 NTI (Notice to Improve) letter sent

- Formal attendance meeting arranged.
- Attendance Partnership Agreement reviewed.
- Individual support plan implemented.
- Multi-agency support considered where appropriate.
- Regular review meetings scheduled.
- Clear attendance targets and expectations set.
- Progress reviewed and next steps agreed.
- Liaison with medical/health professionals may be requested

Student Strategies

Communication and Information Sharing

- Participate in formal reviews.
- Share views regarding support effectiveness.
- Contribute to personalised attendance & wellbeing planning
- Engage in solution focused conversations

Voice, Participation & Help Seeking

- Engage regularly with designated support staff.
- Attend TAC meetings where appropriate
- Help identify realistic goals & succcess measures
- Access specialist wellbeing support available within school

Support, Intervention & Adjustements

- Follow a personalised support plan
- Access intensive school-based interventions
- Recieve individual SEMH/SEN support
- Participate in a phased timetable or graduated reintegration programme
- Access alternative curriculum opportunities

Attendance, Engagement & Wellbeing

- Work towards personalised attendance targets.
- Participate in daily attendance monitoring
- Attend agreed intervention sessions
- Engage in activities that strengthen connection & belonging

Parent Strategies

Communication and Information Sharing

- Engage fully in review meetings.
- Provide information about ongoing barriers.
- Participate in Early Help or TAC meetings
- Maintain regilar communication with school staff

Voice, Participation & Help Seeking

- Work alongside school in decision-making.
- Consider Early Help involvement where appropriate.
- Participate in problem-solving discussions
- Access parenting, family or emotional wellbeing support services where appropriate
- Work collaboratively with professionals

Support, Intervention & Adjustements

- Support personalised plans.
- Reinforce agreed approaches at home.
- Support attendance routines consistently
- Attend all appointments with professionals
- Support anxiety management & emotional regulation strategies

Attendance, Engagement & Wellbeing

- Implement agreed attendance strategies.
- Support reintegration and engagement plans
- Reinforce successes & attendance improvements
- Work with school to reduce barriers to attendance

School Strategies

Communication and Information Sharing

- Hold structured attendance review meetings.
- Collect evidence from attendance, behaviour, wellbeing, safeguarding & attainment records
- Coordinate communication between staff & services involved

Voice, Participation & Help Seeking

- Ensure student and parent voice informs planning.
- Consult SENDCo, safeguarding and pastoral teams.
- Consider Early Help assessment or TAC process

Support, Intervention & Adjustements

- Develop a personalised attendance plan.
- Complete further assessments.
- Implement a graduated reintegration package
- Introduce flexible starts, reduced transitions or time limited timetable adaptions
- Complete SEND assessments and review SEN arrangements

Attendance, Engagement & Wellbeing

- Closely monitor attendance and engagement.
- Evaluate intervention impact.
- Adjust support based on review findings.
- Consider risk assessments for EBSA
- Consider possible Section 19 referral to LA

Tier 4

Support Strategies... How Can We Help?

Criteria:
Statutory Legal

Severe, entrenched or long-term attendance difficulties, requiring statutory legal intervention and enforcement.

Identifying Factors:
- Student has continued to accrue **further unauthorised absences**, following **20 school days monitoring**
- No previous support, interventions have had a sustained impact
- Severe or prolonged attendance difficulties.
- Attendance remains significantly below expected levels despite extensive support.
- Persistent or severe EBSA.
- Risk of missing substantial amounts of education.
- Multi-agency interventions have not secured sustained improvement.

Responsibility:
- ALL Staff, parent/carers/students/external partners/Local Authority/Medical/Health professionals

Action Taken:
- Formal attendance review meeting held.
- Attendance Partnership Agreement reviewed.
- Statuatory Legal responsibilities/Penalty Notice
- Multi-agency support coordinated where appropriate.
- Attendance monitored through regular reviews.
- Clear targets, expectations and timescales agreed.
- Statutory attendance intervention considered where attendance remains a concern.
- Consider Alternative Pathways via the LA

Student Strategies

Communication and Information Sharing
- Participate in specialist reviews and planning.
- Share aspirations and future goals.
- Engage in restorative conversations about attendance concerns

Voice, Participation & Help Seeking
- Continue regular meetings with a trusted adult.
- Participate in Team Around the Child reviews.
- Identify support that would help improve attendance.
- Continue to access pastoral, well being or mentoring support.

Support, Intervention & Adjustements
- Continue with personalised attendance and wellbeing plans.
- Access targeted SEMH interventions.
- Participate in reintegration or attendance recovery programmes.
- Receive support to overcome identified barriers.

Attendance, Engagement & Wellbeing
- Work towards personalised attendance targets.
- Participate in daily attendance monitoring
- Attend all agreed timetables, sessions on time
- Engage in activities that strengthen connection & belonging

Parent Strategies

Communication and Information Sharing
- Maintain communication with all professionals involved.
- Discuss reasons attendance remains a concern.
- Acknowledge attendance expectations & statutory responsibilities.

Voice, Participation & Help Seeking
- Engage openly in attendance reviews.
- Access family support services.
- Participate in Early Help or TAC reviews.
- Continue to Seek support to address barriers affecting attendance.

Support, Intervention & Adjustements
- Implement recommendations from professionals.
- Follow agreed attendance plans.
- Establish robust home routines.
- Engage with family support workers and external agencies where appropriate.
- Work collaboratively to remove barriers.

Attendance, Engagement & Wellbeing
- Ensure the child attends school regularly and punctually.
- Support attendance targets.
- Monitor attendance daily.
- Recognise and reinforce attendance improvements.

School Strategies

Communication and Information Sharing
- Review all attendance interventions & outcomes.
- Ensure parents understand attendance expectations and legal responsibilities.
- Issue written warnings where appropriate.
- Liaise with the Local Authority

Voice, Participation & Help Seeking
- Ensure student & parent voice informs decision-making.
- Continue facilitating access to support services.
- Coordinate multi-agency meetings.
- Review whether additional support is required.

Support, Intervention & Adjustements
- Continue personalised attendance interventions.
- Coordinate support from external agencies.
- Implement recommendations from Educational Psychology, Family Support, SEND Services or Mental Health Services.
- Complete Early Help reviews where applicable.
- Consider alternative curriculum pathways,

Attendance, Engagement & Wellbeing
- Monitor attendance daily.
- Track the impact of interventions.
- Conduct regular attendance reviews.
- Assess whether barriers have reduced.
- Consider issuing a Penalty Notice in line with Local Authority procedures.

Tier 5

Support Strategies...

Statutory Prosecution

Identifying Factors:

- Attendance remains entrenched and below expected levels following extensive school and multi-agency support.
- Penalty Notice issued but attendance has not improved significantly.
- Parent/carer engagement remains inconsistent or ineffective.
- Persistent absence continues despite targeted intervention.
- Evidence demonstrates that support, intervention, and reasonable adjustments have been provided.
- Local Authority Attendance Team actively involved.
- Attendance support plans have been reviewed and exhausted.

Responsibility:
HALO

Action Taken:
Referral to HALO/Local Authority for Legal Prosecution

Student Strategies

Communication and Information Sharing

- Continue attending review meetings where appropriate.
- Share ongoing barriers affecting attendance.

Voice, Participation & Help Seeking

- Engage with identified support adults and services.
- Participate in discussions around attendance expectations and support.

Support, Intervention & Adjustements

- Continue accessing support identified through attendance and wellbeing plans.
- Engage with agreed interventions.

Attendance, Engagement & Wellbeing

- Work towards improved attendance targets.
- Participate in reintegration and support programmes.

Parent Strategies

Communication and Information Sharing

- Attend meetings with school and Local Authority representatives.
- Respond to communications regarding attendance concerns.

Voice, Participation & Help Seeking

- Engage with support offered by school and external agencies.
- Discuss barriers openly and seek support where needed.

Support, Intervention & Adjustements

- Implement agreed actions and recommendations.
- Work alongside professionals to address attendance barriers.

Attendance, Engagement & Wellbeing

- Ensure the child attends school regularly and punctually.
- Demonstrate commitment to agreed attendance plans.
- onitor attendance concerns.

School Strategies

Communication and Information Sharing

- Continue regular communication with parents/carers and Local Authority.
- Maintain accurate attendance records and intervention evidence.
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Voice, Participation & Help Seeking

- Ensure pupil and family voice remains central.
- Continue facilitating support and signposting services.

Support, Intervention & Adjustements

- Review and update attendance support plans.
- Implement recommendations from Local Authority and external professionals.

Attendance, Engagement & Wellbeing

- Monitor attendance closely.
- Evaluate impact of interventions.
- Determine whether legal escalation is required.

Core Principles Throughout All Stages

