



ODBST Graduated Attendance Strategy 2023-24

Our Guiding Principles

1. The safety, welfare and well-being of our learners lies at the core of the ODBST. We believe that safeguarding and promoting high attendance is everyone's responsibility.
2. We have a single ODBST policy around securing good attendance, and this is adopted by all ODBST schools.
3. Our attendance strategy is built upon on policy and is displayed clearly on our website and on school websites.
4. We want to provide a response to the national concerns around school attendance for our pupils: [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/working-together-to-improve-school-attendance)
5. Family involvement is at the heart of our approach. We seek to engage all families positively in the education of their child.
6. We want the best for all our children and all actions taken are in their best interests.
7. We understand that our schools have a responsibility to put in place a broad and balance curriculum that meets the needs of all learners and is the entitlement of all learners.
8. We understand and continually reinforce the link between good attendance and academic progress and outcomes. We have high expectations of attendance and communicate this to staff pupils, parents and carers. Our ODBST attendance target is no less than 97% for all learners.
9. We recognise and celebrate high attendance.
10. Improvements in attendance will be celebrated with learners and their families and our school community.
11. We will intervene swiftly when attendance is declining. This means providing support as soon as a problem emerges at any point in a child's life. We will offer support and signpost to advice and support internally within the school/ODBST and externally to partner agencies.
12. We offer support and challenge to pupils and families to improve attendance and liaise closely with the LA, social workers and other external agencies.
13. Where there are genuine concerns around a child's attendance, we will work closely and supportively with families, listening to their concerns and working with them to ensure that children and young people make a full return to school; offering support and working with internal colleagues and external partner agencies.
14. We recognise that for some children with SEND, securing good attendance can be harder because there can be more barriers in the way. Our schools will take a sympathetic view to these and work hard to make it easier for every child to come to school. We will seek to explore reasonable adjustments to any parts of school life that are a barrier to attendance including curriculum, uniform, routines and break/lunchtime arrangements.
15. Part time timetables will always be used sparingly and for short periods of time only when they are in the best interests of the child and have been agreed by all parties concerned. This may include supporting a phased return to school after an extended period of absence.
16. Sometimes children with severe medical conditions might need to be educated at alternative provisions, including whilst receiving inpatient care, and this will be managed by the local authority with the support of our schools.
17. We recognise that children who are part of the travelling community may be absent from school for extended periods of time and we will always work with the support services for these communities to ensure that children are never compromised and that they are able to receive the education to which they are entitled.
18. Children who are Missing From Education will always be referred to the local authority until we are sure that they are safe and being educated.
19. We ensure compliance with statutory and local and guidance on safeguarding and attendance.

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	Staged Approach -	Descriptor	Threshold Attendance	Actual Attendance (days)	Whole days absent	Learning hours lost
 Celebrate all improvements in attendance	Celebrate and sustain Your child has high attendance. Well done. We recognise and celebrate learners who attend school every day on time. We thank parents for their support and commitment to ensuring high attendance for their child.	Excellent	100%	190	0	0
			99%	188	2	10
		Very Good	98%	186	4	20
		Good	97% (ODBST Target for all schools)	184	6	30
			96%	182	8	40
	Stage 1 – Pleasant Nudge Your child’s attendance has fallen below our Trust target. We will let you know via text/letter that we are concerned. Improvements in attendance are expected and will be monitored by teachers and tutors. Pupil voice discussions and Meet and Greet activity.	Needs to improve	95%	181	9	45
			94%	179	11	55
			93%	177	13	65
	Stage 2 - Engage Your child is <u>at risk of being persistently absent</u> from school. This is when attendance falls below 90%. Actions need to be taken to improve attendance quickly. We will invite you to meet with attendance leaders and officers in school to discuss reasons for absence and set a target to improve. We may involve external agencies to support.	Identified for action	92%	175	15	75
			91%	173	17	85
	Stage 3- Attendance Contract 1 Your child is identified as <u>persistently absent</u> from school. You (and your child, where appropriate) will be invited to attend a meeting with leaders in school to discuss concerns. An attendance contract will be agreed to support improvements in attendance and monitored for 4 weeks. External agencies may be involved to offer support.	Cause for concern	90%	171	19	95
			89%	169	21	105
			88%	167	23	115
			87%	165	25	125
			86%	163	27	135
	Stage 4 – Attendance Contract 2 Where there is little/no improvement to your child’s attendance over the 4 weeks (and no genuine reason for absence) you will be invited to attend a meeting with the Headteacher (with your child, where appropriate). Support and challenge to improve attendance will be agreed in Contract 2 and an attendance target set. Alongside the contract you will receive a final warning letter detailing actions that will be taken if attendance does not improve. Improvements are monitored for 4 weeks.	Serious cause for concern	85%	162	28	140
			84%	160	30	150
			83%	158	32	160
			82%	156	34	170
			81%	154	36	180
Stage 5 – Referral to Local Authority/Possible Prosecution + Attendance Contract 3 Where there is little/no improvement in your child’s attendance. You will be invited to meet with the LA, Trust attendance lead and any other external agencies who have been involved to discuss reasons for further absence. Attendance Contract 2 will be reviewed with you and your child (where appropriate). Where action is necessary, we will inform you of referral to the Local Authority for prosecution. We will continue to monitor attendance and absence with Contract 3.	Extreme cause for concern	80% and below	152	38	190	

Appendices		Stage of graduated approach
Appendix A:	Model Nudge Letter	Stage 1
Appendix B:	Model Stage 2 Meeting Record Model Bucks 1A parent letter/1B letter if attendance subsequently improves MK schools to follow one consistent format	Stage 2
	Model Bucks Attendance Contract with reviews Bucks schools must use the Bucks forms and follow Bucks procedures MK schools to follow one consistent format	Stages 3, 4 and 5
	Model: Bucks Invite to Headteacher Attendance Meeting MK schools to follow one consistent format	Stage 4
	Model: referral to Bucks Attendance Team	Following Stage 4 meeting – moving to Stage 5
	Advice on referral to Local Authority for prosecution	Stage 4/5
Links to useful resources		Resources for use at all stages
	Bucks /MK Safeguarding Children Board	
	Early Help	

APPENDIX A: model nudge letter

Dear Mr/Mrs/Ms

Coming to school every day is really important for all children and, although there are times when children are unable to attend, we have noticed that this half term **XXXXX** has been absent from school more frequently and as a result their overall attendance has dropped to 95-93% which means they have lost 9-13 days of schooling this academic year. **(enter data accordingly)**.

No SEND concerns: *We are keen to address this drop in attendance and would want to know if there is anything that is troubling you as a family that we can support with which might have caused this lower attendance. There may be some concerns in the classroom or out on the playground which are worrying **XXXX** or there may be something else that we can help with. Usually **XXX** works well and is making good progress with learning and seems to have plenty of friends who miss **XXXX's** company.*

OR

SEND: *We are keen to address this drop in attendance and would want to know if there is anything that is troubling you as a family that we can support with which might have caused this lower attendance. There may be some concerns in the classroom or out on the playground which are worrying **XXXX** or there may be something else that we can help with. If you have any concerns or questions around the SEND support that **XXXX** is receiving then we would be happy to talk this through with you so that we can be sure the right provision is in place and working for **XXXX**.*

Please do let us know if we can help. You can make an appointment to discuss this further with the **classteacher/SENDco, FLO (identify the appropriate person in your setting) in the usual way (enter information accordingly)**.

Yours sincerely,

APPENDIX B: Model Stage 2 Meeting Record

Name of child: DoB:	Attendance to date:	SEN K EHCP	PP LAC	Social care involvement
Names of those present at the meeting				
Identified concerns	Actions	Impact		
Date of review:				