



# Co-op Academy Clarice Cliff

## Graduated Attendance Response

Do what matters most

Be yourself always

Show you care

Succeed together

*Co-op Academy Clarice Cliff recognises the importance of good attendance and the impact this has on progress, attainment and therefore future life chances. This graduated response should be used to provide preventative and targeted support to pupils showing signs of low attendance. The strategies are not exhaustive. We need to implement the graduated response and ensure regular reviews take place.*

Attendance will be carefully and regularly monitored daily, weekly and half termly to ensure that any barriers to attendance are quickly addressed.

### Daily monitoring

- Absent pupils - for any non-reported absences, telephone calls will be made. Where there is no response, home visits will be completed.
- Lates - conversations with parents over reasons for absence and reminders given.
- Daily rates of attendance.

### Weekly monitoring

- Overall absence rates for the whole school.
- Overall absence rates for the whole school, pupil premium, SEND, gender and EAL.
- Overall persistent absence.
- PA class spreadsheet updates.
- Patterns of absence monitoring.
- Pupil group absence monitoring.
- Class attendance monitoring.

### Half termly

- As above with comparisons to previous years.
- Review of persistently absent list and target pupils for the following half term.
- Impact of attendance interventions.

| Stage                                                                   | Potential Threshold Indicators                                                                                                                                                                                                                 | Potential School Interventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stage 1</b><br><br>Universal Offer<br><br>96%+ attendance            | <ul style="list-style-type: none"> <li>• Attendance above 96%.</li> <li>• Pupil is in school on time.</li> <li>• All absences reported and with acceptable reasons.</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>• Reward charts in place.</li> <li>• Reminder messages via Class Dojo.</li> <li>• Informal conversations with parents and reminders of good attendance.</li> <li>• Benjamin and Bethany Bear best class award.</li> <li>• Weekly class raffle tickets.</li> <li>• Consistent routines and expectations.</li> <li>• Weekly Dojo attendance posts.</li> <li>• Daily Dojo celebrations where appropriate.</li> <li>• Sell the day via Class Dojo.</li> <li>• Senior leaders and pastoral team on the gate for a friendly welcome.</li> <li>• Friendly welcome in classrooms.</li> <li>• Daily interaction with parents.</li> <li>• High quality first teaching.</li> <li>• Adaptations within classrooms.</li> </ul> |
| <b>Stage 2 (at risk of persistent absence)</b><br><br>92-96% attendance | <ul style="list-style-type: none"> <li>• Attendance declines below 96%.</li> <li>• Pupil has previously had low attendance.</li> <li>• Pupil is late 3 / 5 times during a week.</li> <li>• Pupil has taken an unauthorised holiday.</li> </ul> | <ul style="list-style-type: none"> <li>• Invitation to an informal attendance clinic.</li> <li>• Reward charts for individual pupils.</li> <li>• Target set and review within two weeks as part of the attendance clinic.</li> <li>• Support with barriers to attendance as part of the attendance clinic.</li> <li>• Weekly reviews of attendance by the attendance team.</li> <li>• Pupil voice to identify any barriers to attendance.</li> </ul>                                                                                                                                                                                                                                                                                                     |

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| <p>Stage 3 (At further risk of persistent absence)</p> <p>90-92% attendance</p> | <ul style="list-style-type: none"> <li>• Attendance declines below 92%.</li> <li>• Pattern of low absence on specific days.</li> <li>• Pupil is late 3 / 5 times over a 4 week period.</li> <li>• Pupil has taken an unauthorised holiday of 2 weeks.</li> </ul> | <ul style="list-style-type: none"> <li>• Medical evidence letter.</li> <li>• Invitation to a formal attendance clinic.</li> <li>• Vici Tuition / Staywell support.</li> <li>• Reintegration plan for pupils with an absence of 5 days or more.</li> <li>• Bespoke individual incentives</li> </ul>                                                |
| <p>Stage 4 (Persistent absence)</p> <p>70 - 90% attendance</p>                  | <ul style="list-style-type: none"> <li>• Attendance declines below 90% and shows no improvement after intervention.</li> <li>• No reasons provided for absences.</li> <li>• Pupil has taken two unauthorised holidays.</li> </ul>                                | <ul style="list-style-type: none"> <li>• Early Help offered.</li> <li>• Weekly meetings with parents to review attendance.</li> <li>• Attendance panel hearing.</li> <li>• CME referral if a pupil is absent for 20 consecutive days.</li> </ul>                                                                                                  |
| <p>Stage 5 (At risk of Severely absent)</p> <p>50 - 70% attendance</p>          | <ul style="list-style-type: none"> <li>• Attendance declines below 70% with no signs of improvement.</li> </ul>                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Referral to the Education Welfare Service.</li> <li>• Consider referrals to the following agencies if appropriate: <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Educational Psychology</li> <li>- Family Focus</li> <li>- Integrated Front Door</li> <li>- MHST team</li> </ul> </li> </ul> |
| <p>Stage 6 (Severely absent)</p> <p>Below 50%</p>                               | <ul style="list-style-type: none"> <li>• Attendance declines below 50% with no signs of improvement.</li> <li>• Pupil is persistently late after registration has closed.</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>• Referral to the Stoke on Trent severely absent panel.</li> </ul>                                                                                                                                                                                                                                         |