4-Tiered Approach for Broken Weeks

Key

Level of Intervention

1 Tier 1 Intervention

2 Tier 2 Intervention

3 Tier 3 Intervention

4 Tier 4 Intervention

4 TIER 4

Legal action. We need an instrumental change to take place so the child does not miss out on any further learning or experiences at school.

3 TIER 3

We will now enforce the parent duty because the plan has not been adhered to. There will be a first warning for the notice of prosecution and we will follow the legal framework. Change is needed at this stage.
Tier 2 will always remain in place. We will be consistent in our approach.
We don't want to enforce legal duty and penalty notices.

2 TIER 2

- We have noticed broken weeks in your child's attendance (3 in a half term, 5 in a term). It is time to implement a pupil support plan. There will be a meeting with parents/carers in school to identify barriers to attendance
- What adjustments can be made to help your child to attend school? Child completes a 'Child Wishes Form' to gauge their lived experience in school.
- What support mechanisms can be put in place?
- We will identify .Where we are? Where we want to be? How do we get there?
- We will make it clear what the expectations of the parents are. What will the adjustments look like?
- Need to evidence the level of engagement from the parents. Review after 4 to 6 weeks (any new barriers, new adjustments needed?)

1 TIER 1

We have noticed broken weeks in your child's attendance (2 in a half term, 3 in a term). You will receive a supportive letter, can we help? We will not be using vocabulary like 'concerned'. We will give you lots of opportunities to speak to us.

UNIVERSAL SUPPORT

- Our approach to attendance is through instilling a sense of belonging into the children so they feel valued and missed.
- We will be working very closely with the parents, so they feel supported and listened to regarding the challenges of getting their children to school.
- We will monitor broken weeks predominantly, alongside an ongoing %, this will avoid issues with one-off holidays and lengthy absences for illness.
- This will be a strategic approach to aim for improved attendance figures for individuals and therefore across the whole school.
- All staff are involved. Teachers and TAs are hugely important, but all staff need to instil a sense of belonging. "We care, we missed you, it's great to see you, we want you back in the class, we value you."