



Stanhope Primary and Nursery School

Graduated Response to Attendance 2026-27

Universal Approach Days Lost 0-9 days		Role of Teachers and School	Role of Parents and Carers	Role of External Agencies	Role of Children
Stage 1 Early Identification and Prevention through Universal Support (95% – 100%)	Band 1 + (98%+) 0 - 4 days	Established Attendance Team consisting of an Attendance Assistant (CE), Attendance Manager (TV) and Senior Attendance Champion (NB). Admissions arrangements reviewed annually by the Headteacher and are aligned with Local Authority guidance and statutory expectations. Admission procedures used proactively to welcome families, establish positive attendance expectations, identify potential barriers and signpost support at the earliest opportunity. Tours of the school for potential new starters are completed by the Headteacher and the Attendance Team. Transitions including enhanced transitions are carefully planned for new children and families to ensure children settle quickly and establish positive attendance habits from the outset (The First 20 Days Process). The Senior Attendance Champion and Attendance team meet half-termly to review attendance trends, identify emerging concerns and agree priorities for support. School calendar planning, including INSET days, is carefully considered to minimise avoidable attendance challenges and reduce the impact of fragmented weeks. A progressive, engaging, and ambitious, enquiry curriculum is delivered consistently, ensuring children are motivated to attend and participate every day. Excellent attendance explicitly taught through the PSHE curriculum (One Life), assemblies and personal development opportunities as an important life skill that supports learning, wellbeing and future success. High-quality enrichment opportunities including Hook Days and authentic outcomes are strategically planned at the beginning and end of each term to promote children's engagement, belonging and to maximise attendance.	Encourage your child/ren to attend school every day and arrive on time. Help build positive attendance and punctuality habits that support learning and success. Work with school staff to ensure your child has a positive start and end to each school day. Take part in attendance information sessions and workshops where possible. Become familiar with and support the school's Attendance Policy. Keep up to date with school communications, including newsletters, attendance celebrations, and Class Dojo messages. Attend welcome meetings, live lessons, curriculum opportunities and family events to strengthen home-school relationships and celebrate learning. Share any concerns with school staff so that we can work together to support your child. Let the school know as soon as possible if your child is absent	Support the school's universal attendance approach through collaborative working where appropriate. Quality Assure the school policy and identified Graduated Response to Attendance. Contribute to transition planning for identified children. Share relevant information promptly to support engagement. Promote positive messages regarding attendance, wellbeing and inclusion. Attend review meetings where attendance forms part of wider support planning, including caseload management.	Attend school every day and arrive on time. Take pride in being part of the Stanhope family, following rules and expectations. Participate fully in all aspects of school life, giving maximum effort. Talk to Mrs Vernon / class teacher / staff if they are worried about coming to school. Celebrate attendance achievements and successes.

		Annual Wider Opportunities timetable is carefully organised to maximise participation and attendance, including visitors, educational visits, clubs and special events. Family engagement opportunities, including family learning events, are strategically planned during periods where attendance may traditionally decline, such as the final weeks of term (Authentic outcomes). The school newsletter written by children and staff provide families with advance notice of key events, learning opportunities and reinforce key attendance messages. The Attendance Policy is reviewed annually at the beginning of the academic year, updated in line with current statutory guidance and shared with all stakeholders. Inclusion policies are reviewed together at the beginning of the academic year and reflect the school's commitment to relational practice, consistency and early support. A dedicated attendance section on the school website is updated by the Senior Attendance Champion, outlining Local Authority guidance, school expectations, attendance procedures and available support pathways for parents and carers. NHS guidance regarding common childhood illnesses is routinely shared with families and staff through induction processes, the school website and as part of weekly attendance updates. Attendance focused CPL is delivered to all staff at the start of each academic year, with regular updates during staff meetings and briefings to reinforce expectations, responsibilities and the school's graduated response. Attendance is promoted visibly across the school through displays, banners on school gates, during assemblies, within newsletters and Dojo communications with families. All staff maintain a visible presence at the start and end of each school day as families enter and exit the school, promoting a welcoming and inclusive culture. Teachers, SLT and support staff greet children positively on entry to school each day at the classroom door and foster strong, trusting relationships with children and their families. Children requiring a softer start to the school day arrive between 8:35am – 8:50am through the main entrance and are greeted by an	and provide any required information or evidence. Attend Parents', Carers' and Families Evenings to discuss your child's progress and next steps. Contribute your views through Parent and Carer Voice opportunities to help shape and improve our school community. Support your child with transitions into school, including soft-start arrangements or enhanced transition programmes where needed. Join us in celebrating school life by attending productions, performances, graduations, assemblies, fairs, discos, and other special events. Celebrate and praise your child's attendance and punctuality achievements at home.		
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		allocated staff member providing bespoke support for a smooth transition into the classroom. Enhanced transitions agreed with parents and carers and external agencies are initiated for identified children where appropriate, with a focus on overcoming barriers, being greeted by a familiar member of staff and ensuring a positive start to the school day. Class teachers' complete registers accurately and punctually. Attendance is monitored daily by teachers and the Attendance team, with concerns communicated and addressed promptly. First day absence procedures are implemented consistently by the school office. Unexplained absences trigger the school's Day 1 response procedures, including welfare checks and home visits where necessary by the Attendance Team and SLT. Attendance data is tracked weekly by the Attendance Team to identify patterns, trends, and opportunities for early intervention. Attendance of young carers will be regularly reviewed and appropriate support implemented to minimise barriers created by caring responsibilities All holidays during term-time will be unauthorised and referred to the Local Authority. Any potential exceptional circumstances will be reviewed by the Headteacher. Where appropriate, the class teacher seeks the child's views regarding attendance, belonging, friendships, wellbeing and engagement with learning, ensuring support is informed by the child's perspective Parents and carers receive regular attendance updates through the Arbor App to promote awareness and encourage positive attendance habits. Attendance discussed routinely during termly parent/carer meetings as part of wider conversations about wellbeing, engagement, and achievement. End of year attendance is reported to parents and carers through the annual report. Where a child has identified SEND, attendance is discussed through Team Around the Child and review meetings where appropriate, with strategies identified to address any barriers.			
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		Positive attendance as well improved attendance (Attendance Recognition) will be celebrated in assemblies. Termly attendance certificates acknowledge children who demonstrate excellent attendance and recognition awards are also issued for significantly improved attendance. Attendance recognition displays updated regularly and used as teaching tools during assemblies and within class to reinforce the importance of attending school every day. Teachers promote a relational approach in line with the Positive Behaviour policy to nurture a sense of belonging, participation and success recognising that positive relationships are central to attendance.			
	Band 1 (95% to 97.9%) 5 – 9 days	Universal strategies continue, in addition to: Weekly SLT / Attendance Manager review attendance concerns alongside Safeguarding, Behaviour, SEND within DSL team meeting and wider inclusion to ensure support is timely, coordinated, and impactful. Termly Pupil Progress discussions and class action plans include a review of attendance alongside attainment, progress, engagement, and wellbeing to identify any emerging barriers to learning. Initial attendance concern letter (Letter 1) is identified by the Attendance team and issued by the Attendance Assistant where attendance falls below 96%, ensuring families are informed at the earliest opportunity and supported to improve attendance. A supportive telephone conversation is undertaken by the class teacher using the Band 1 Attendance Script to explore barriers, reinforce expectations, strengthen home, and school partnership as well as understand and address the root causes. Attendance patterns reviewed by the Attendance team, including recurring days of absence, punctuality concerns, term-time leave requests, illness patterns and attendance following weekends or holidays. Parents and carers are signposted to appropriate support where attendance barriers are identified (school and community). Where appropriate, the Class Teacher / Attendance team gathers pupil voice to understand any factors affecting attendance and to identify supportive strategies.	Partner with the school to support and improve attendance, working together to understand and address any challenges that may be making regular attendance difficult. Make use of the support, guidance, and resources available to help your child attend school regularly and achieve their full potential.	Provide advice and guidance to the Attendance team where attendance concerns are identified through existing involvement. Share information regarding emerging barriers impacting attendance. Support early identification of need and contribute to preventative strategies where appropriate.	Discuss any worries or challenges affecting attendance with trusted adults. Work with Stanhope staff and parents/carers to overcome any barriers. Continue to engage positively in learning and all aspects of school.

Targeted Approaches Days Lost 10 – 19 days		Role of Teachers and School	Role of Parents and Carers	Role of External Agencies	Role of Children
Stage 2 Targeted Attendance Support (90.1% - 94.9%)	Band 2 + (92.1% to 94.9%) 10 - 15 days	Universal approaches continue, in addition to: The Attendance team reviews attendance data weekly to identify children at risk of persistent absence and to enable timely intervention. Class teachers continue to monitor daily attendance patterns, identifying emerging concerns including recurring days of absence, patterns of illness, punctuality concerns, and changes in attendance over time. Letter 2 issued where attendance continues to decline (93%), informing parents/carers of the concern and inviting them to an Attendance Review meeting (Push and Pull Factors) with the class teacher, support staff (where appropriate) and a member of the Attendance Team. Push and Pull Factors document is completed in person to explore barriers to attendance and identify appropriate support. Agreed strategies are implemented and coordinated by the class teacher and wider school staff where appropriate. Parents and carers are signposted to relevant services and support agencies where barriers extend beyond the school's provision. Attendance is monitored by the Attendance Team for all Letter 2 issued families over a four-week period, with ongoing communication maintained between school and home. The Attendance Team notifies the Senior Attendance Champion (Headteacher) and class teacher when attendance continues to decline and further strategies are implemented. Improvements in attendance are recognised and celebrated by the class teacher and during assemblies where appropriate to reinforce positive attendance habits and maintain engagement (Attendance Recognition Certificates).	Take part in Attendance Review Meetings and work in partnership with the school to explore any challenges and identify positive solutions together. Encourage and support your child to follow agreed strategies that will help them attend school regularly and confidently. Recognise and celebrate your child's attendance successes, reinforcing the value of being in school every day to learn, grow, and thrive.	Provide targeted support where concerns align with their area of involvement. Contribute relevant information to attendance review meetings. Support families to access services and resources that may improve attendance.	Share their views about school attendance honestly with school. Engage with agreed support strategies and attendance targets.
	Band 2 (90.1 to 92%) 15 - 19 days	Universal and Band 2+ approaches continue, in addition to: A formal Attendance Review Meeting is held with parents/carers by the Attendance Officer, a member of SLT and Class Teacher to discuss attendance concerns, identify barriers, gather the child's voice where appropriate, and agree expectations and support strategies moving forward.	Take an active role in your child's Attendance Support Plan, working alongside the school to complete agreed actions and support positive attendance habits.	Attend or contribute to Attendance Review Meetings where appropriate. Support implementation of agreed actions within Attendance Support Plans.	Contribute to the Attendance Support Plan, where appropriate (age and understanding). Work with Stanhope staff and parents/carers/families

		A four-week Attendance Support Plan (Cycle 1) is developed collaboratively with the family, detailing agreed actions, responsibilities, support services and review dates, while attendance is monitored weekly by the Attendance Team with weekly family contact throughout the review period. Where attendance concerns coincide with SEND, wellbeing, safeguarding, young carer or emerging inclusion needs, attendance is discussed through relevant multi-agency or Team Around the Child processes. This is coordinated through the SLT Inclusion meetings by the Inclusion Lead and Senior Attendance Champion. Where a child has a social worker, the school will work proactively alongside Children's Services and the Virtual School where appropriate to ensure attendance barriers are understood and addressed. Attendance improvements within the support plan are recognised through assemblies, direct communication with families in the form of Attendance Recognition certificates. Any reduced or alternative timetable will only be used in exceptional circumstances, will form part of a planned reintegration pathway and will be reviewed regularly in line with both LA and DfE guidance.	Recognise and celebrate your child's attendance successes, helping them understand the value of attending school every day and making the most of every learning opportunity.	Work collaboratively with school and family to reduce identified barriers.	towards agreed attendance goals. Engage positively with any support offered.
Bespoke Approaches Days Lost 20+		Role of Teachers and School	Role of Parents and Carers	Role of External Agencies	Role of Children
Stage 3 Bespoke Support Bands 3, 4, 5 and 6 (70% - 90%)	Band 3 (85 to 90%) 20 - 28 days	Universal and targeted approaches continue, in addition to: Letter 3 is issued when attendance falls below 90%, informing parents/carers that the child has reached the Persistent Absence threshold. A second Attendance Support Plan is led by Attendance Officer with the support of the class teacher and a member of SLT to review attendance, identify barriers and agree targeted support. Attendance team meets weekly with the parents/carers to review the Attendance Support Plan, recognising improvements and reinforcing agreed attendance targets. Child may be placed on the Monitoring and Concern Register where applicable to reflect barriers identified and attendance being a concern. Where attendance difficulties are linked to emotional wellbeing, anxiety, neurodivergence or mental health needs, support will focus on understanding barriers, making reasonable adjustments and implementing reintegration plans that enable the child to access full-time education successfully.	Continue to engage with Attendance Support Planning where applicable, completing identified actions. Engage with services and support identified. Celebrate improved attendance and promote the importance of excellent attendance.	Undertake assessments or reviews where attendance concerns form part of wider needs. Provide targeted intervention linked to wellbeing, SEND, health or family circumstances. Work jointly with school staff to monitor impact and progress. Attend Attendance Reviews where appropriate.	Share their school experience and identify what helps them to attend school. Participate in attendance support and intervention programmes. Work with identified Stanhope staff to achieve agreed attendance targets.

		Where a child has a social worker, the school will continue to work proactively alongside Children's Services and the Virtual School where appropriate to ensure attendance barriers are understood and addressed. Targeted attendance interventions are implemented to strengthen engagement, belonging, participation and successful attendance alongside wider school-based support, such as Nurture, ELSA and Emotion Coaching, with the child's views gathered and used to inform and adapt support and intervention planning. Additional Attendance interventions are implemented where appropriate, including referrals to school-based or external agency support services. Attendance support plan improvements continue to be recognised and celebrated in the weekly assemblies through Recognition of Attendance Certificates.			
	Band 4 (80% to 84.9%) 29 – 37 days	Universal, targeted and persistent absence approaches continue, in addition to: Home visits are prioritised by the Attendance team following identified absences, particularly where concerns regarding engagement, wellbeing or vulnerability are evident. The child will be placed on the Monitoring and Concern Register where applicable. A third Attendance Review Meeting and formal Attendance Support Plan is initiated by the ACFSO to review attendance, identify barriers and agree targeted support. Weekly formal parent/carer meetings with the Senior Attendance Champion to review Attendance Support plan, maintaining regular communication to reinforce agreed targets and support strategies. Multi-agency Team Around the Child is considered in SLT TACF meeting where barriers are complex or longstanding, ensuring families receive coordinated support from relevant services. Where attendance remains a significant concern despite sustained intervention and support, the school will implement the Local Authority Escalation Pathway, considering statutory interventions where appropriate.	Positively engage with Home Visits where applicable, working collaboratively with the school to improve attendance. Continue to engage with Attendance Support Planning where applicable, implementing identified strategies and completing any actions. Engage with school communications working proactively with identified school staff to improve attendance. Celebrate improved attendance and promote the importance of excellent attendance.	Participate in Team Around the Child discussions where required. Coordinate support alongside school-based interventions. Advise on personalised strategies, reasonable adjustments and reintegration support. Support home visits and engagement activity where appropriate.	Contribute to personalised attendance planning, where appropriate. Engage with agreed support strategies and transition arrangements. Maintain communication with identified staff regarding difficulties and successes.

		The class teacher continues to promote a sense of belonging, maintaining strong relationships with the child and family, recognising any improvements in attendance to encourage continued progress. Attendance support plan improvements continue to be celebrated through Attendance Recognition certificates in weekly assemblies.			
	Band 5 (75% to 79.9%) 38 – 47 days	Universal, targeted, and persistent absence approaches continue, in addition to: Further Attendance Support Plan cycles are initiated to address barriers and promote attendance; this continues to be led by the Senior Attendance Champion. Class teacher maintains planned weekly contact with the family to review the Attendance Support Plans, sustain positive relationships and reinforce attendance expectations. LA Attendance Team continues to be actively involved where attendance continues to decline despite sustained intervention and formal escalation procedures implemented where appropriate.	Continue to work in partnership with the school through Attendance Support Planning, helping to put agreed strategies into place. Access and engage with any additional support or services that may benefit your child and family. Recognise and celebrate your child's progress in attendance, helping them build positive habits and understand the value of being in school every day.	Education Welfare and Local Authority Attendance Teams actively support attendance improvement. Monitor attendance plans and review progress. Ensure support remains proportionate and responsive to identified barriers. Provide challenge and support where attendance does not improve.	Take an active role in reviewing attendance goals. Engage with support services and interventions. Celebrate progress and recognise improvements in attendance.
	Band 6 (70% to 74.9%) 48 - 56 days	All previous approaches continue, in addition to: Consideration of whether the child remains on the MAC register or should be on the SEND register where appropriate. A Team Around the Child (TAC) meeting established to develop a Formal Attendance Contract with the family, coordinate multi-agency support, and agree clear expectations, actions, responsibilities, and outcomes to improve attendance. Attendance Contract reviewed fortnightly by the Attendance Team, with progress, support, and any required adjustments subsequently reviewed on a half-termly basis through the TAC meeting, supported by regular involvement from relevant agencies, including the LA Attendance Team where appropriate. Statutory attendance interventions continue to be considered in line with Local Authority procedures where support has not secured improvements. Attendance contract improvements celebrated through Attendance Recognition certificates in weekly assemblies.	Work in partnership with the school through Attendance Contract planning, helping to put agreed strategies into place. Continue to access and engage with any additional support or services that may benefit your child and family. Recognise and celebrate your child's progress in attendance, helping them build positive habits and understand the value of being in school every day.	Attend Team Around the Child meetings regularly. Coordinate specialist support through a multi-agency approach. Clarify agreed actions, responsibilities and intended outcomes. Monitor effectiveness of interventions and review support plans. Provide advice and support regarding statutory attendance pathways where appropriate.	Continue to be actively included in all aspects of life at Stanhope regardless of attendance level Attend meetings where appropriate and contribute their views. Work towards targets agreed through the Attendance Contract. Engage with specialist support and intervention programmes.

		Role of Teachers and School	Role of Parents and Carers	Role of External Agencies	Role of Children
Stage 4 Bespoke Support for Severe and Complex Attendance Needs Bands 7-11 (Below 70%)	Band 7 (65% to 69.9%) 57 – 66 days	All previous approaches continue, in addition to: The Attendance Contract continues to be reviewed weekly by the Attendance Team and Class Teacher, with targets and actions adapted as required. Clear attendance milestones and timescales are agreed with the family, and progress is formally reported into the half-termly Team Around the Child (TAC) meetings. Attendance recognised as a significant inclusion concern, with the impact of attendance interventions, support plans, and the Attendance Contract subject to robust review through fortnightly Senior Leadership Team (SLT) TACF meetings to ensure accountability, oversight, and timely escalation where progress is limited. Additional transition support considered following periods of absence to reduce anxiety and remove barriers to returning to school. Curriculum adaptations, reasonable adjustments, and personalised support reviewed where appropriate. LA Attendance team's involvement remains active and statutory intervention processes continue where required.	Continue to work closely with the school, attendance team and any other professionals involved, attending meetings and reviews to support your child's attendance and wellbeing. Support agreed attendance strategies at home by maintaining routines, encouraging regular attendance and helping your child work towards their attendance targets. Share any concerns or difficulties as early as possible and engage with any support offered, so that barriers to attendance can be addressed quickly and your child can successfully attend and engage in school.	Provide intensive intervention in line with identified needs. Support reintegration following periods of absence. Contribute to risk assessments, attendance monitoring and safeguarding reviews. Work collaboratively with school to prevent further deterioration of attendance.	Engage with personalised attendance and reintegration plans. Work with adults to identify strategies that support successful attendance. Attend school regularly and celebrate attendance successes.
	Band 8 (60% to 64.9%) 67 – 75 days	All previous approaches continue, in addition to: Class Teacher works closely with Inclusion staff to implement highly personalised attendance and engagement strategies, including the development and review of associated plans where appropriate, to address identified barriers and promote sustained school attendance. Multi-agency Team Around the Child (TAC) meetings continue half-termly. The Attendance Contract remains under weekly review by the Attendance Team and Class Teacher, with attendance targets, actions and timescales refined as necessary. Progress and impact are formally reported into monthly TAC meetings to ensure accountability and coordinated oversight. Where attendance remains a significant concern, reintegration planning is prioritised following periods of absence, and the school maintains a robust balance of challenge and support.	Attend all planned attendance review and TAC meetings, working collaboratively with the school and other professionals to support improved attendance. Follow and support the agreed attendance and reintegration plan at home, including established routines, transition arrangements and strategies to help their child attend school regularly. Maintain regular communication with the school and share any concerns promptly, enabling barriers to attendance to be identified and addressed quickly.	Maintain regular participation in multi-agency planning and review meetings. Ensure interventions remain coordinated and responsive. Support family engagement and attendance improvement efforts. Contribute to contingency and reintegration planning.	Contribute to reviews and planning discussions, where appropriate. Follow agreed reintegration and attendance strategies. Continue to communicate barriers, concerns and successes with identified Stanhope staff.
	Band 9	All previous approaches continue, in addition to:	Continue to work closely with the school and other professionals,	Undertake formal reviews of support and intervention	Continue engaging with all agreed support plans.

	(55% to 59.9%) 76 – 85 days	The Senior Attendance Champion (Headteacher) undertakes a comprehensive review of the case and graduated response to evaluate the effectiveness of support, identify and implement any further actions required, and ensure interventions remain appropriate and impactful, with progress and outcomes monitored through fortnightly SLT Inclusion meetings.	attending meetings and reviews so that everyone can work together to support your child's attendance and wellbeing. Continue to support your child's attendance by following agreed routines and strategies at home, keeping in regular contact with the school, and sharing any concerns as early as possible so support can be put in place quickly.	effectiveness as identified in meetings and reviews. Escalate concerns through appropriate safeguarding or statutory pathways where necessary. Provide specialist advice to support attendance recovery. Ensure coordinated agency oversight is maintained.	Maintain regular contact with identified Mapplewells staff. Participate in strategies designed to re-establish school attendance and being part of the Stanhope family.
	Band 10 (50.1% to 54.9%) 86 – 94 days	All previous approaches continue, in addition to: Attendance identified as a significant risk to educational achievement and wellbeing. A formal Attendance Case Study is completed and reviewed through fortnightly SLT TACF meetings to evaluate impact and determine further action.	Continue to work closely with the school, Local Authority and other professionals, attending all meetings and reviews and taking an active role in helping your child achieve and maintain regular attendance. Continue to prioritise your child's attendance by consistently supporting agreed plans at home, encouraging daily school attendance, and working with school to address any difficulties quickly so attendance improves and is sustained over time.	Attendance recognised as a significant vulnerability requiring intensive multi-agency oversight. Review risks relating to education, wellbeing and safeguarding. Support implementation of statutory attendance processes where appropriate. Coordinate specialist services with school and monitor impact.	Engage with all available support. Continue working towards achievable attendance targets, celebrating success.
	Band 11 (50% or below) 95 days +	All previous approaches continue, in addition to: Attendance recognised as a critical safeguarding, inclusion, and educational concern. Severe absence closely monitored by the Attendance Officer. Senior Leaders maintain oversight through fortnightly SLT Inclusion meetings, ensuring attendance, welfare and statutory responsibilities rigorously reviewed. A highly personalised programme of support agreed and implemented by the Inclusion team, including tailored timetables, reintegration planning and reasonable adjustments, with progress reviewed fortnightly to maximise engagement and support a return to full-time education. The Class Teacher maintains regular contact with the child to sustain connection, belonging and engagement with school, while attendance improvements, however small, are recognised and celebrated to encourage sustained positive change.	Continue to work closely with the school, Local Authority and all professionals involved, attending all meetings and engaging fully with agreed plans to support your child's return to and engagement with education. Continue to prioritise and promote daily attendance by working with the school to overcome barriers, supporting all agreed strategies at home, and taking an active role in helping your child re-engage with learning and achieve sustainable improvements in attendance.	Attendance recognised as a significant safeguarding, welfare and educational concern. Multi-agency partners coordinate intensive intervention and oversight. Specialist services contribute to comprehensive assessment and planning. Statutory and safeguarding procedures are implemented where necessary. Support remains focused on re-engagement, safety, inclusion	Remain connected to the Stanhope family. Share their feelings, needs and aspirations to inform support. Celebrate all attendance gains and progress towards attending school every day.

				and successful return to education.	
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