

**-Attendance Prevention Intervention Strategy-**  
**Tiers of Intervention to ensure excellent attendance at Noel- Baker Academy**  
**2020-2021**

## Introduction

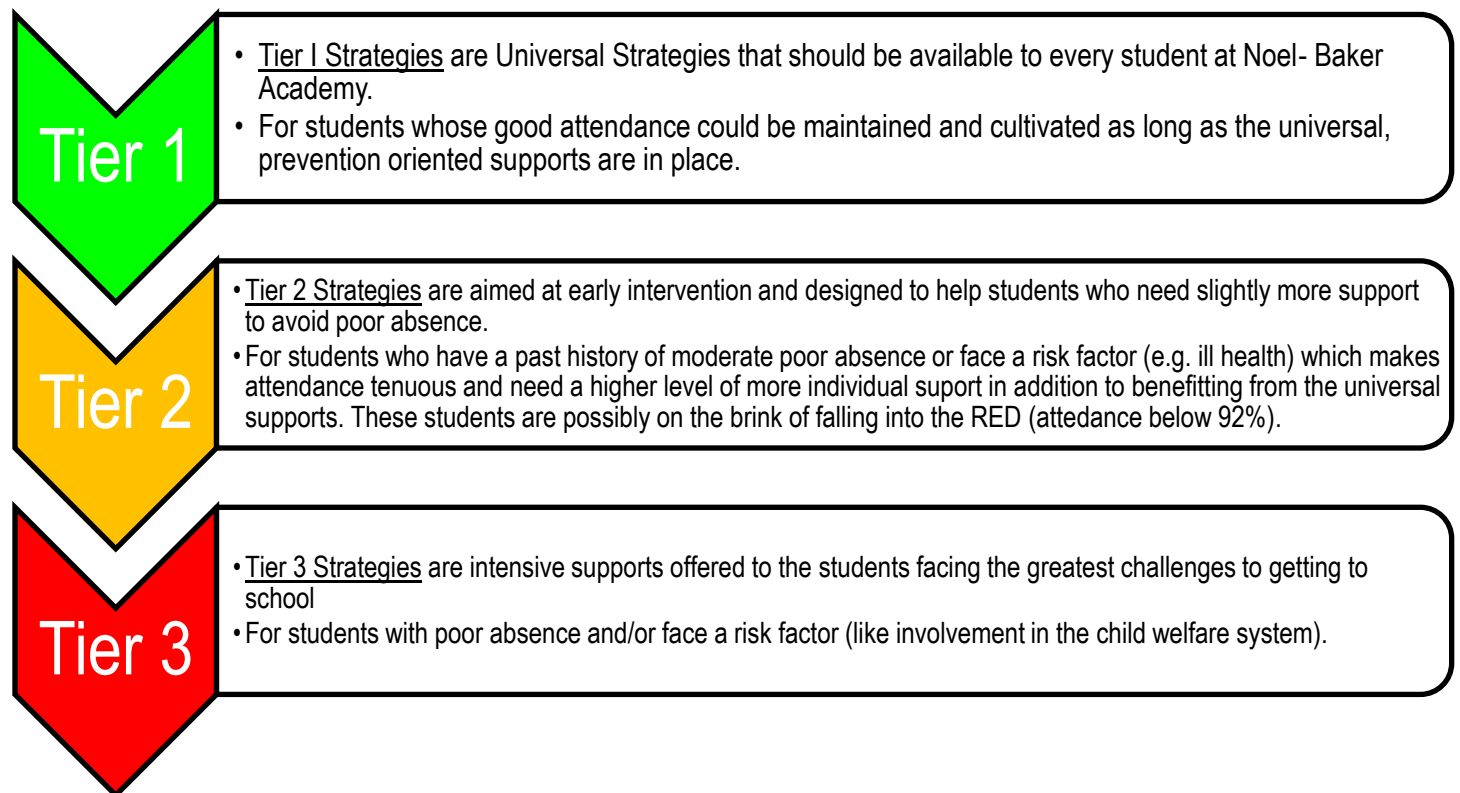
To support your child taking full advantage of the knowledge- rich curriculum that they are entitled to, we have introduced a comprehensive approach that begins with engaging students and parents/ carers as well as preventing absences from adding up before they fall behind academically. The key is using our absence data as a diagnostic tool to identify where prevention and early interventions are needed. Our overarching aim is to intervene early with poor attendance to avoid repeated absences.

## Overview of Intervention

At Noel- Baker Academy, there are 3 tiers of intervention. The interventions below supports our attendance policy and Traffic Light RAG rating. **Tier 1 (Prevention)** encourages good attendance for all students. **Tier 2 (Early Intervention)** provides early intervention for students who need more support to avoid poor absence and **Tier 3 (Specialised Support)** offers intensive support for students facing the greatest challenges getting to school.

### All tiers involve some level of these core ingredients:

- A. Monitor data
- B. Engage students and families
- C. Recognise good and improved attendance
- D. Provide personalised outreach
- E. Remove barriers



AT= Attendance Team PL= Pastoral Leaders EWO= Education Welfare Officer SEWO= Senior EWO CD= Curriculum Directors	<b>TIER 1</b> Universal and students at risk of moving into AMBER (around 97%)	<b>TIER 2</b> Students at risk of moving into RED (around 94%)	<b>TIER 3</b> Students at risk of attendance 90% or below
<b>A. Monitor Data</b>	<ul style="list-style-type: none"> <li>» Regularly review attendance data for trends for all students and identify how many and which students fall into the different tiers of needed support (SEWO/ EWO)</li> <li>» Employ our school plan for reducing poor absence based on an analysis of strengths and challenges around school climate and attendance practice (EG. Nudge texts, reward system) (SEWO/ EWO)</li> <li>» Use qualitative and quantitative data to identify common barriers to attendance (SEWO/ EWO)</li> </ul>	<ul style="list-style-type: none"> <li>» Review attendance every week for students who have poor absence or at risk of poor absence (due to poor absence in the past or existence of a health challenge such as asthma). Look for patterns in attendance (SEWO/ EWO/ PL's)</li> <li>» Look for qualitative data to assess the underlying cause for a student's continued absences (SEWO/ EWO)</li> <li>» Evaluate whether students with persistent poor absence need an appropriate tier 3 response (SEWO/ EWO)</li> </ul>	<ul style="list-style-type: none"> <li>» Identify which and how many students have a history of missing 10% or more of school and or at risk due to other major challenges (involvement in child welfare, etc.) (SEWO/ EWO)</li> <li>» Review attendance daily and ensure that Tier 3 students are in school each day. Follow up on each absence for each student identified for tier 3 intervention (SEWO/ EWO)</li> </ul>
<b>B. Engage students and parents</b>	<p><b>Our school climate should encourage students to come to school everyday</b></p> <ul style="list-style-type: none"> <li>» Provide an engaging curriculum that draws students to school (SLT/ CD's)</li> <li>» Keep school clean and clear of health hazards that contribute to asthma and respiratory disease (MTA)</li> <li>» Cultivate an atmosphere where students feel respected and safe (All staff)</li> <li>» Offer Co- curricular/ enrichment program to engage students (CPD/ DGR)</li> <li>» Provide enrichment activities for students, such as field trips, assemblies, and discos (AAHT's)</li> </ul> <p><b>Create a welcoming culture of attendance</b></p> <ul style="list-style-type: none"> <li>» Greet students and families at the KS3/ KS4 entrances in the morning and on leaving (PL's)</li> </ul>	<p><b>Provide information and attention that underscores concern for children</b></p> <ul style="list-style-type: none"> <li>» Call or send letter to alert family to attendance concerns and explore what help may be needed. (If possible, use our school nurse to make contact especially for student with a medical condition) (SEWO/ EWO)</li> <li>» Suggest a home visit and/or conference to address barriers to attendance (SEWO/ EWO/ ODO)</li> <li>» Use the Student Attendance Success Plan to help develop family strategies to support improved attendance (SEWO/ EWO/ PL's)</li> <li>» Provide parents with family-friendly, easy-to-understand information and/or assistance in reaching out to social services or community</li> </ul>	<p><b>Assess student and family needs and intensify outreach</b></p> <ul style="list-style-type: none"> <li>» Determine if the student and their family is or should be agency involved. If they are, work to set up a meeting to coordinate services (SEWO/ EWO)</li> <li>» Refer students and families to appropriate service agencies (SEWO/ EWO)</li> <li>» Work with relevant agencies to develop a comprehensive educational plan that also address student and family needs (SEWO/ EWO)</li> <li>» Share data with appropriate agencies and ensure that agencies are using poor absence as a must respond to indicator (SEWO/ EWO)</li> <li>» Work with families to avoid legal consequences to the extent possible (SEWO/ EWO/ PL's)</li> </ul>

<p><b>B. Engage students and parents (Continued)</b></p>	<ul style="list-style-type: none"> <li>» Reinforce positive, welcoming experience in the front office (RFL)</li> <li>» Create visuals (bulletin boards, banners, posters) that reflect attendance messaging and modify during the year to sustain impact (SEWO/ EWO/ Form Tutors/ Repro)</li> <li>» Explain expectations for attendance in bulletins and in school events (SEWO/ EWO)</li> <li>» Clearly explain to parents how to report an absence (SEWO/ EWO)</li> <li>» Ensure that we provide opportunities for parental engagement and involvement including organised parent groups, and volunteer opportunities (SEWO/ EWO)</li> </ul> <p><b>Provide activities that engage students and families</b></p> <ul style="list-style-type: none"> <li>» Offer opportunities for before and after school programs at the school (SEWO/ EWO/ CD's/ AAHT's)</li> <li>» Offer field trips, dances, assemblies, book fairs and other activities (SEWO/ EWO/ CD's/ AAHT's)</li> <li>» Call when students miss school to express concern- use nudge text psychology (SEWO/ EWO)</li> <li>» Welcome students back and identify any academic support needed (e.g. Tuesday catch up) (SEWO/ EWO/ CD's)</li> <li>» Blended learning approach- create a learning model that combines both traditional classroom practices and on- line methodologies during times of COVID- 19 lockdown (SEWO/ EWO/ CD's)</li> </ul>	<p>resources that may be helpful in addressing barriers identified (SEWO/ EWO)</p> <ul style="list-style-type: none"> <li>» Help parents understand and avoid legal consequences of poor absence (SEWO/ EWO)</li> <li>» Nurture teacher interest and capacity in helping to reach out to poor absence and their families (SEWO/ EWO)</li> </ul> <p><b>Identify and provide for family needs</b> e.g. food parcels, clothing assistance, and literacy programs (SEWO/ EWO)</p> <p><b>Maintain contact with family to ensure they are receiving needed support.</b></p> <p><b>Identify academic needs of the student and develop a plan to provide appropriate intervention</b></p> <ul style="list-style-type: none"> <li>» Determine if the student needs a catch up plan and to attend the Tuesday intervention sessions. Ensure the student and their family understand what intervention work and catch up work is due (SEWO/ EWO/ CD's)</li> <li>» Blended learning approach- a learning model that combines both traditional classroom practices and on- line methodologies during times of COVID- 19 lockdown (SEWO/ EWO/ CD's)</li> </ul>	<p><b>If necessary, leverage the power of the courts to involve families and students in needed services and interventions</b></p> <ul style="list-style-type: none"> <li>» Determine if the Courts have access to additional programs or services that would assist the family in overcoming barriers to attendance (SEWO/ EWO)</li> </ul> <p><b>Work to ensure that the student is connected to positive supports and programs, e.g. mentoring (SEWO/ EWO)</b></p> <ul style="list-style-type: none"> <li>» On- line methodologies during times of working from home if student is not able to attend on health grounds- exceptional circumstances (SEWO/ EWO/ CD's)</li> </ul> <p><b>Utilise lessons learned from working with families and students in tier three to inform tier one and two prevention and intervention efforts. (SEWO/ EWO)</b></p>
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<b>C. Recognise Good &amp; Improved Attendance</b>	<ul style="list-style-type: none"> <li>» Create friendly competition among classrooms offering raffles, parties and public recognition for good and improved attendance. Assembly plans (PL's/ Form Tutors/ MTY/ AAHT's)</li> <li>» Celebrate individual progress through weekly, monthly and periodic recognition using bulletin boards, social media, certificates, verbal, video screen and written acknowledgement (SEWO/ EWO/ PL's)</li> <li>» Recognise students and parents at special award assemblies/ celebration evenings</li> </ul>	<p><b>Establish specific individual goals and provide recognition as they are met.</b></p> <ul style="list-style-type: none"> <li>» Work with students and families to set attendance goals and time frames (SEWO/ EWO/ PL's)</li> <li>» Engage students in tracking their own attendance daily (PL's/ Form Tutors)</li> <li>» Recognise good and improved attendance weekly (PL's/ Form Tutors)</li> <li>» Develop strategies with students based on age, interest and other factors (PL's/ Form Tutors)</li> </ul>	<p><b>Incorporate appropriate positive reinforcements into plans for supporting the student's improved attendance (Nudge texts, social media campaigns and regular parent meetings).</b> (SEWO/ EWO/ PL's)</p>
<b>D. Provide Personalised Early Outreach</b>	<ul style="list-style-type: none"> <li>» Place calls home each day that a student is absent (SEWO/ EWO)</li> <li>» Include attendance on report cards (SEWO/ EWO)</li> <li>» Integrate information about poor absence into parent programs and communications throughout the year- parent intervention meetings (SEWO/ EWO)</li> <li>» Host a transition meeting (i.e. incoming year 7's and families new to the school) to help them learn about their child's new school, get to know their teachers, and to set expectations about attendance including clearly communicating how absences can add up and impede learning.(SEWO/ EWO/ ROL)</li> </ul>	<ul style="list-style-type: none"> <li>» Assign student an attendance buddy (AAHT)</li> <li>» Recruit students for engaging afterschool activities. Provide morning check-ins for students (AAHT)</li> <li>» Schedule Parent/School Staff Meetings to discuss absences (SLT/ Counsellor/ PL's/ SEWO/ EWO)</li> </ul> <p><b>Assess student and family needs</b></p> <ul style="list-style-type: none"> <li>» Refer families to appropriate services e.g. social services (SEWO/ EWO)</li> <li>» Arrange transportation to and from school with other families (SEWO/ EWO/ PL's)</li> <li>» Makes home visits and connect families with needed resources (SEWO/ EWO)</li> <li>» Work with students and families to develop strategies for improved attendance (SEWO/ EWO/ PL's)</li> </ul>	<ul style="list-style-type: none"> <li>» Ensure continued positive and regular contact with the family (SEWO/ EWO/ PL's)</li> <li>» Check in on agreements at appropriate intervals (SEWO/ EWO)</li> <li>» Follow through on commitments of support to the family (SEWO/ EWO)</li> <li>» When the student misses school ensure assigned personnel is following up on each absence (SEWO/ EWO)</li> </ul>
<b>E. Remove barriers to attendance</b>	<p><b>Invite parents and community members to help address the barriers that keep children from attending school. Strategies include:</b></p>	<ul style="list-style-type: none"> <li>» Identify barriers to attendance, such as health, transportation or housing (SEWO/ EWO/ PL's)</li> </ul>	<ul style="list-style-type: none"> <li>» Implement agreed upon family intervention plan. Monitor for progress (SEWO/ EWO)</li> </ul>

	<ul style="list-style-type: none"> <li>» A school breakfast program and/or food parcels to address hunger and nutrition needs (SEWO/ EWO)</li> <li>» A safe walk to school program to address community safety- PSHE- Parent meetings (SLT)</li> <li>» Health interventions such as flu shots, dental checkups and asthma management plans, COVID- 19 support (SEWO/ EWO)</li> <li>» A clothing drive for winter coats or school uniform exchange (PL's)</li> <li>» Adoption of a school climate initiative aimed at improving approaches to student discipline and creating a more welcoming environment (SLT)</li> </ul>	<ul style="list-style-type: none"> <li>» Involve public agencies and community partners and resources as needed to address barriers to attendance- Local MAT team (EHA'S), Police, Social Care (SEWO/ EWO)</li> <li>» Involve the school nurse with follow-up on medical related absences (SEWO/ EWO)</li> <li>» Provide families with information on community resources that can help overcome barriers- local MAT team (SEWO/ EWO)</li> <li>» Connect families with school-based resources that can support good attendance- breakfast club, support with school uniform, equipment (SEWO/ EWO)</li> </ul>	<ul style="list-style-type: none"> <li>» Connect students with chronic physical and mental health issues to medical providers (SEWO/ EWO)</li> </ul>
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