

Key Strand	Descriptor (why?)	Success Criteria	Intervention Description (what?)
1.1	The entire school community shares a common understanding of the attendance vision, values, and ethos. Every staff member comprehends their specific roles and responsibilities in supporting children and families.	All stakeholders have a clear understanding of the attendance vision, values, and ethos. Every staff member comprehends their role and responsibilities in enhancing attendance outcomes, emphasising that everyone shares the responsibility for supporting school attendance.	Establish and communicate the school's attendance vision, values, and ethos. Support all staff to partake in the online Learning Modules to enhance their comprehension of their duties in enhancing attendance results for children. Senior Leaders will oversee and report on the effectiveness of these initiatives.
1.2	Staff demonstrate a clear understanding of the crucial role social context plays and how their actions affect children and families within the school community. By engaging in meaningful interactions among peers, teachers, family members, and the broader school community, staff successfully foster a deep sense of belonging and connectedness for all children.	Established school environments foster a strong sense of belonging and connectedness for children within the wider school community. Positive and supportive relationships exist between parents, children, and staff members.	Establish a clear understanding among all staff regarding the significance of cultivating welcoming and secure learning environments. Staff need to prioritise the cultivation of positive relationships with both children and parents. Senior Leaders will conduct regular assessments and offer assistance when necessary.
1.3	The Multi-Tiered System of Support enables the school to roadmap its attendance strategy, prioritising the placement of children, young people, and families at its core, and guided by evidence-informed practices. This approach actively encourages collaboration between children and parents in co-creating attendance intervention programmes, empowering them to play a significant role in enhancing their own lives.	The Multi-Tiered System of Support is firmly centered on the child, supported by evidence-based practices, and deeply ingrained within the school's approach. Staff members comprehensively comprehend their roles in facilitating agreed-upon strategies to enhance attendance outcomes for children and families. By collaboratively shaping intervention programmes, both children and parents feel empowered to effect positive changes in their lives and actively engage in the support process.	Continue with the integration of the Multi-Tiered System of Support as standard practice. Share agreed-upon intervention strategies among staff, enabling them to grasp their responsibilities in assisting children. Promote collaboration with all families to jointly design intervention programmes with the school. Senior Leaders will oversee the ongoing progress and provide outcome reports.

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2.1	An evidence-based approach is employed to gain a comprehensive understanding of the risk and protective factors associated with school attendance barriers. Identified children receive early assistance and access a tailor-made intervention programme.	The school uses evidence-based research to identify risk and protective factors linked to attendance barriers in schools. These identified factors are seamlessly integrated into intervention programmes designed to provide support to children and families.	Introduce and firmly establish an evidence-based approach for identifying potential risk and protective factors linked to school attendance barriers. Ensure that the identified factors inform and support all intervention programmes. Senior Leaders will monitor the impact and report on outcomes.
2.2	All staff receive continuous professional development, enabling them to enhance their comprehension of various mental health disorders. This professional learning equips staff with the knowledge they need to understand their roles and responsibilities when implementing agreed-upon strategies for children and families.	Continuous professional development and learning empower staff to enhance their comprehension of various mental health disorders. Equipped with this knowledge, they can effectively implement intervention strategies in the classroom.	Establish a tailored professional development programme aimed at enhancing staff comprehension of various mental health disorders. Continuously assess the effectiveness of the support provided to children accessing personalised interventions and offer additional staff training when necessary. Senior Leaders will oversee the progress and report on the outcomes.
2.3	Data is utilised to identify actions focused on improving attendance outcomes for children and families. The Management Information System efficiently tracks, reports, and monitors individual children, as well as different demographic groups. Benchmarking strategies are employed to assist the school in measuring progress and evaluating current practices.	Data information is analysed to identify the child-centric actions necessary for supporting and enhancing attendance outcomes. The Management Information System is readily accessible and aids the school in identifying the root causes of attendance barriers. Various benchmarking strategies enable the school to identify internal progress and make comparisons against external data.	Conduct a thorough assessment of the Management Information System's effectiveness and its ability to support child-centered actions. Deliver prompt training to enhance staff members' proficiency in data analysis. Implement diverse benchmarking strategies to foster a deeper grasp of internal data and the school's progress. Modify or discontinue intervention programmes that do not yield improvements in attendance outcomes. Senior Leaders are responsible for monitoring the impact and reporting on outcomes.

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3.1	<p>The attendance policy is in full compliance with statutory guidance and actively advances the attendance vision, values, and ethos. Furthermore, other school policies are clearly aligned with and offer support to the strategies aimed at improving attendance outcomes.</p>	<p>The attendance policy aligns with all statutory guidance and identifies the school's vision, values, and ethos. This policy is effectively communicated to all stakeholders, and staff have a clear understanding of their roles and responsibilities in promoting attendance outcomes. Additionally, other school policies are aligned to, and provide support to, the attendance approach.</p>	<p>Conduct a thorough review of the attendance policy to guarantee full compliance with statutory guidance and the effective sharing of the attendance vision, values, and ethos. Communicate the policy to all stakeholders and facilitate staff comprehension of their roles and responsibilities in enhancing attendance outcomes. Collaborate with fellow school leaders to review and align additional school policies. Senior leaders will oversee the progress and report on the outcomes achieved.</p>
3.2	<p>School Leaders understand the significance of their roles in supporting and improving attendance outcomes.</p>	<p>All school leaders comprehend how their roles contribute to enhancing attendance outcomes within the school. They work together collaboratively to improve outcomes for children.</p>	<p>Create a comprehensive development plan to foster a collaborative approach for enhancing attendance outcomes. Provide guidance to leaders to help them recognise the alignment between their specific leadership domain and supporting children's attendance. Facilitate meetings between senior leaders and other leaders to formulate a unified whole-school strategy.</p>
3.3	<p>Internal teams collaborate effectively to provide support for children and families in overcoming attendance barriers. The approach to enhancing attendance is rooted in the Distributed Leadership model, which offers opportunities for staff members at all levels to participate in collective learning and decision-making processes.</p>	<p>Internal teams collaborate effectively to enhance outcomes for children. The Distributed Leadership model fosters a collaborative approach to supporting children and families, resulting in more children being able to attend school and overcome attendance barriers.</p>	<p>Senior Leaders will conduct an audit and provide training to internal teams to enhance their collaboration and cohesion. These teams will receive dedicated time and support to grasp how their roles align with one another. Continuous monitoring by Senior Leaders will enable the school to monitor the effectiveness of teams working with children.</p>

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4.1	A positive school climate creates an environment where children feel both physically and emotionally secure. Staff members are supportive, enthusiastic, and attentive to the needs of children. The school community is characterised by healthy, respectful, and cooperative relationships, and everyone demonstrates a deep respect for the school environment.	The positive school climate and environment creates a sense of physical and emotional safety for all children. Staff are supportive, enthusiastic, and responsive in their interactions with students. The school community fosters respect and the development of strong relationships, and children demonstrate respect for their school environment.	Senior Leaders will collaborate with identified staff, providing guidance on the significance of creating positive environments for all children. They will also monitor the progress and assess the impact of these efforts.
4.2	Staff recognise the significance of fostering connections for both children and families to support them to overcome potential challenges in their lives. Evidence-informed practices ensure effective support for children and families when encountering barriers. Emphasising family, peer, and school connectedness is a priority within the educational setting.	Staff comprehend the significance of fostering connections to reinforce existing protective factors and cultivate emotional resilience in children. Learning environments are designed to facilitate children's sense of belonging and connection to the wider school community.	Establish a comprehensive professional development programme aimed at fostering staff comprehension of the significance of nurturing connectedness and robust social networks within school environments. Senior Leaders will actively oversee daily practices and offer assistance to staff members who require it.
4.3	Identified staff tasked with assisting children encountering complex attendance barriers receive appropriate professional development to support them in their job roles. This approach supports the school in closing the gap between children, families, and professionals.	Children with identified complex needs receive sufficient support either before or upon their return from external intervention intervention.	All staff identified as working with children who have complex needs will receive continuous training. Senior or Middle Leaders will closely monitor the impact of this training in practice.

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5.1	The curriculum is designed to enhance Social and Emotional Learning (SEL), aiming to improve children's decision-making skills, interpersonal interactions, and their ability to manage their emotions. Senior Leaders consistently monitor and assess the effectiveness of SEL delivery within the curriculum.	The development of Social and Emotional Learning supports a greater number of children across the school in developing essential skills.	Senior and Middle Leaders will continue to review the Social and Emotional curriculum. Teachers who require additional professional development will be provided with the necessary training to ensure a consistent approach to delivering SEL lessons. Monitoring of progress and the impact of these efforts will be conducted by Senior and Middle Leaders and reported accordingly.
5.2	Transitions for children are well planned and smoothly executed. These transitions are universally positive, ensuring that all children feel a strong sense of belonging within their school community.	Carefully planned and implemented transitions ensure a positive school experience for all children. These positive transitions result in more children actively engaging in school, fostering a sense of belonging within the wider school community, and improving attendance rates.	Senior and Middle Leaders will conduct a thorough review of transitions for children, ensuring that best practices are consistently applied. Any staff members identified as needing support will receive professional development. Ongoing monitoring of the impact of these changes will be carried out by Senior and Middle Leaders, who will also provide progress reports.
5.3	The school recognises attendance achievements, promoting the benefits of regular attendance. The recognition-based approach has been thoughtfully devised and well implemented to prevent any child from feeling isolated or unfairly treated.	Children gain a clear understanding of the significance of regular school attendance, which motivates them intrinsically to attend school. The recognition-based approach fosters a sense of belonging, preventing isolation or victimisation.	Senior Leaders will conduct a thorough review of the attendance system, assessing its purpose and impact. An evidence-based approach will be employed to develop and subsequently integrate a system that emphasises the benefits of attending school and guarantees that no child is singled out or subjected to victimisation. Children will be actively involved in the co-creation of this new system, and Senior Leaders will oversee its implementation, monitor its effects, and provide progress reports.

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6.1	Intervention programmes are rooted in evidence-based practices and are designed to empower children with essential skills to overcome attendance barriers. Staff responsible for implementing these programmes will receive ongoing professional development to enhance their effectiveness in supporting children and families.	Intervention programmes grounded in evidence have a substantial impact on children, helping them develop essential skills and successfully overcome personal attendance barriers. Competently trained staff proficiently deliver these programmes.	Senior and Middle Leaders will continue to monitor the impact of intervention programmes. Any new or existing programme will be rooted in evidence-based research models. Identified staff members will receive ongoing training to ensure the effective delivery of these programmes. Senior Leaders will assess progress and impact on a regular basis.
6.2	There is a well-defined comprehension of entry and exit criteria, as well as the strategies employed during the delivery of intervention programmes. Staff responsible for delivering interventions possess a clear understanding of how to assess progress and determine success.	Clearly defined entry and exit criteria, along with well-planned strategies, contribute to the effectiveness of intervention support, leading to successful outcomes. Competently trained staff not only understand how to deliver programmes but also excel in monitoring progress and measuring success.	Senior and Middle Leaders will collaborate with staff responsible for delivering intervention programmes. They will provide training and professional development as required. Progress and impact will be reviewed, with assessments conducted by Senior and Middle Leaders every Half Term.
6.3	There is a robust multi-disciplinary approach in place to assist certain children in accessing specialised advice, guidance, resources, and support. Shared Decision Making significantly bolsters the effort to help identified children overcome personal barriers successfully.	A carefully organised multi-disciplinary approach ensures that children and parents have access to external specialist support. This structured approach is further reinforced by the highly efficient Shared Decision Making process, which enhances the support provided to each child.	Senior Leaders will persist in embedding the multi-disciplinary approach, ensuring that children and families can readily access external specialist support. The Shared Decision Making process will be an ongoing tool to enhance support for children. Progress and impact assessments will be conducted on a regular basis, scheduled once per Half Term.