



**Learning and Growing Together, With Faith, Hope and Love**

# **Micklefield CE Primary School**

## **Attendance Policy**

**2024-2025**



# LEEDS CHILDREN'S SERVICES

## MICKLEFIELD CE PRIMARY ACADEMY ATTENDANCE POLICY

### Academic Year 2024-25

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This policy is the intellectual property of Leeds City Council.

Should any organisations outside of the Leeds Local Authority incorporate large sections of this policy without alteration please make acknowledgement of this.



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This Attendance Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Headteacher/Principal	Senior Attendance Champion (SLT)	Nominated Governor Attendance	Chair of Governors
2024-25	Emma Cook	Emma Cook	Barbara Rhodes	Chris Newby

Policy Review date	Date Ratified by governors	Date Shared with staff
Autumn 2025	Autumn 2024	September 2024

School Name	Micklefield CE Primary Academy
Attendance Target	93.5%
School opens at	8.45
Registers close at	9.15

## Attendance Policy

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### 1. Contact List – September 2024 –

Role / Agency	Name and role	Contact Details
<b>Headteacher/Principal</b>	Emma Cook	0113 2869232 <a href="mailto:office@micklefieldceprimary.co.uk">office@micklefieldceprimary.co.uk</a>
<b>Senior Attendance Champion SLT</b>	Emma Cook	0113 2869232 <a href="mailto:office@micklefieldceprimary.co.uk">office@micklefieldceprimary.co.uk</a>
<b>Governor with responsibility for Attendance</b>	Barbara Rhodes	0113 2869232 <a href="mailto:office@micklefieldceprimary.co.uk">office@micklefieldceprimary.co.uk</a>
<b>Chair Of Governors</b>	Chris Newby	0113 2869232 <a href="mailto:office@micklefieldceprimary.co.uk">office@micklefieldceprimary.co.uk</a>
<b>School Office</b>	Tanya Nicholls – Admin assistant Clare Fell – Office Manager	0113 2869232 <a href="mailto:office@micklefieldceprimary.co.uk">office@micklefieldceprimary.co.uk</a>
<b>School Attendance Service (SAS)</b>	Queries relating to attendance	0113 3785994 <a href="mailto:Schoolattendanceservice@leeds.gov.uk">Schoolattendanceservice@leeds.gov.uk</a>
<b>Elective Home Education (EHE)</b>	Queries around Elective Home Education	<a href="mailto:EHE@leeds.gov.uk">EHE@leeds.gov.uk</a>
<b>Children Missing Education (CME)</b>	Referrals for children missing education	0113 378 9686 <a href="mailto:CME@leeds.gov.uk">CME@leeds.gov.uk</a>
<b>Education Safeguarding Team</b>	Advice / Training / Safeguarding Audit	0113 3789685 <a href="mailto:estconsultation@leeds.gov.uk">estconsultation@leeds.gov.uk</a>

# Attendance Policy

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## 2. Policy Statement

Micklefield CE Primary Academy seeks to ensure that all its pupils receive an education which enables them to reach their full potential. There is a strong link between good attendance and increased attainment. Pupils who regularly attend school make much better progress socially and academically. Regular attendance enables pupils to adapt better to routines, schoolwork, and friendship groups.

Micklefield CE Primary Academy aims to work in partnership with parents and other agencies to ensure that every child can get the best out of the educational opportunities provided.

By working in partnership with parents and other agencies, we ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students at Micklefield CE Primary Academy.

We are committed to a whole school approach to attendance and a partnership relationship with parents and carers.

This attendance policy is part of broader suite of safeguarding policies and should not be viewed in isolation. Safeguarding policies include the Child Protection Policy, Anti-bullying policy and behaviour policy.

## 3. Aims

3.1 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their responsibilities with respect to Attendance and understand the correlation with safeguarding.
- Parents, carers, and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.
- Pupils who achieve attendance and punctuality targets throughout the academic year are recognised and rewarded.

3.2 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, parents, staff, and governors. It is fully incorporated into the whole school ethos and culture.

## 4. Legislation and guidance

4.1 This policy is based on the Department for Education's guidance, [Working together to improve school attendance \(applies from 19 August 2024\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/Working_together_to_improve_school_attendance_applies_from_19_August_2024.pdf) ([publishing.service.gov.uk](https://www.publishing.service.gov.uk))

#### 4.2 The Education Act 1996 states that:

- All pupils of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise.
- The Local Authority must provide school places to parents who wish their children to be educated at school.
- The school must complete attendance registers at the beginning of the morning session and during the afternoon session.
- The school must report to the Local Authority pupils who are absent for more than ten days without explanation.
- The Local Authority has a duty to ensure that parents fulfil their legal responsibilities.
- Failure by parents to ensure the regular attendance at school of a registered pupil is an offence punishable by law.

[Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/56) - Part 6

[Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/26) - Part 3

## 5 Partnership Expectations

<b>What the school expects of our pupils</b>
That pupils attend regularly on time and ready to learn
Pupils are prepared for the day with appropriate equipment
Pupils who arrive after registration time report to the office
Pupils tell a member of staff if there is any problem which may prevent them from attending school
<b>What the school expects of parents/carers</b>
Ensure that their children attend school regularly and on time to fulfil their legal responsibility
Notify school on the first day of absence and provide reason for absence
Complete a request form for absence in term time for <b>exceptional</b> circumstances
Supply medical evidence when required
Ensure all parental and child contact details are up to date
Provide school with two emergency contact details
Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending
<b>What the parents/carers can expect from the school</b>
A broad, balanced education
Encouragement and rewards for good attendance and punctuality at school
Prompt action when a problem has been identified
Efficient and accurate recording and monitoring of attendance
Contact with parents and carers on the first day when absence is unexplained
Liaison with officers from the Local Authority from a variety of teams to assist and support families where needed
Regular communication with parents and carers

## 6 Roles and responsibilities

### 6.1 Headteacher

The Head is responsible for:

- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2023. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2023)
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and whole school attendance.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Ensuring all staff are aware of any potential safeguarding issues, ensuring joint working between the school, Children's Social Work Services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, pupils, families, and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

## 6.2 The School Senior Attendance Champion SLT

The School Senior Attendance Champion is responsible for:

- Implementing the policy.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis -
  - Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes, raising concerns with other agencies like children's social care and early help services which are working with families.
  - Robust school systems are in place which provide useful data at cohort, group, and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
    - children who have a social worker including looked-after children
    - young carers
    - children who are eligible for free school meals
    - children who speak English as a second language
    - children who have special educational needs and disabilities
  - Keeping all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures.
  - Compiling attendance data for the Head, the Governing Body and the Local Authority.
- Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents.
- If required, holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

## 6.3 Teaching staff

Teaching staff are responsible for:

- Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
- Implementing the policy and ensuring it is applied fairly and consistently.
- Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date.
- Reviewing class and individual attendance patterns.
- Informing the school attendance champion/line manager of any concerns.
- Emphasizing with pupils the importance of punctuality and good attendance.
- Reminding parents of their commitment to this policy.



- Building respectful relationships with staff, pupils, families, and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Communicating openly and honestly with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or who are persistently or severely absent to discuss attendance and engagement at school.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Modeling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
  - treat pupils with dignity
  - build relationships rooted in mutual respect and observe proper boundaries
  - take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
  - handle confidential information sensitively
  - understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity
  - communicate effectively with families regarding pupils' attendance and well-being
- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasize the importance of attendance and its impact on attainment.
- Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.
- Promote rewards and celebrate progress but continue to outline sanctions.
- Apply rewards and sanctions consistently.
- Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Contact parents and carers regarding absence and punctuality.
- Review form or tutor group attendance weekly to share data, identify issues, intervene early, and help set targets.
- Periodically review practice and consistency both across and between departments.
- Proactively promote attendance practice as part of staff induction.
- Consider the individual needs and vulnerabilities of pupils.

#### **6.4 Attendance and pastoral staff**

Attendance and pastoral staff are responsible for:

- Ensuring the recording of attendance and absence data is accurate.
- Ensuring robust day-to-day processes are in place.
- Tracking and following up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
- Providing appropriate support and challenge to establish good registration practice.
- Carrying out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.

- Identifying any absences that are not explained for each session and contacting parents to understand why, and when the pupil will return to school.
- Where absences are recorded as unexplained in the attendance inputting the correct code as soon as the reason is ascertained, but no later than 5 school days after the session.
- Keeping parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals.
- Undertaking home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
- Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
- Implementing children missing education (CME) procedures when appropriate.
- Where pupils have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

#### **For pupils at risk of persistent absence**

- Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes.
- Initiating and overseeing the administration of absence procedures.  
This should include:
  - letters home
  - attendance clinics
  - engagement with local authorities and other external agencies and partners
  - working with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and finding methods that work and are understood
  - consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures
  - providing regular reports to leaders on the at-risk cohort
  - providing regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

#### **For pupils who are persistently absent**

- Developing and implementing persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines.
- Identifying tailored intervention which meets the needs of the pupil.
- Leading daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress.
- Liaising with school leaders (designated safeguarding, SENDco and pastoral leads) on referrals to external agencies and multi-agency assessments.
- Coordinating and contributing to multi-agency meetings to review progress and agree on actions.
- Working in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Providing regular reports to leaders on the impact of action plans and interventions.

## **7 Attendance procedures**

### **7.1 Registration**

- Registration takes place each morning at 8.55 am and each afternoon at 1.15 pm.
- Class teachers will enter a present mark (/) on the register for each pupil present and an absent mark for any pupil that is absent.

### **7.2 Responding to lateness**

- Pupils arriving in the classroom after 9.25am when the register has been taken are deemed to be late and will be marked as L code.
- After 9.25am and 1.45pm the pupil is deemed to be Late/absent. Any pupil arriving in school after these times will be marked U. In case of emergency the register shows the pupil is on the premises, but they will not receive a present mark toward their overall attendance.
- Parents/carers will be contacted by school if their child is persistently late.

### **7.3 Responding to absence**

- Repeated absences will lead to detailed monitoring by the school attendance staff.
- Targets for improvement will be clear and communicated to pupil and parent or carer.
- School will organise support to remove barriers to regular attendance.
- School will organise meetings with parents or carers to review and improve attendance.
- If attendance does not improve, school will refer to the local authority for legal action.

### **7.4 Working with the Local Authorities School Attendance Service**

- School works in partnership with the statutory School Attendance Service to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
- The Headteacher/Senior Attendance Champion (SLT) and the Attendance school staff will meet with an Attendance Improvement Officer from the School Attendance Service when required, to discuss and improve attendance for persistently absent or severely absent pupils.
- Action plans will be developed for persistently and severely absent pupils.
- If parents/carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service.  
Statutory intervention can include
  - Penalty Notices
  - Parenting Order
  - Education Supervision Order
  - Prosecution

## **8 Authorised and unauthorised and absence**

### **8.1 Authorised absence**

Authorised absence is defined as:

- Genuine illness
- Medical or dental appointment (where possible routine appointments should be arranged out of school time)

- Bereavement – (Headteacher’s discretion)
- Religious observance (The day must be exclusively set apart for religious observance by the religious body to which the parents belong)
- Approved leave in term time where there are exceptional circumstances, as agreed by the Headteacher.
- The pupil has a local authority licence to take part in a public performance and the school has granted leave of absence

## 8.2 Unauthorised absence

Unauthorised absence is defined as:

- Being late after the registers have closed - ‘U’ code
- Staying at home to care for younger children or sick relatives
- Going shopping or having a haircut
- Where no explanation is offered by the parent or carer
- Where the school is not satisfied with an explanation offered
- Special occasions e.g. birthdays/weddings
- Holidays/leave in term time
- Taking the rest of the day off before or after a medical appointment
- Translating for family members
- Visiting sick relatives
- Exceptional term time leave longer than agreed by the Headteacher

## 9 Children Missing Education (CME)

A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#) and follow the Leeds Children’s Services LA procedure and contact: [cme@leeds.gov.uk](mailto:cme@leeds.gov.uk). Tel: 0113 3789686.

## Attendance Strategy 2024-2025

As such our strategy is based on this and the 6 principles set out below by the DfE.

<u>Attendance strategy</u>		
<p><b><u>Tier 1- Expect</u></b> Aspire to high standards of attendance from all students and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school</p>	<p style="text-align: center;"><b><u>Whole School- Attendance is everyone's responsibility!</u></b></p> <p><b>1a. Staff understanding</b></p> <ul style="list-style-type: none"> <li>➤ All staff understand the role which they play in driving improvements in attendance by welcoming children and families of low attendance into school, praising attendance and giving any support they can to improve attendance.</li> <li>➤ Discuss the importance of excellent attendance linked to student progress when conversing with parents. Report attendance and include it in the conversation at Parents' evening.</li> <li>➤ Share any relevant information with the DSL (Headteacher or DDSLs)</li> <li>➤ Record any cause for concerns on a form (uploaded to CPOMs) in line with the Safeguarding and Child Protection policy.</li> </ul> <p><b>1b. Class/Worship</b></p> <ul style="list-style-type: none"> <li>➤ Attendance visuals in weekly newsletters.</li> <li>➤ Whole class reward for highest attendance of the week – Attendance Bear</li> <li>➤ Half Termly 100% letters sent home</li> <li>➤ Attendance display in the hall to promote each class attendance</li> </ul> <p><b>1c. Regular communications with parents</b></p> <ul style="list-style-type: none"> <li>➤ Prompt daily communication with parents to establish and follow up on cause of absence.</li> <li>➤ Home visits if the absence prompts a safeguarding concern.                             <ul style="list-style-type: none"> <li>Triggers that may prompt a home visits:                                     <ul style="list-style-type: none"> <li>• No communication from a parent</li> <li>• 5 days continuous absence without medical proof</li> <li>• vulnerable students</li> <li>• 3 consecutive days of absence</li> </ul> </li> </ul> </li> <li>➤ Proactive work by the team to ensure that we can intervene quickly with parents/students to get students back into school as quickly as possible.</li> </ul>	<p><b>All</b></p>

	<b>Tracking and Monitoring</b>	<b>Quality Assurance</b>	
	<ul style="list-style-type: none"> <li>○ Weekly award in Worship for attendance – Attendance Bear.</li> <li>○ Daily attendance conversations recorded on Arbor.</li> <li>○ Records of home visits recorded on Arbor.</li> <li>○ Copy of forms submitted for penalty notices saved.</li> <li>○ Copy of leave of absence request forms saved.</li> </ul>	<ul style="list-style-type: none"> <li>○ Weekly Worship PowerPoint check for attendance awards.</li> <li>○ Monitored as part of half termly attendance meeting.</li> <li>○ Monitored as part of half termly attendance meeting.</li> <li>○ All leave of absence request forms signed by the headteacher.</li> </ul>	
<p><b><u>Tier 2- Monitor</u></b> Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.</p>	<p><b>2.a Systems – monitor half termly</b></p> <ul style="list-style-type: none"> <li>➤ HT to use attendance tracker to outline clear escalations (PA and Fast Track).</li> <li>➤ Half termly data on demographic groups saved.</li> <li>➤ For new to school pupils, consider seeking information from previous school to help identify patterns.</li> </ul> <p><b>2.b HT/OM to review attendance every two weeks.</b></p> <p><b>Action 1:</b> update tracker on: PA to date, dis v non-dis, male v female gap, SEND no SEND (focus on barriers) and prioritise action.</p> <p><b>Action 2:</b> Review actions from the previous meeting.</p> <p><b>Action 3:</b> Office manager to distribute letters as per the tracker and update the columns to confirm which letters have been sent.</p> <p><b>Action 4:</b> EC/CL SENDCO to meet twice per half term to look at key SEND students.</p> <p><b>2.C Contact with Parent/Carer</b></p> <ul style="list-style-type: none"> <li>➤ <b>Letter One</b> Half termly all parents with attendance below 90% receive <b>letter</b> which notes their child’s current attendance and outlines the effect of poor attendance on their education including any child under 5 with below 90% attendance.</li> <li>➤ <b>Lates letter</b> – any child who has arrived late on a number of occasions since the last monitoring</li> </ul>	<p><b>All</b></p> <p><b>Below 90%</b></p>	

	<p><b>2.D Monitor and ensure relevant information relating to specific pupils is shared with any necessary external agencies.</b></p>	
	<p><b>Tracking and Monitoring</b></p>	<p><b>Quality Assurance</b></p>
	<ul style="list-style-type: none"> <li>○ Attendance meeting every two weeks HT/OM</li> <li>○ SEND meeting EC/CL twice termly</li> </ul>	<ul style="list-style-type: none"> <li>○ Calendared meetings</li> </ul>
<p><b><u>Tier 3- Listen and understand</u></b> When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.</p>	<p><b>3.a Following PA letter 1 attendance does not improve</b></p> <ul style="list-style-type: none"> <li>➤ <b>Fast Track Letter 1</b> - Contact with parents outlining lack of improvement/decline in attendance and asking families to contact school for any support we may be able to offer</li> <li>➤ or <b>Fast Track Letter 2</b> – inviting parents in to a meeting in school</li> <li>➤ or <b>Letter</b> - Contact with parents congratulating improved attendance.</li> <li>➤ Half termly supervision meetings (which include attendance) of vulnerable pupils to ascertain any support required in school.</li> </ul> <p><b>3.b Following letter 1 punctuality does not improve</b></p> <ul style="list-style-type: none"> <li>➤ <b>Lates letter 2</b> – inviting into school for a meeting</li> </ul>	<p><b>Between 80-90%</b></p>
	<p><b>Tracking and Monitoring</b></p>	<p><b>Quality Assurance</b></p>
	<ul style="list-style-type: none"> <li>○ HT/OM- actions to be logged on the attendance tracker and reviewed every two weeks.</li> <li>○ Record of conversations maintained.</li> </ul>	<ul style="list-style-type: none"> <li>○ HT/OM Review of actions logged on the attendance tracker every two weeks.</li> <li>○ HT/OM meetings</li> </ul>
<p><b><u>Tier 4- Facilitate support</u></b> Remove barriers in school and help students and parents to access the support they need to overcome the barriers outside of school. This might</p>	<p><b>4. Attendance continues to decline after letter 2.</b></p> <ul style="list-style-type: none"> <li>➤ <b>Case work</b> – allocation of families with complex/needs barriers to Leeds' allocated attendance Officer or Cluster who have complex needs/barriers</li> <li>➤ <b>Letter</b> – no improvement or request for support, formally invite into school for an attendance meeting with HT/OM. Identify barriers and offer agency support.</li> <li>➤ Complete <b>attendance meeting form</b> to record actions and support</li> </ul>	<p><b>Between 80-90%</b></p>

<p>include an early help or whole family plan where absence is a symptom of wider issues.</p>	<ul style="list-style-type: none"> <li>➤ Consider work with other schools in the local area if siblings attend other schools</li> </ul> <table border="1" data-bbox="467 232 1174 443"> <tr> <td data-bbox="467 232 815 300" style="text-align: center;"><b>Tracking and Monitoring</b></td> <td data-bbox="815 232 1174 300" style="text-align: center;"><b>Quality Assurance</b></td> </tr> <tr> <td data-bbox="467 300 815 443"> <ul style="list-style-type: none"> <li>○ Actions to be logged on the attendance tracker.</li> </ul> </td> <td data-bbox="815 300 1174 443"> <ul style="list-style-type: none"> <li>○ <i>Review every two weeks in attendance meeting-</i></li> </ul> </td> </tr> </table>	<b>Tracking and Monitoring</b>	<b>Quality Assurance</b>	<ul style="list-style-type: none"> <li>○ Actions to be logged on the attendance tracker.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Review every two weeks in attendance meeting-</i></li> </ul>	
<b>Tracking and Monitoring</b>	<b>Quality Assurance</b>					
<ul style="list-style-type: none"> <li>○ Actions to be logged on the attendance tracker.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Review every two weeks in attendance meeting-</i></li> </ul>					
<p><b><u>Tier 5- Formalise support</u></b> Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.</p>	<p><b>5. No improvement after letter three - Formalising support</b></p> <ul style="list-style-type: none"> <li>➤ <b>or Fast Track letter 3</b> – Warning of a possible Penalty Notice</li> </ul>	<p><b>Below 80%</b> <b>(PP/SEND focus)</b></p>				
<p><b><u>Tier 6- Enforce</u></b> Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the student's right to an education.</p>	<p><b>6. Enforce –OM will submit fixed penalty notices and legal intervention requests when all other strategies have failed.</b></p> <ul style="list-style-type: none"> <li>➤ <b>apply to LA for a Penalty Notice</b></li> </ul> <table border="1" data-bbox="467 1525 1174 1856"> <tr> <td data-bbox="467 1525 815 1592" style="text-align: center;"><b>Tracking and Monitoring</b></td> <td data-bbox="815 1525 1174 1592" style="text-align: center;"><b>Quality Assurance</b></td> </tr> <tr> <td data-bbox="467 1592 815 1856"> <ul style="list-style-type: none"> <li>○ Intervention request logged on attendance tracker</li> <li>○ OM to monitor progress of submissions</li> </ul> </td> <td data-bbox="815 1592 1174 1856"> <ul style="list-style-type: none"> <li>○ Bespoke meeting to review paperwork before submission</li> </ul> </td> </tr> </table>	<b>Tracking and Monitoring</b>	<b>Quality Assurance</b>	<ul style="list-style-type: none"> <li>○ Intervention request logged on attendance tracker</li> <li>○ OM to monitor progress of submissions</li> </ul>	<ul style="list-style-type: none"> <li>○ Bespoke meeting to review paperwork before submission</li> </ul>	<p><b>Below 80%</b></p>
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## EXPECT

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.



## MONITOR

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.



## LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.



## FACILITATE SUPPORT

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.



## FORMALISE SUPPORT

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.



## ENFORCE

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.