



# The Stepped Approach to Attendance



	Criteria - as appropriate	Action (All monitoring via the 'toggle' on SIMS to. All interventions to be recording under 'interventions' on SIMs)	Success
<b>Level 0</b> Tutors & PLs	<p><b>Pupil's attendance is 97% or above</b></p> <ul style="list-style-type: none"> <li>Rare absence is accompanied by genuine notes and contact with concerned parents</li> <li>Punctuality is not an issue</li> </ul>	<ul style="list-style-type: none"> <li>Tutors and Progress leaders give pupils the opportunity to <b>reflect on their attendance</b> and the impact this has on their progress</li> <li><b>Positive feedback</b> from tutor and during celebration assemblies</li> <li>Tutor records on Monthly Wall Charts and/or Attendance Pyramids as per the PL's instructions</li> <li>Rare absences dealt with by tutor in timely and appropriate way</li> </ul>	<ul style="list-style-type: none"> <li>Wall charts show green all year</li> <li>Pupil achieves or exceeds their potential</li> </ul>
<p><b>If a student's attendance drops below 97%, the Pastoral Team may choose to place them onto Level 1 of the Stepped Approach to Attendance. If the student's attendance does not improve over a defined period, than they will be escalated through the levels and actions taken appropriately.</b></p>			
<b>Level 1</b> (Tutor supported by PSW)	<ul style="list-style-type: none"> <li>Absence authorised by genuine notes and contact with parents</li> <li>Single period of genuine illness accompanied by medical evidence on return to school</li> <li>Several odd days of illness for minor reasons e.g. "cold"</li> <li>Punctuality is starting to be a problem with pupil having three or more 'lates'</li> <li>Tutor starting to be concerned that absence is not genuine</li> </ul>	<ul style="list-style-type: none"> <li>Tutor contacts parents if there are 3 or more 'odd' days off, and checks to see if there is an issue (look at day of week in relation to timetable, lessons, regular illnesses, other problems such as bullying, unhappiness etc.)</li> <li><b>PSW issues a Level 1 Monitoring Letter advising parents that attendance has dropped below the school target and that the tutor will be monitoring the attendance.</b></li> <li>Tutor starts to discuss concerns with PSW and PL</li> <li>If problem with punctuality:             <ul style="list-style-type: none"> <li>Tutor reminds pupil of the need to be on time, and impact of tardiness</li> <li>Tutor issues a detention to any pupil who has received three 'lates'</li> <li>Tutor contacts parents to establish the causes of tardiness. For example, is there a transport issue that can be resolved?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The short period of absence is not repeated</li> <li>Punctuality improves</li> <li>Tutor congratulates pupil on improvement back to Level 0 (although pupil can't achieve 100% again, attendance after this event should remain above 97%)</li> </ul>



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<p><b>Level 2</b> (Tutor/PL/PSW) PL and PSW working with tutor</p>	<p><b>Pupil's attendance shows no sign of improvement.</b></p> <ul style="list-style-type: none"> <li>Absences authorised by contact with parents, doubts exist over whether the circumstances of non-attendance are genuine</li> <li>Punctuality is starting to be a problem with pupil having six or more 'lates'</li> </ul>	<ul style="list-style-type: none"> <li>Parents contacted by <b>PSW</b></li> <li>PL issues a <b>Level 2 Letter</b> explaining the importance of good attendance and offering support, along with a reminder of the HCC guidelines and fixed penalty notices. This is accompanied by an <b>Attendance Leaflet</b> explaining the Stepped Approach to Parents.</li> <li>The letter also requests <b>medical evidence</b> for any subsequent absences.</li> <li>Pupil is placed on <b>Attendance/Punctuality report</b> if appropriate</li> <li><b>PSW involved in monitoring and supporting tutor</b></li> <li><b>The student is placed on the 'first call list'</b></li> </ul>	<ul style="list-style-type: none"> <li>Attendance improves over two week period</li> <li>Punctuality improves with no more lates recorded</li> <li>Tutor congratulates pupil and parents on improvement back to Level 1 and encourages movement back to Level 0.</li> </ul>
<p><b>Level 3</b> Persistent Absentee - Serious Concern (PL/PSW)</p>	<p><b>Despite intervention, pupil's attendance drops further without clear justifiable reason.</b></p> <ul style="list-style-type: none"> <li>Pupil is:             <ul style="list-style-type: none"> <li>absent for 10 or more half-day sessions (five school days) of unauthorised absence during any 100 possible school sessions – these do not need to be consecutive</li> <li>persistently late (coded <i>U</i>) for up to 10 sessions (five days) after the register has closed</li> <li>persistently late before the close of the register (coded <i>L</i>), but the school has met with parents and has clearly communicated that they will categorise as unauthorised any further lateness (code <i>O</i>), and where the threshold of 10 sessions (five days) has been met</li> <li>absent for any public examinations of which dates are published in advance</li> </ul> </li> <li>Absence is frequent and excuses are inadequate and questionable. There may be a suspicion of condoned absence. For example, fabricated illness, home help, company, child-minding</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are placed on our 'PA' list</li> <li>Pupil will be on the 'truancy sweep' list for our PSCO</li> <li>Parents come in for an <b>'Education Planning Meeting'</b>. An attendance improvement plan is co-written with parents and Progress Leader</li> <li>The <b>Level 3 Letter</b> is issued to parents along with a copy of the <b>Attendance Leaflet</b> and <b>EP Action Plan</b></li> <li>The PSW (attendance) may carry out home visits accompanied by another member of staff</li> <li>HCC Attendance Legal Panel are involved and advice is sought regarding appropriate legal measures for pupil from:             <ul style="list-style-type: none"> <li>Parenting contracts set at Education Planning Meetings</li> <li>Parenting orders</li> <li>Penalty notices</li> <li>Education Supervision Orders</li> <li>Prosecution</li> </ul> </li> <li>Fixed penalty notices are employed where appropriate</li> <li>EHH form is completed where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Strict targets set out in the EP meetings are adhered to and successfully reached</li> <li>No further episodes of unauthorised absences or poor punctuality</li> <li>Improvement seen and child returns to Level 2</li> </ul>



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<p style="text-align: center;"><b>Level 4</b></p> <p style="text-align: center;">Persistent Absentee – Action Plus (PL/PSW/IU/SPL)</p>	<p><b>No improvement was seen whilst on level 3.</b></p> <ul style="list-style-type: none"> <li>Pupil’s attendance drops further and the school has grave concerns about the child’s well-being or progress.</li> </ul>	<ul style="list-style-type: none"> <li>As with level 3, but Progress Leader categorises the child as <b>‘Action Plus’</b> so in addition:</li> <li>PSW provides:             <ul style="list-style-type: none"> <li><b>Reintegration/mentoring support</b> for pupils to prepare themselves after extending spells out of the classroom</li> <li><b>Targeted intervention/support groups</b> with a group of pupils in a similar situation</li> </ul> </li> <li>IU will provide:             <ul style="list-style-type: none"> <li>Supervision to provide alternative location for pupils disengaged from their lessons</li> <li>Catch up classes on a one to one basis</li> <li>An after school and lunchtime facility for the child should they need a ‘base’ from which to build their confidence</li> </ul> </li> <li><b>SPL now becomes involved and issues a further letter and brings parents in for a review meeting.</b></li> <li>SPL may involve <b>external agencies</b> which may provide support for the child, and/or referral to Children’s services where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Some improvement seen and child returns to Level 3.</li> </ul>
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## Thresholds for Tutor-Student discussions and Wall Charts

Figure	Attendance is...
>97%	...excellent. This is where we expect all of our students to be.
94-96.9%	...good but there may be some short term impact on a child’s learning.
91-93.9%	...beginning to cause concern and may have a substantial short term impact on a child’s learning.
85-90.9%	...poor and there may be a sustained impact on a child’s learning.
<85%	...a serious cause for concern and there may be a sustained and significant long term impact on a child’s learning.