



## The Support-First Approach to Attendance

We have high aspirations for all our pupils. Where there are barriers to attendance, we will work with pupils, their families and other support services to ensure support is available to improve attendance. Where this support is not engaged with or fails, we will work with the Local Authority to consider formalised support and the appropriate use of statutory frameworks, including prosecution, to improve attendance.

This support-first framework forms part of the statutory guidance to support good school attendance.

<p><b>EXPECT</b> 100% - 96%</p>	<p>Aspire to high standards of attendance for all pupils and parents and build a culture where all can, and want to, be in school ready to learn by prioritising attendance improvement across the school.</p>
<p><b>MONITOR</b> 95.9% - 94%</p>	<p>Rigorously use attendance data to identify patterns or 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>LISTEN AND UNDERSTAND</b> 93.9% - 90%</p>	<p>When a pattern is spotted, discuss with pupils and parents to listen and understand barriers to attendance and agree how all partners can work together to resolve them.</p>
<p><b>FACILITATE SUPPORT</b> 90% AND BELOW</p>	<p>Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside school. This might include an early help or whole family plan where absence is a symptom of wider issues.</p>
<p><b>FORMALISE SUPPORT</b> 90% AND BELOW</p>	<p>Where absence persists and voluntary support is not working or 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 of education supervision order.</p>
<p><b>ENFORCE</b> 90% AND BELOW</p>	<p>Where all other avenues have been exhausted and support is not working or being engaged with, enforce attendance through statutory intervention or prosecution to protect the child's right to education.</p>