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| **ATTENDANCE STANDARD 1** | | | |
| Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for each standard. | | | |
| **1. ATTENDANCE POLICY, PROCEDURES, REGISTRATION & DATA ANALYSIS** | **Not in place**  **Red** | **Developing**  **Amber** | **Established**  **Green** |
| 1.1 The school has a written attendance policy that promotes high expectations for pupil attendance and sets out the required process. |  |  |  |
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| 1.2 The attendance lead is a member of the senior leadership team, reporting on current trends and the impact of strategies in place. |  |  |  |
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| 1.3 All staff receive written procedures and regular training to clarify their roles and responsibilities in supporting pupil attendance and the link between attendance, attainment, achievement and safeguarding. |  |  |  |
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| 1.4 Parents/carers & pupils, including new parents, receive written accessible procedures that make clear their responsibilities regarding pupil attendance, absence, punctuality and the link between attendance and attainment and achievement and safeguarding issues. |  |  |  |
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| 1.5 Targets to improve overall attendance are set and circulated to staff, governors, Trust staff, parents/carers, and pupils. |  |  |  |
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| 1.6 Governors and Multi-academy trust teams are active in promoting good attendance and punctuality. |  |  |  |
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| 1.7 Electronic registration systems are used for am/pm sessions to accurately register pupil attendance and record reasons for absence in line with DfE guidance |  |  |  |
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| 1.8 Accurate attendance data is provided weekly to key staff and managers to inform them of causes of absence, intervention plans or associated outcomes |  |  |  |
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| 1.9 Parents/carers and pupils are informed on a minimum termly basis of attendance and/or persistent lateness via an attendance printout, and targets are set. Attendance is expressed to parents in terms of days lost as well as %. |  |  |  |
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| 1.10 Persistent Absentees (PA)(those at risk of being below 90% attendance and those who are below 90% attendance) are routinely identified and followed-up by pastoral/other staff with individual plans if required. |  |  |  |
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| 1.11 The correct use of registration codes and reasons for absence provided by parents/carers is monitored and trends analysed at least termly. |  |  |  |
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| **Standard 1 Status: Red/Amber/Green** |  | | |
| **1. ATTENDANCE POLICY, PROCEDURES, REGISTRATION & DATA ANALYSIS** | | | |
| **Evidence** | | | |
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| **Action** | | | |
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| The descriptions below offer an indication as to how a standard's score might impact upon practice | | | |
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| **GREEN** | | | |
| There is clear evidence of school planning at all levels. The plans, policies and procedures are well embedded within school and into other relevant plans of the LA. The plans are designed to bring about school improvement and there is evidence of the plans having a positive impact on attendance and reducing levels of persistent absence. | | | |
| Realistic and aspiring targets are in place and being met. Data is collected, analysed, and disseminated to school staff, governors, pupils and parents, LA and other partners. The data is used to make helpful comparisons on a regular basis. The school and LA use the data at a strategic level to inform practice. | | | |
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| **AMBER** | | | |
| Most targets are aspirational and being met in the majority of cases. School planning is good but there is scope for some improvement. The plans, policies and procedures should be capable of delivering improved outcomes for attendance and reducing levels of persistent absence. | | | |
| Data is collected and analysed and used to inform practice. However there is limited use of data or its dissemination to key people is restricted. | | | |
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| **RED** | | | |
| There is little or no evidence of school planning. There is no possibility of the plans policies or procedures having an impact on levels of attendance or reducing levels of persistent absence. | | | |
| Targets are either not set or not sufficiently challenging. Data is collected irregularly or not analysed, or little or no connection is made between the data and the work of schools or the LA. Comparisons are either not made or it is not possible to make comparisons from the data. | | | |

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| **ATTENDANCE STANDARD 2** | | | |
| Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for each standard. | | | |
| **2. CASE MANAGEMENT AND VULNERABLE GROUPS** | **Not in place**  **Red** | **Developing**  **Amber** | **Established**  **Green** |
| 2.1 All pupil absence, authorised and unauthorised, is monitored and intervention initiated when there are concerns using school attendance policy and procedures. |  |  |  |
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| 2.2 For all pupils with attendance concerns - including Persistent Absence (PA) and non-PA pupils, interventions and contact with parents/carers are recorded and progress monitored weekly. |  |  |  |
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| 2.3 The school makes use of Parenting Contracts/Agreements/Action Plans to support the attendance of individual pupils. |  |  |  |
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| 2.4 Parents are clear about the school’s expectations regarding leave in ‘exceptional’ circumstances and this is available in written form from the school that is accessible to all. |  |  |  |
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| 2.5 In situations where attendance concerns are complex, a comprehensive assessment is undertaken to identify all the factors underpinning the irregular attendance and an action plan is developed. |  |  |  |
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| 2.6 The school has a clear understanding of the Local Authority (LA)’s policy for Issuing Penalty Notices, the relevant ‘threshold’ and the role of the school in the process. |  |  |  |
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| 2.7 In situations where attendance support options have been exhausted to resolve an attendance concern, the school/setting will contact any relevant partners including the LA to identify the next course of action. |  |  |  |
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| 2.8 Clear and consistent escalation procedures exist that include the use of Statutory Enforcement Action if appropriate for the case. |  |  |  |
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| 2.9 Consistent and supportive arrangements are in place to integrate and reintegrate pupils returning from absence or joining the school. |  |  |  |
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| 2.10 There are no unnecessary delays in reintegrating pupils back in to school or arranging an agreed start date for new pupils. |  |  |  |
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| 2.11 The attendance of pupils with Child Protection/CIN plans/FiF and/or Safeguarding concerns is closely monitored in conjunction with the Designated Safeguarding Lead/Team |  |  |  |
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| 2.12 The attendance of Looked After Children is closely monitored by the Designated Teacher and Personal Education Plans completed. |  |  |  |
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| 2.13 Attendance and punctuality data is used to identify trends relating to vulnerable pupils and groups for example SEND, ethnicity, pupil premium, CiC, previously CiC, etc. and once trends identified appropriate action is taken at group and individual level. This is also supported by the provision of Attendance Data Packs. |  |  |  |
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| 2.14 Pupils with Persistent Absence (10% or more absence) have action plans that are regularly monitored and reviewed |  |  |  |
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| 2.15 Clear procedures are in place for supporting the school attendance needs of vulnerable groups identified by school data such as FSM, EAL, Gypsy, Roma & Traveller children, SEND pupils. Schools need to have processes in place to identify other vulnerable pupils that are not picked up through regular data analysis such as those pupils experiencing peer on peer abuse, pupils returning from exclusion or involved in Managed Moves (MM), health needs, etc. |  |  |  |
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| 2.16 Where attendance concerns have been raised the voice of the child is captured and included in any future planning and decision making (procedures remain child focused rather than child led). |  |  |  |
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| **Standard 2 Status: Red/Amber/Green** |  | | |
| **2. CASE MANAGEMENT AND VULNERABLE GROUPS** | | | |
| **Evidence** | | | |
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| **Action** | | | |
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| The descriptions below offer an indication as to how a standard's score might impact upon practice | | | |
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| **GREEN** | | | |
| Procedures for ensuring that casework does not become entrenched are clear. There are robust systems in place to ensure progression. There is clarity about how cases are referred to the LA. There is a robust system in place to ensure escalation within the schools procedures where attendance does not improve. Full use is made of appropriate legal processes. Effectiveness of strategies are measured and analysed. | | | |
| There are sound systems and procedures in place, which ensure effective support for the attendance of vulnerable children. Children are provided with education if out of school and are not out of school for longer than statutory time limits. The school is socially inclusive. | | | |
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| **AMBER** | | | |
| A casework management system is in place. The system is followed properly in the vast majority of cases. Only a small number of cases become entrenched or slow moving. Supervision arrangements are adequate and capable of picking up exceptions to the system. The vast majority of cases for which legal processes are appropriate are dealt with rigorously and consistently. Consideration is given to the effectiveness of interventions. | | | |
| There are sound systems and procedures in place. Effective support is not necessarily available in every situation to ensure the attendance of all vulnerable children. Challenge and support between school and LA is satisfactory. | | | |
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| **RED** | | | |
| Little evidence of effective casework management or consistency of approach. Little or no criteria for schools to refer to the LA. Legal processes are not consistently utilised. Lack of clarity about what is or is not effective. | | | |
| There are poor systems and procedures in place for ensuring that children are on roll or receiving full time education. There is a real risk that pupils may “get lost in the system”. Many pupils are not socially included. There is little or no constructive challenge relationship between school and the LA. | | | |

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| **ATTENDANCE STANDARD 3** | | | |
| Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for each standard. | | | |
| **3. EFFECTIVE PARTNERSHIP WITH OTHER AGENCIES** | **Not in place**  **Red** | **Developing**  **Amber** | **Established**  **Green** |
| 3.1 The school/setting commissions external education welfare support as required in relation to poor attendance matters and individual casework support. |  |  |  |
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| 3.2 The school/setting builds partnerships with parents/carers to improve attendance by offering advice, relevant guidance, practical support, meetings, signposting/referral to external services and information about the statutory role of the local authority. |  |  |  |
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| 3.3 The school/setting engages with other schools and relevant partners to coordinate attendance intervention work. |  |  |  |
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| 3.4 The school/setting refers appropriate pupils with health-related absence to agencies e.g. Health - School Nurse, GPs, CAMHs, Off The Record (OTR), Kooth etc. |  |  |  |
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| 3.5 When a pupil displays behaviours that are of concern and impact attendance, support is put in place to understand the factors underpinning these behaviours, so that appropriate plans can be put in place and regularly reviewed. |  |  |  |
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| 3.6 Specific staff members/services are utilised by the school/setting to address poor pupil attendance and their impact is regularly evaluated |  |  |  |
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| 3.7 Where the school/setting is aware of complex attendance issues that impact of the family, help is sought from relevant agencies including FiF to ensure they receive the right help and the right time. This may include Team Around the School (TAS) meetings. |  |  |  |
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| 3.8 Where attendance concerns indicate safeguarding or child protection issues, schools/settings follow their standard safeguarding procedures. This may include referral to First Response. |  |  |  |
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| **Standard 3 Status: Red/Amber/Green** |  | | |
| **3. EFFECTIVE PARTNERSHIP WITH OTHER AGENCIES** | | | |
| **Evidence** | | | |
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| **Action** | | | |
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| The descriptions below offer an indication as to how a standard's score might impact upon practice | | | |
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| **GREEN** | | | |
| The partners for attendance are clearly defined and their roles are fully understood. Clear and effective joint working protocols have been established with these services. Referral processes are well established with key individuals within each partner agency. Partner agencies are welcomed and involved in opportunities for attendance work with pupils and parents/carers. There is clear evidence that partnerships have had an impact on attendance. | | | |
| A clear referral criteria is in place and being used. A senior member of staff has the responsibility for linking with the LA to jointly agree actions and use of allocated time. Attendance services available from the LA are known and accessed by staff. | | | |
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| **AMBER** | | | |
| There is evidence of active contribution of most other partners in raising attendance and minimising unauthorised absence and in reducing levels of persistent absence. | | | |
| Referral criteria in place and mostly being used. Liaison between school and LA is not efficient and effective in relation to frequency or content. Schools awareness or take up of LA attendance services is limited. | | | |
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| **RED** | | | |
| The LA is seen as the sole agency responsible for attendance. Other partners make a contribution to attendance on paper only and by their actions demonstrate it is a low priority. | | | |
| Liaison between a senior member of staff and LA is infrequent or not productive, or delegated to a non-manager or administrator. Little or no use is made of LA attendance services. | | | |
| Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for each standard. LAP comments are added to support each statement within all 8 standards and LAP recommends action as a result of overall audit. School is requested to provide policies, documents etc. to evidence statements as appropriate. | | | |

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| **ATTENDANCE STANDARD 4** | | | |
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| **4. STRATEGIES, PROFILE & PUBLICITY** | **Not in place**  **Red** | **Developing**  **Amber** | **Established**  **Green** |
| 4.1 Strategies to improve attendance operate in the school/setting including reducing Persistent Absence and Whole School Initiatives. |  |  |  |
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| 4.2 First Day Contact procedures are operated daily for every pupil absent and action taken when there is no response. At least 3 emergency contacts are held for each pupil and they are regularly updated. |  |  |  |
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| 4.3 Punctuality procedures including a signing in process are in place, ensuring that late pupils are recorded accurately and persistent lateness is addressed |  |  |  |
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| 4.4 Governors/Management Committees/Trustees monitor attendance data, including PA, and the effectiveness of interventions regarding attendance at least termly (6 times per year). |  |  |  |
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| 4.5 All staff are given sufficient time, status and guidance to implement attendance policy and procedures and are accountable. |  |  |  |
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| 4.6 Specific funding is allocated for attendance promotion. |  |  |  |
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| 4.7 All staff are regularly updated about the importance of attendance/punctuality and links between attendance, attainment, achievement and safeguarding issues. |  |  |  |
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| 4.8 The engagement of parents/carers in supporting attendance is promoted and initiatives to overcome barriers are taken and reviewed. |  |  |  |
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| 4.9 Parents/carers are regularly updated about the importance of attendance/punctuality and links between attendance, attainment, achievement and safeguarding issues. |  |  |  |
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| 4.10 Cross-phase strategies and effective transition arrangements are in place with other local schools/settings to promote good attendance and punctuality. |  |  |  |
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| 4.11 All relevant staff are fully aware of the Regulations relating to deletion from roll and comply with those Regulations in every case this includes children who are Children Missing Education, Elective Home Education and Fixed term and Permanent Exclusions. |  |  |  |
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| 4.12 Achievements and improvements in attendance and punctuality are celebrated and recognised with pupils and parents/carers. |  |  |  |
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| 4.13 Attendance assemblies, focus weeks and other activities take place regularly throughout the school year to promote good attendance and this involves student led activities. |  |  |  |
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| 4.14 Current attendance and punctuality key messages are prominently displayed around the school and on the school/setting website. |  |  |  |
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| 4.15 Attendance and Punctuality themes and activities are included throughout the curriculum and via tutorials and assemblies. |  |  |  |
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| **Standard 4 Status: Red/Amber/Green** | #N/A | | |
| **4. STRATEGIES, PROFILE & PUBLICITY** | | | |
| **Evidence** | | | |
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| **Action** | | | |
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| The descriptions below offer an indication as to how a standard's score might impact upon practice | | | |
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| **GREEN** | | | |
| School staff and governors actively promote good attendance within their roles, leading to the raising of attendance to meet agreed targets. There is effective use of targeted funding and the provision of dedicated attendance support staff. Strategic links exist between senior managers with responsibility for safeguarding and attendance. Effective practice has an impact upon the whole school by being innovative and communicating the positive message of good attendance to every pupil and parent, staff member and governor. The school is able to demonstrate that attendance and persistent absence is given a high profile in and around the school. Links with the local media is established to promote attendance positively. The link between attendance and attainment is made clear. Partnership working within school is evident by celebrating achievement to support pupils and parents through activities utilising promotional materials and the curriculum. | | | |
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| **AMBER** | | | |
| Limited or sporadic promotion of attendance is undertaken by staff and/or governors. Most targets are challenging and being met in the majority of cases. Some positive links exist between the key staff responsible for safeguarding and for attendance. Effective practice is being developed to improve whole school attendance; to date this has only had a partial impact. Attendance is not given as high a profile as necessary. Some engagement with the media. Promotional strategies may not yet be well embedded. | | | |
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| **RED** | | | |
| Staff and governors are not active in promoting attendance or are unaware of targets set. No effective use of target funding for attendance. No link exists between staff responsible for safeguarding children and attendance. No effective practice exists which communicates the importance of good attendance to the whole school community. Little or poor attempts are made to raise profile or to engage with the media. | | | |
| **Overall Attendance Standards Status** | #N/A | | |
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| **Traffic Light Classification of Attendance Standards** | | | |
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| **General description of overall analysis** | | | |
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| **Green** | | | |
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| **Green:** For a school to be “green” most of the processes assessed should be demonstrating good practice in a sufficiently rigorous manner to bring about the required reduction in persistent absence and improvement in overall attendance. Although not every process assessed needs to be rated green, there must be effective working practices in place for those that are not, with achievable plans to make the required improvements. | | | |
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| **Amber** | | | |
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| **Amber:** For a school to be “amber” there has to be confidence that the right processes are in place in the majority of areas, although there may be room for improvement. It should be expected that there will be a positive impact on attendance and a reduction of levels of persistent absence, although there is less confidence that all attendance targets will be achieved or exceeded. There should be no fundamental issues critical to shifting attendance that are not being addressed effectively. | | | |
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| **Red** | | | |
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| **Red:** For a school to be "red" there are serious concerns about the way in which the school is addressing attendance within the standards identified. This is likely to impede progress in reducing persistent absence levels or improving overall pupil attendance. Priorities should be identified and actioned to put in place strategies for improvement and change current policies and procedures. | | | |
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