



Lawrence View Primary and Nursery C of E Primary School

Graduated Response to Managing Pupil Attendance.

Purpose

This document sets out a clear, graduated response for managing and improving pupil attendance in a primary school. It aligns fully with statutory Department for Education (DfE) guidance and related legislation applicable in England, particularly *Working together to improve school attendance* (statutory from 19 August 2024). The approach is firmly support-first, proportionate, and centred on the best interests, safety and wellbeing of pupils.

Core Principles

- Attendance is everyone's responsibility; securing good attendance is fundamental to safeguarding, wellbeing and achievement.
- Early identification and intervention are critical; poor attendance should be addressed before it becomes persistent or severe.
- Schools must build strong, respectful relationships with families, recognising attendance barriers are often complex and multifaceted.
- Legal intervention is a last resort and should only follow meaningful support or where support is not appropriate.

Attendance Thresholds (DfE Definitions)

- **Expected attendance:** 96%+
- **At risk of persistent absence:** Below 96%
- **Persistent absence:** Below 90%
- **Severe absence:** Below 50%

Governance and Oversight

- Governors regularly review attendance data and challenge leaders appropriately.
- Ensure staff receive suitable training on attendance processes and statutory duties.
- Monitor the effectiveness of the graduated response and refine practice.
- Related Statutory Guidance
- *Working together to improve school attendance* (DfE, August 2024 – statutory)
- *Children Missing Education*
- *Supporting pupils with medical conditions at school*
- *Keeping Children Safe in Education*
- *Suspensions and Exclusions Guidance*

Universal Provision – Level 1 (All Pupils) Aim: Promote a whole-school culture of high attendance and prevent absence. School Actions Maintain a calm, safe, inclusive and supportive learning environment. Clear, accessible Attendance Policy understood by staff, parents and pupils. Accurate admission and attendance registers maintained electronically and completed twice daily in line with the School Attendance Regulations 2024. Daily first-day response for all unexplained absences. Regular attendance monitoring using school MIS and DfE tools such as Monitor Your School Attendance. Regular communication promoting the importance and benefits of good attendance.	Early Support – Level 2 (Attendance Below 96%) Aim: Identify emerging concerns and remove barriers swiftly. Triggers Attendance drops below 96% Repeated patterns of lateness or intermittent absence School Actions Informal discussion with parents/carers to understand reasons for absence. Provide practical support (e.g. routines, signposting to services, medical evidence guidance). Short-term monitoring plan and agreed review date. Attendance letter or meeting note to confirm concerns and expectations. Key Expectation Support is proactive, empathetic and clearly recorded.
Targeted Support – Level 3 (Persistent Absence – Below 90%) Aim: Secure sustained improvement through structured intervention. Triggers • Attendance below 90% • Lack of improvement despite early support School Actions • Attendance meeting with parents/carers and relevant staff. • Develop a written attendance support plan with clear actions, review dates and responsibilities. • Consider wider factors: SEND, mental or physical health, safeguarding, family circumstances. • Referral to Early Help or external services where appropriate. Increased monitoring and regular review meetings.	Intensive, Multi-Agency Support – Level 4 (Persistent / At Risk of Severe Absence) Aim: Address complex, entrenched barriers to attendance. Triggers • Ongoing persistent absence • Risk of falling into severe absence School Actions • Work with the Local Authority School Attendance Support Team. • Multi-agency planning meetings and whole-family support. • Consider whether alternative or flexible approaches are appropriate (e.g. temporary adjustments, medical plans), ensuring part-time timetables are used lawfully and reviewed regularly. • Maintain robust evidence of all support offered and engagement attempts.
Legal Intervention – Level 5 Aim: Fulfil statutory duties where attendance does not improve or support is not engaged with. National Threshold • 10 sessions (5 school days) of unauthorised absence within a rolling 10-school-week period. Possible Actions (led by or in conjunction with the Local Authority) • Penalty Notice issued in line with the National Framework for Penalty Notices (from 19 August 2024). • Education Supervision Order or prosecution under Section 444 of the Education Act 1996 where necessary. Key Principles • Legal action is not a substitute for support. • Decisions are evidence-based, proportionate and consistent.	

