Attendance Strategy

Exceed Learning Partnership
EVERY CHILD • EVERY CHANCE • EVERY DAY

Foundation 1: Supportive Policies, Systems, and Procedures

Ensures a clear, consistent, and proactive framework for managing attendance.

The Graduated Approach

Tier 1: Universal Support: clear communication of expectations, rewards for good attendance, and a welcoming environment.

Tier 2: Early Intervention: initial contact with parents, a discussion with the pupil, and the development of an in-school support plan.

Tier 3: Multi-agency Support: For persistent absence (below 90%) with complex barriers, the school works with multi-agency support to create a coordinated plan.

Leadership & Governance

- Attendance is led by a dedicated Attendance Leader with clear roles and responsibilities.
- Line Manager and Governor provide support and challenge through regular reviews of the Attendance Action Plan.

Policy Alignment

- The Attendance Policy is statutory, compliant, and clearly communicated.
- The Attendance Leader works with other policy leads to ensure a joined-up approach, linking attendance with behaviour, SEND, and other key areas.

Foundation 2: Whole School Thinking (Culture and Ethos)

Embedding a positive and supportive culture across the entire school community, ensuring that everyone understands the value of attendance and their role in promoting it.

Shared Vision

The Attendance Leader promotes a shared vision of the social, emotional, and academic benefits of regular attendance.

Sense of Belonging

- All staff foster a safe, supportive environment through routines and strong relationships.
- Pupil voice is used to understand barriers and promote ownership of their progress.
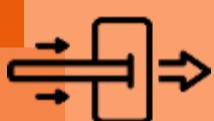
Escalated Approach

A clear, step-by-step process addresses attendance concerns through collaborative support with pupils and families.

Foundation 3: Data Driving Decisions

Attendance data is used to inform interventions and evaluate strategy impact.

Beyond Headline Data

The Attendance Leader uses the MIS to analyse trends across pupil groups, benchmarking progress against national data and previous years to drive improvement and celebrate success.

Targeted Information

Data is used to identify pupils with barriers to attendance and develop plans that build self-awareness, emotional literacy, and social skills. Interventions are regularly reviewed for impact.

Foundation 4: Communication and Collaboration

Clear communication within the school and with external partners to support pupils and their families.

Internal Communication

- Staff are trained to spot changes in behaviour or attendance as possible safeguarding concerns
- Attendance Leader and Line Manager hold regular, action-focused meetings to drive improvement.

External Partnerships

- Staff receive tailored training and network with external professionals to strengthen early help support.
- Strong partnerships with agencies support a multi-disciplinary approach for complex needs.

Parent Communication

- Staff are trained to spot changes in behaviour or attendance as possible safeguarding concerns.
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Foundation 5: Connect with Behaviour

Links behaviour, well-being, and attendance to address the root causes of absence.

Understanding Deeper Roots

- The Attendance Leader identifies and supports hidden causes of poor attendance, like anxiety or family issues.
- Interventions are evidence-based to target the root causes effectively.

Proactive Support

- Pastoral and PSHE lessons build life skills and resilience to support attendance.
- The Attendance Leader tailors support for new or returning pupils.

Positive Reinforcement

A strong rewards system celebrates attendance improvements, promoting a positive mindset and valuing school attendance.

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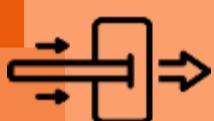
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