



Attendance improvement strategy 2026-2027

At Temple Moor, excellent attendance is everyone's responsibility. We recognise that being in school every day has a significant impact on students' academic achievement, wellbeing, personal development and future opportunities. Our whole-school attendance strategy places attendance at the heart of everything we do, ensuring that every member of staff actively promotes, monitors and supports attendance through consistent messages, visible leadership and strong relationships with students and families.

We are committed to creating a culture where attendance is valued, celebrated and understood by all stakeholders. Through high expectations, early intervention, effective support and meaningful recognition, we aim to ensure that every student feels welcomed, supported and motivated to attend school regularly.

We recognise that strong attendance does not exist in isolation. It is intrinsically linked to students feeling safe, happy and valued within our school community. By fostering a strong sense of belonging, delivering high-quality teaching, and providing effective inclusion for all learners, we create an environment where students want to attend and are able to succeed. We understand that attendance, wellbeing, inclusion and academic success are closely interconnected, and that improving one positively impacts the others.

Regular attendance enables students to fully access the curriculum, build positive relationships with staff and peers, and develop the knowledge and skills required for future success. When absence does occur, we are committed to supporting students to re-engage quickly and effectively, minimising gaps in learning and ensuring that missed lessons do not become a barrier to achievement or future attendance. Through high-quality classroom practice, targeted support and effective communication, we help students return confidently to learning and maintain their connection with school.

Attendance is embedded into our daily routines, pastoral systems, curriculum delivery, rewards structure and safeguarding processes. Staff at all levels play an active role in reinforcing the importance of attendance, identifying barriers and providing support to ensure students maintain positive attendance habits. Staff receive CPD on attendance and closing the gaps within the classroom. Staff receive regular updates on attendance measures.

Our strategy focuses on:

- Promoting attendance as a whole-school priority.
- Ensuring attendance is highly visible throughout the school environment.

- Supporting students and families to overcome barriers to attendance.
- Recognising and rewarding positive attendance and punctuality.
- Embedding attendance discussions into everyday interactions with students.
- Strengthening safeguarding systems to ensure vulnerable students are identified and supported promptly.
- Providing inclusive pathways and alternative provision to meet the needs of all learners.
- Creating a culture of belonging where students feel safe, valued and connected to the school community.
- Ensuring high-quality teaching and effective support help students close gaps in learning following absence.

Through this collective approach, we aim to achieve rapid and sustained improvements in attendance, reducing persistent absence and ensuring attendance figures exceed both national averages and previous school performance. Most importantly, we want every student to feel valued, connected and successful, understanding that attending school every day is the key to achieving their full potential.

Attendance is not solely the responsibility of the attendance team; it is the responsibility of every member of staff, every student and every family. By working together, we will create a culture where attendance matters, attendance is everyone's business, and every day counts.

Specific Responsibilities:

	Role	Y7	Y8	Y9	Y10	Y11	Y12	Y13
SLT	Assigned to a year group. Conversations with returning students. Positive praise in form time.	HBR	PTE/LJ	SL	JAH/VBY	AB/SB	GN/RS	GN/RS

	Weekly updates at SLT, staff briefing. (DB to cover Elect) SLT attendance Lead- HBR- to ensure attendance is high profile across school and all staff understand their role in improving attendance. Strategically lead the pastoral team to ensure the holistic aspects of attendance are support and a multi-disciplinary approach is taken to early intervention and support. Review and update the attendance strategy and procedures and protocols. Oversee communication regarding attendance to parents, students, staff, SLT and governors and ensure it is included in discussion in inclusion meetings.							
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Pastoral	Pastoral Officers- support with attendance meetings, support students where issues are raised that are barriers to attendance. Support with rewards. Attendance linked to performance management. Form Tutors/CL- discuss attendance weekly, ensure students record their attendance and punctuality in their planners, welcome students back into school and have return to school conversations. Ensure if students have missed the attendance form time that they are provided with their attendance information and record this. Give stamps for attendance and punctuality. Phase Leaders- attendance covered weekly in form time.	ACH	MCY	DHO	NMA	LR	SP	SP
		Humanities	Science	Design	English/Maths	Maths/English	Mixed	Mixed

	Monitor planners to ensure form tutors are getting students to record attendance. Daily/weekly attendance updates for year groups and whole school. Work with curriculum areas and inclusion to ensure students missing time away from school can catch up.							
Pastoral Officers additional.	Pastoral Officers- Check attendance daily by 10am. Flag up anything they think might have been missed by the attendance team. Communicate effectively with the attendance team about any barriers to accessing school. Work with students, families and phase leaders to support the removal of barriers to accessing school. Complete home visits with the attendance officer where appropriate. Ensure attendance is addressed in every phone call, meeting or multi agency meeting. Attendance team and pastoral officers- monitor emails to pick up on any internal truancy and take part in pastoral supervision rota.							
Curriculum	Subject Teachers- Build positive relationships with students and provide consistent routines that allow students to feel safe and happy. Deliver high-quality lessons than all students to access their learning and feel successful. Ensure students are welcomed back into lessons. Link progress to attendance. Plan for gaps in knowledge for returning students. Refer to attendance in any phone call home. Complete register accurately within first 5 minutes of the lesson. Email pastoral if a student has been present all day but is absent from their lesson. Apply a negative late comment and if over 5 minutes late request a 20-minute next day detention. Ensure students are not out of lessons. If toilet access required, then sign planner and provide teacher pass-student must have planner and teacher pass to be on corridor for any reason. Follow protocols for toilet access to avoid students out of lessons unnecessarily. CLG- ensure planning considers attendance and progress and utilising Teams etc for student catch up. Inform phase leaders where concerns around attendance are affecting specific groups of students. Refer to attendance for any communication with home. Engages in any CPD related to attendance and be aware of the schools headlien figures for attendance and specific trends and areas for targeted improvement.							

	Link positive praise/postcards to attendance. Support any whole school initiatives by raising their profile and completing any tasks requested in lessons.
Attendance team	Attendance Lead Lates duty at reception – email pastoral, attendance and SEND with the late students and reasons Welfare visits – complete welfare visits to students who are school avoider's fortnightly, on 3 days of absence, no contact from home, students who we believe to be on holiday, CME students, complete daily welfare visits email, email relevant staff and add to CPOMs if needed, post slip through the door Duty – in line with duty rota CPOMs – add from any home visits concerns and after not seeing a student after two consecutive home visits, from meetings or phone conversations, 10 days unauthorised – no longer the local authority needs informing – keep a record on Arbor and in the attendance folder Forms to be completed - L4/reintegration referrals, reduced timetables as and when needed, PA - information collected and recorded, meetings completed with the HOY and safeguarding officer fortnightly/termly, implement strategies to improve, arrange meetings as needed, identify barriers to attending/learning, CME – monitor students who hit the 20 days unauthorised, complete the CME form and email to the CME team, complete home visit, keep a record, add to CPOMs and pin on Arbor Arbor – codes – block out for ELECT/AP/HCP, complete Ns in attendance officers' absence as needed College/New school – keep a record of any parents who notify school of their child going to college or starting a new school, check with the college/school to see if they have started and inform admin to remove off roll Cluster – attend attendance subgroup meetings with Sharon Beaumont and other schools within the trust half termly, complete Cluster forms (attendance only) Attendance Officer absences – cover role as required Meetings – hold any meetings of new information from HBR to be passed onto the team Complaints – after the attendance officer has tried to deal with a query, if this goes to a complaint to pass onto MCO who will try and deal with before passing onto HBR Report/letters on Arbor – 5/10 lates, 2 days unauthorised, 3/5 days of absence, 10/20/40/60/80/100 for reminders for students who face barriers to attending Support with dealing with students who are ill who come to the attendance office - send back to lesson or give them a sign out slip if they are going home after speaking with parents and checking their attendance, update Arbor accordingly Attendance Officers – roles split accordingly Emails – replies to all emails, to input student absences from parents onto Arbor – check against any pins on the student's profile before inputting/replying, reply to all emails (except complaints), inform parents if this will be an unauthorised absence or request medical

	evidence, complete sign out slips accordingly, ask parents to tell the student to collect the sign out slip from the attendance office, to notify NO of any holidays and not input these, Phone calls – phone parents of any students who have not made contact, record on Arbor App messages - to input student absences from parents onto Arbor – check against any pins on the student's profile before inputting/replying, reply to all voicemails, inform parents if this will be an unauthorised absence or request medical evidence, to also check planned absences in the app, complete sign out slips accordingly Absence texts – send to parents who have not made contact Dealing with students who are ill who come to the attendance office - send back to lesson or give them a sign out slip if they are going home after speaking with parents and checking their attendance, update Arbor accordingly Arbor – codes – monitor Ns and check if students are in school, truanting etc inform HOY/Parents or amend marks, accordingly, check in with L4/Reflection to ensure they have updated student's marks, ensure there are no Ns are on the system at the end of the day, locate any students with Ns at the start of each lesson 5/10 lates – send letters as needed, pin or Arbor – – please check your custom report for these at least weekly Inventory – monitor throughout the day and update Arbor, accordingly, notify ADI/ACH of any detentions for students who arrive after 10:45 2 days unauthorised/3 and 5 days of absence – send letters as needed, pin on Arbor – please check your custom report for these at least weekly Holidays – complete holiday forms and inform the local authority to fine, liaise with Helen Britton for signing of attendance certificates, monitor and record accordingly Rewards - 100% certificates to be sent out at the end of each half term Off-site – notify their school they have arrived, contact schools to check our off-site students have arrived, input marks accordingly and let HOY/SL know Directed Moves – check weekly on a Friday if these students have arrived and notify Steve Lawrence and amend Arbor accordingly Duty – in line with duty rota Forms to be completed - cluster (attendance only), fast track, legal, L4/reintegration room, reduced timetables as and when needed CPOMs – any safeguarding concerns raised on emails, when completing the phone calls, in meetings or on visits - to add to CPOMs Meetings – lead meetings with parents for any attendance queries/concerns, after receiving any letters and fast track, liaise information back with staff and follow up what was discussed in the meeting, meetings with HOY, SENDCO, Phase Leader, SLT regarding attendance as and when needed, to attend meetings as required with attendance lead, with parents for any attendance queries/concerns, after receiving any letters and fast track, complete minutes Fast track – identifying, monitoring and completing minutes to send to the local authority, complete multiple cohorts of fast track to run simultaneously Legal intervention – identify students/families who need to go down the legal route and complete relevant paperwork
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	Phone calls - complete welfare visits for students within their fast track/legal cohort Welfare visits – complete welfare visits for students within their fast track/legal cohort, complete welfare visits to students who are school avoider's fortnightly, on 3 days of absence, no contact from home, students who we believe to be on holiday, CME students, post slip through the door, record daily welfare visits on Arbor and excel sheet, liaise with attendance lead on any students who need a visit Cluster – attend attendance subgroup meetings with Sharon Beaumont and other schools within the trust half termly, complete Cluster forms (attendance only) and add any information onto provision maps or Arbor (pin on student profile) from the Guidance & Support minutes Provision maps – add information for HBR Attendance Officer absences – cover role as required Displays – update as and when needed Report/letters on Arbor – Monday and Friday tracking, Support with dealing with students who are ill who come to the attendance office - send back to lesson or give them a sign out slip if they are going home after speaking with parents and checking their attendance, update Arbor accordingly **Safeguarding Officer- deal with the students with repeated safeguarding incidents and social care/early help involvement. Support the attendance team in monitoring students who have safeguarding concerns and supporting them into school. Join 2 weekly meetings once a half term and record information and actions on CPOMs for those who are SA and have safeguarding risks.
Inclusion	Reflection- Manager overseen by SL- ensure that students who are using Reflection are welcomed each morning and that adequate work is supplied. Where appropriate intervene and support student with their learning. Monitor work and communicate with teachers where additional or more purposeful work can be supplied. Inclusion-Overseen by HBR Ensure that students who are using Inclusion are welcomed each morning and that adequate work is supplied. Where appropriate intervene and support student with their learning. Monitor work and communicate with teachers where additional or more purposeful work can be supplied. Work with the attendance and pastoral team on bespoke reintegration programmes for students with barriers to accessing school or lessons. LH-ELSA- work with students to improve their emotional literacy and support back into lessons and school. ST/SC- work with students with an autism diagnosis or possible attributes to ensure they are supported into lessons and have access to a calm space at social times. Support communication with home for attendance and relay any information to the attendance team and pastoral officer.

	HBR/RHA- utilise TA resources to work with the right students and ensure these resources are allocated to have the most impact. Intervene early and communicate effectively with parents to prevent a decline in attendance. SEND team to offer meetings to parents via booking system with the SEND Advocate so parents can discuss any barriers to progress or attendance with the SENDCo/Assistant SENDCo and build positive relationships staff supporting their son/daughter within school. Transition SEND clinics and additional sessions to support positive attendance for those arriving from Y6. ELECT- AP for KS3 and KS4 students who need a more bespoke curriculum offer –this has proven to increase the attendance of students via smaller class size, more bespoke pastoral support and alternative curriculum pathways while still allowing for academic outcomes at the end of KS4 and a pathway to Post 16 providers while reducing the chance of NEETS Cluster referrals- Pastoral Officers will now do a bespoke 4-week mentoring programme for students which they have been trained on and is led by our Safeguarding Officer. Where further or more intense intervention is required a referral for EWB/parenting support will be made to our cluster services. Mind mate- liaison overseen by safeguarding officer. Parenting workshops, solution focused staff CPD, Self-harm and risk workshop for safeguarding staff/pastoral officers. Workshops for students in Y10/11 to mitigate exam stress.
Post 16 Attendance	Tier 1: Students whose attendance falls below 95% initially have attendance conversations with their form tutors. These are recorded on Microsoft Forms with clear targets put in place and reviewed across the half term. If there is no improvement after this initial intervention they will be invited to a well-being meeting with the Pastoral Leader. The purpose of which is to listen to the reasons for absence, their perception of the impact it may have had on their studies, to ascertain whether they are likely to have more time off. Students will have the opportunity to discuss the support they need from the Pastoral Team/teachers, alongside other supportive strategies such as directed study. Where an absence cannot be authorised, a letter will be sent home to parents to inform them and to give them the opportunity to meet with the Pastoral Leader. Tier 2: If absence continues to be an issue, absence will not be authorised. A meeting will be convened with the student and parent to look at their engagement across all their subjects. This will be examined in conjunction with progress data to investigate the impact of absence on attainment. The student will be required to improve their attendance over the next 6 weeks with continued weekly support in place with Sixth Form Team.

	Tier 3: If, at the end of the 6-week monitoring period, attendance has not improved OR by the start of January of Year 13 attendance is below 90%, students will be placed on notice that they may not be entered for examinations as they are working below a threshold which could be considered as prepared for these examinations. The letter for this would give 6 weeks' notice to improve. If attendance does not improve by February half term, the school reserves the right not to enter student exam entries, at which point students/parents wishing to pursue the exam entries will have to pay for these as private candidates, as per the Examinations policy. Notice to improve periods can be extended for Y12 students, where deemed appropriate. The policy of not entering a student with below 90% will only be applied with full consideration of the circumstances.
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Practical Applications of the attendance strategy:

Action: Whole school attendance approach.

Aim: Ensure that attendance is central to every aspect of school and the importance of its impact on individuals communicated through all staff.

Impact: Attendance improvement is rapid and sustained and attendance and PA are above/below that of national data and 25-26 attendance.

Action: Registration period- all staff available. SLT links/pastoral officers and phase leaders in year group areas for 8.25am- support with standards and conversations with students around attendance. Lists provided to SLT at the end of the previous day with names and forms of all students who are absent – current attendance and how many days they have had off. Recor. Pastoral Officers and Phase Leaders complete the weekly rewards.

Form Tutors will use the attendance section of the planner page each week to record weekly/year so far attendance and punctuality and discuss with students the impact. Phase Leaders and SLT to do spot checks on planners to check this is being completed.

Aim: To contribute to a positive start to the day for all students and to ensure students return to school is recognised and support at the highest level.

Impact: Students feel valued and want to attend school. They see that it is a priority for everyone and understand it's importance. Attendance improves for all cohorts.

Action: Visibility- all form rooms have information about the form time curriculum, rewards and attendance including support for mental health (these will be updated for September 2026). Each year group area has an attendance display board.

Aim: Attendance is high profile and is visible everywhere in school.

Impact: Visual cues prompt discussion around attendance and reinforce the importance to all stakeholders. Attendance improves for all cohorts.

Action: Curriculum areas: Staff expected to acknowledge a student's return to their lesson and welcome them back. Planning to account for students who have missed lessons. Staff to link progress to being present in the lessons and curriculum areas to send messages/ postcards home where praise is linked to positive attendance at lessons.

Aim: Students connect the need for good attendance with progress made in lessons and feel supported when they return to school from an absence.

Impact: Knowledge gaps are closed quickly. Students don't enter the cycle where a return to school causes anxiety and they take additional days off.

Action: Rewards reviewed and increased: daily/weekly/half termly/termly and yearly rewards are all linked to attendance. Students receive positive feedback from staff on a lesson-by-lesson basis via the stamp system. This and attendance are then linked to daily and weekly reward system.

Aim: To show students and parents the schools' expectations around attendance and its importance (focus on unauthorised absence).

Impact: Attendance improves as students want to take part in the rewards available.

Action: Attendance non-negotiables

Aims: Set of non-negotiables for all staff relating to attendance:

1. Registers completed accurately and within 5 minutes of the start of each lesson.
2. Contact the pastoral team if a student is missing from the lesson within 10 minutes.
3. Know the daily, weekly and cumulative attendance for the school.
4. Know the attendance for the students you teach.
5. Form Tutors get students to record attendance and punctuality in planners weekly.
6. Welcome students who have been absent back into the classroom and plan for supporting the work they have missed.

Impact: Whole school responsibility. Raises profile of attendance and drives attendance towards pre pandemic levels.

Aim: Improve our inclusion provision to meet the needs of the changing demographic of students attending Temple Moor. Allow for wider provision for students with more specific needs or barriers to attendance so we have less reliance on external services and AP's due to increasing wait times or lack of resources.

Action: Increase provision for KS3 and 4 AP, increase the EWB capacity by utilising pastoral officers in a supportive role before making referrals to external agencies where appropriate. Increase re integration provision through the inclusion space and support for our more vulnerable learners through the sanctuary and our neurodiversity support workers.

Impact: Increase attendance and therefore academic outcomes for our more vulnerable learners.

Safeguarding:

CME=Child Missing Education

All staff have an understanding the safeguarding risks posed by students not attending school regularly.

Where staff have concerns, they contact the attendance team.

The attendance team will follow the Leeds local authority protocols for reporting students at risk and those where concerns related to CME criteria.

Impact: Attendance V Attainment

Ensure this information is shared with staff, students and parents to evidence the impact of good attendance.

