Crown Meadow First School and Nursery

Attendance and Punctuality Policy

January 2025

This policy is reviewed at least annually by the governing body and SLT and was

Last reviewed on Date: January 2025
Next Review Date: January 2026

Print Name: **Signature:** …………………………. *(Chair of Governors)*

Print Name: **Signature:** ………………………….… *(Head Teacher)*

Attendance and Punctuality Policy

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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The School Attendance (Pupil Registration) (England) Regulations 2024
- https://www.legislation.gov.uk/uksi/2006/1751/contentsThe Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment
- https://www.legislation.gov.uk/uksi/2013/757/regulation/2/madeIt also refers to:
- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The Governing Body

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate

- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the Headteacher to account for the implementation of this policy

3.2 The Headteacher

The Headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising attendance lead to be able to do so
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
  - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
  - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
  - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

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3.3 Attendance lead responsible for attendance

The attendance lead is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- The attendance lead responsible for attendance is Rachel Reed and can be contacted via 0121 445 4540 or office@crownmeadow.worcs.sch.uk.
- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with local authority education engagement officers to tackle persistent absence
- Advising the Headteacher when to issue fixed-penalty notices

3.5 Class teacher

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office by 9.00am.

3.6 School office staff

School office staff will:

- Take calls from parents/carers [about absence] on a day-to-day basis and record it on the school system
- Listen to the absence line messages and monitor the absence Microsoft Form on a day-to-day basis
- Follow up children who have an N mark

3.7 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9.10am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting Mrs Rachel Reed, Assistant Headteacher, DSL and Pastoral Lead, who can be contacted via 0121 445 4540 or office@crownmeadow.worcs.sch.uk

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

4. Recording attendance

4.1 Attendance register

All pupils are on our electronic attendance register. We take our attendance register at the start of the morning session and at the start of the afternoon session each day. It's marked, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8.50am and ends at 3.20pm.

Pupils must arrive in school by 8.50am on each school day.

The register for the first session will be taken at 8.50am and will be kept open until 9.20am. The register for the second session will be taken at 12.25pm (Reception), 12.40pm (KS1) and 12.55pm (KS2).

4.2 Unplanned absence

The children's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9.00am, or as soon as practically possible, by either completing the absence form online or calling the school absence line, 0121 445 4540.

- If school have **not** been contacted by the parents/carers the office will make contact by telephone. This will be recorded on the school register system with the reason for absence.
- After 2 days' absence, where there has been no contact from parents/cares the pupil's name will be referred to the attendance team who will try to make contact with the parents/carers or any of the named contacts. If no contact is made the attendance team may conduct a home visit with another member of staff.
- If no contact can be made a letter will be delivered by hand to the home address and the Police may be asked to do a 'welfare check.' This will be reported to Children's Services.
- Should there be frequent absence due to illness the EWO and/or Deputy Headteacher will ask to meet parents and may ask for medical evidence, such as prescription/prescribed medication /appointment letter/letter from GP or consultant. If these are not provided the absence will be recorded as unauthorised.
- If a pupil is going to be absent from school for a long period of time due to illness or other authorised extenuating circumstances, school will liaise with other professionals (if appropriate) and support the pupil in providing work to complete.
- If any member of staff is concerned about a reason for absence, the Attendance Lead and/or Deputy Headteacher or member of the Senior Leadership Team should be informed.
- In line with Section 444 of the Education Act (1996) a child will receive an authorised mark for any absence on days set aside for religious observance. Parents are requested to complete a Leave of Absence Request form for this.
- In line with the Education Regulation Act (1996) if a child is absent from school for longer than 20 days with no authorised reason the child's name could be taken off roll.

4.3 Planned absence

We encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

Occasionally, parents request leave of absence (LOA) during term time. DFE and WCC policy states that leave of absence cannot be granted by the Headteacher unless there are exceptional circumstances.

Requests should be made to the Headteacher at least 4 weeks in advance of the absence and each application will be considered individually before any leave is granted.

According to County policy, permission should be granted in accordance with arrangements made by the Governing Body of the school.

There is no automatic right to any leave or holiday in term time. The granting of leave of absence in school term is, by law, a matter of consideration and decision by the school. Leave of absence is granted entirely at the Headteacher's discretion.

DFE guidance states that, as a general guide, any activity, holiday or event that can be arranged during the annual 13 week holiday should not be authorised.

When considering leave requests the school may liaise with other schools where siblings may attend. This allows for a consistent approach to authorising absence.

Parents will be notified in writing if the absence is authorised or not authorised. If leave is granted, then the letter will state the number of days a child is authorised to be absent from school. There are WCC procedures that need to be followed if a child does not return to school by the date specified on the request.

In accordance with DFE policy, leave of absence due to religious observance will be authorised.

Parents will also be notified in writing if the absence is unauthorised and will be advised that, if the absence is taken, this may lead to a Penalty Notice being issued by the local authority.

4.4 Lateness and punctuality

It is very important that children arrive in school on time, every day.

Any pupil arriving after the gate to the playground closes will need to enter school via the main entrance where they will be registered by the office staff. A pupil who arrives after the gates close but before the Class Teacher has closed the register will be marked as late (L).

A pupil who arrives after the register has closed (10 minutes from the start of the school day for the child) will be marked as absent. This will be amended by the office staff should the child arrive using the appropriate code (U). A record of how many minutes late will be kept, as this information is integral to our attendance monitoring.

Lateness will be monitored on a half termly basis by the Assistant Head Teacher. Where children are late more than once a week over a period of 3 weeks, a record will be made and a letter will be sent informing parents of this concern.

Should persistent lateness continue, parents will be invited in for a meeting to look at how we can work together to overcome this issue. Frequent lateness has a detrimental impact on the child's learning as over time they can miss out on a significant amount of their education. Lateness can also have a detrimental effect on the child's mental well-being. See the illustration below

3 days lost	6.5 days lost	9.5 days lost	13 days lost	16 days lost
5 MINUTES late each day	10 MINUTES late each day	15 MINUTES late each day	20 MINUTES late each day	25 MINUTES late each day
LESS CHANCE OF SUCCESS		SERIOUS IMPACT ON EDUCATION AND REDUCED LIFE CHANCES		

4.5 Following up unexplained absence

If no reason has been given for absence, then this will show up as 'N'. These children can be identified quickly, enabling follow up calls to be made.

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school's actions are detailed in the table below.

Timescale	Action
By approx 9.30, if no contact has been made with the school.	Parents (Priority 1) will be contacted. Voicemail will be left if no answer.
30 minutes after initial contact.	A second, follow up call to Priority 1 contact made and if no response has been received, then Priority 2 contact will be called. Voicemail left if no answer.
Immediately after calling Priority 2	Call to Priority 3, if no response from Priority 1 or 2.
No more than 1 hour later	If no contact has been received to give a reason for the absence, The DSL or DDSL will be informed. A member of the Safeguarding team accompanied by another staff member (Office Attendance Lead or familiar TA) will attend the child's known address to conduct a Safe and Well visit.
Immediately after the visit	If no child has been seen and there is still no reason for absence given, should the DSL have cause to believe this is a safeguarding concern, the Police will be called to conduct a Safe and Well check. This will be logged on school's safeguarding records. Should their be no cause to believe safeguarding is a concern, then a letter addressed to the parent/carer will be left advising them to make contact with the school and confirming the expectations of parents. The school will continue to call/visit the known address on each day that the absence continues without explanation and will consider involving the Education Engagement Officer from the Local Authority for guidance.
Following a period of unexplained absence	Where appropriate, offer support to the pupil and/or their parents to improve attendance. Identify whether the pupil needs support from wider partners and make the necessary referrals Where support is not appropriate, not successful, or not engaged with, school
Upon ascertaining the explanation for the absence from school (up to 5 working days after the absence)	School attendance officer will identify whether the absence is approved or not. Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent

4.6 Reporting to parents

Attendance is monitored on regular basis by the Assistant Head Teacher (Attendance Lead) and Attendance Officer. If there are no cause for concern, the child's attendance is consistently above 90%, then the child's attendance is reported in their annual school report.

Attendance Percentage	Days missed over a school year
100%	0 Days missed
95%	10 Days missed
90% (Persistent absentee)	20 Days missed
85%	30 Days missed
80%	40 Days missed

If attendance drops below 92% we consider it to be a concern. At this point we will contact parents to inform them of the attendance concern and remind them of the importance of regular school attendance and their responsibilities.

If a child's attendance falls below 90%, they are a Persistent Absentee from school and more formal steps to work together to improve attendance will take place.   If no improvement is seen then it may be considered necessary to involve the Education Engagement Service. Below is a table outlining the response from the school for persistent absenteeism.

Concern	Action
Attendance has fallen to 92% or below or pattern of unauthorised attendance noticed:	Call to parents with a follow up attendance leaflet.
If no improvement seen and remains a concern, attendance falling below 90%:	Attendance Lead to write to parents.
If further decline in attendance has been seen:	Meeting to be held with parents and Attendance Lead. Early Help support offered to address barriers to attendance and/or Parental attendance contract considered.
Continued concerns (within same half term/6 weeks):	Meeting to be held with parents and Attendance Lead. Advice sought from EES. Warning of prosecution.
Continued concerns (following half term/beyond 6 weeks):	Meeting to be held with parents, Attendance office and Headteacher. Warning of prosecution.
No improvements seen:	Prosecution process begins.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence
The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.
The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:
> Taking part in a regulated performance, or regulated employment abroad

> Attending an interview

> Study leave

> A temporary, time-limited part-time timetable

> Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as one-off, unavoidable events that are unique to each family. Examples of exceptional circumstances may include:

- Attending a wedding or funeral of a close family member, these requests must be discussed with the school in advance and will be limited to 1 day absence, if granted.
- Attending an important religious observance
- A housing crisis
- A bereavement of a close family member
- Participation in exceptional sporting or performing arts event
- The needs of the families of service personnel returning from long operational tours
- Reasonable adjustments for pupils with special educational needs and/or disabilities
- Other 'exceptional circumstances' can be discussed with the school on a case by case basis and the Headteacher may authorise absence.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.
As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via school website or request a form from the school office. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):
- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)

- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart

- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):
- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school

- Attending another school at which the pupil is also registered (dual registration)

> Attending provision arranged by the local authority

> Attending work experience

> If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The headteacher, local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued. Before issuing a penalty notice, the school will consider the individual case, including:

> Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)

> Whether a penalty notice is the best available tool to improve attendance for that pupil

> Whether further support, a notice to improve or another legal intervention would be a more appropriate solution

> Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support. Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school. They will include:

> Details of the pupil's attendance record and of the offences

> The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996

> Details of the support provided so far

> Opportunities for further support, or to access previously provided support that was not engaged with

> A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis

> A clear timeframe of between 3 and 6 weeks for the improvement period

> The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

• Regularly review the attendance policy and ensure that it is read and followed by all school staff.

• Ensure the policy is available to parents via the school website

• Promote the importance of attendance through the school newsletters

• Ensure accurate use of Arbor and use the data to monitor trends and intervene early where attendance is becoming a concern.

• Communicate effectively with parents where their child's attendance is becoming a concern and work in partnership to improve attendance.

• Staff to develop positive relationships with children and therefore ensuring that children want to come to school

• Where possible remove identified barriers for children where attendance is becoming a concern.

• Provide a well-planned curriculum with exciting opportunities so that children want to come to school.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

School will work with parents and the child to understand and resolve any barriers to their school attendance, making reasonable adjustments to ensure the pupils needs are met. School and parents are to continue to work together in order to review plans and overcome the complex barriers, which will be documented through school based Early Help support. Should any further support or referrals be necessary, school will action these.

7.2 Pupils absent due to mental or physical ill health or SEND

School will work with parents and the child to understand and resolve any barriers to their school attendance, making reasonable adjustments to ensure the pupils needs, whether they are due to mental or physical ill health or their SEND, are catered for. This may include different drop off/collections arrangements, playtime or lunch time access arrangements or ongoing pastoral support.

If the absence is following an ongoing or emerging medical needs, an individual Health Care Plan will be drawn up detailing any follow-up or reintegration needs following period of ill-health and any medication or reasonable adjustments that may need to be put in place.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

If there are continuing needs beyond reasonable adjustments, then the Medical Education Team discharges the duty of the Local Authority in ensuring that arrangements are in place for pupils who are unable to attend school because of their medical needs, to have appropriate and ongoing access to education. The Team consists of qualified teachers and teaching assistants who are skilled in teaching pupils of statutory school age with a wide range of physical, emotional and psychological health needs.

The Medical Education Team provides:

• advice to schools on the procedures to be followed when a pupil is absent from school as a result of medical needs

• education from the fifteenth day of absence from school (consecutive or cumulative) or from the first day when illness is recurrent or prolonged

• a range of educational provision, tailored to the individual needs of each pupil and detailed in Personal Education Plans

• regular monitoring and evaluation of pupil progress

• tuition in a range of settings if professionals involved with the CYP and the MET agree this is appropriate to meet need

• reintegration planning and support as appropriate

• close liaison with school based and external partner agencies and professionals including CAMHS and other health professionals

Pupils will remain on the roll of the school, which retains overall responsibility for their education whilst they are unable to attend due to medical reasons.

7.3 Pupils returning to school after a lengthy or unavoidable period of absence

Pastoral staff in school will speak with / contact parents prior to or upon return to school to get up to date information about the child's wellbeing or needs.

Class based staff will ensure the child is warmly welcomed back to school (without drawing unwanted attention) and ensure the child have identified key adults they can speak to should they have any concerns or worries. Class teacher will put plans in place to ensure any gaps in learning are addressed.

8. Attendance monitoring

At Crown Meadow, we believe that attendance and safeguarding are intrinsically linked. The DSL works with the attendance officer to analyse patterns and trends of attendance in order to safeguard children.

The attendance of children from Reception to Year 4 is monitored using Arbor. The following systems are in place for addressing attendance:

• At least every half term an attendance tracker is produced showing every child's percentage attendance.

• The Attendance Lead along with the Head Teacher look at children's attendance under 95% with a particular focus on those under 92%.

• Parents may be contacted either by letter or phone informing them that their child's attendance and/or punctuality is low and a meeting may be requested.

• Minutes are taken from that meeting.

The purpose of these meetings are to:

• Make parents aware of their child's attendance and/or punctuality.

• Ensure parents are aware that a referral to the ESS may be necessary if there are a significant number of unauthorised absences.

• Discuss reasons for absence.

• Look at additional support that may be available, eg. Family Support, School Nurse.

• Look at strategies for promoting good attendance, eg. Reward charts.

• Raise awareness of the impact of good attendance on pupil outcomes.

• Ensure that parents understand the impact and possible consequences of further absence.

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

8.2 Analysing attendance
The school will:
> Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and

> Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

> Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends

> Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance
The school will:
> Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis

> Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)

> Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding leads and pupil premium lead)

- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence

- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:

  o Discuss attendance and engagement at school

  o Listen, and understand barriers to attendance

  o Explain the help that is available

  o Explain the potential consequences of, and sanctions for, persistent and severe absence

  o Review any existing actions or interventions

- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant

- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

- Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Mrs Reed (Attendance Lead). At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

- Safeguarding and child protection policy

- Behaviour policy

- SEND policy

- Children who cannot attend school due to medical reasons policy

- Supporting children with medical needs policy

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend

C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention

Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Useful references from DfE guidance
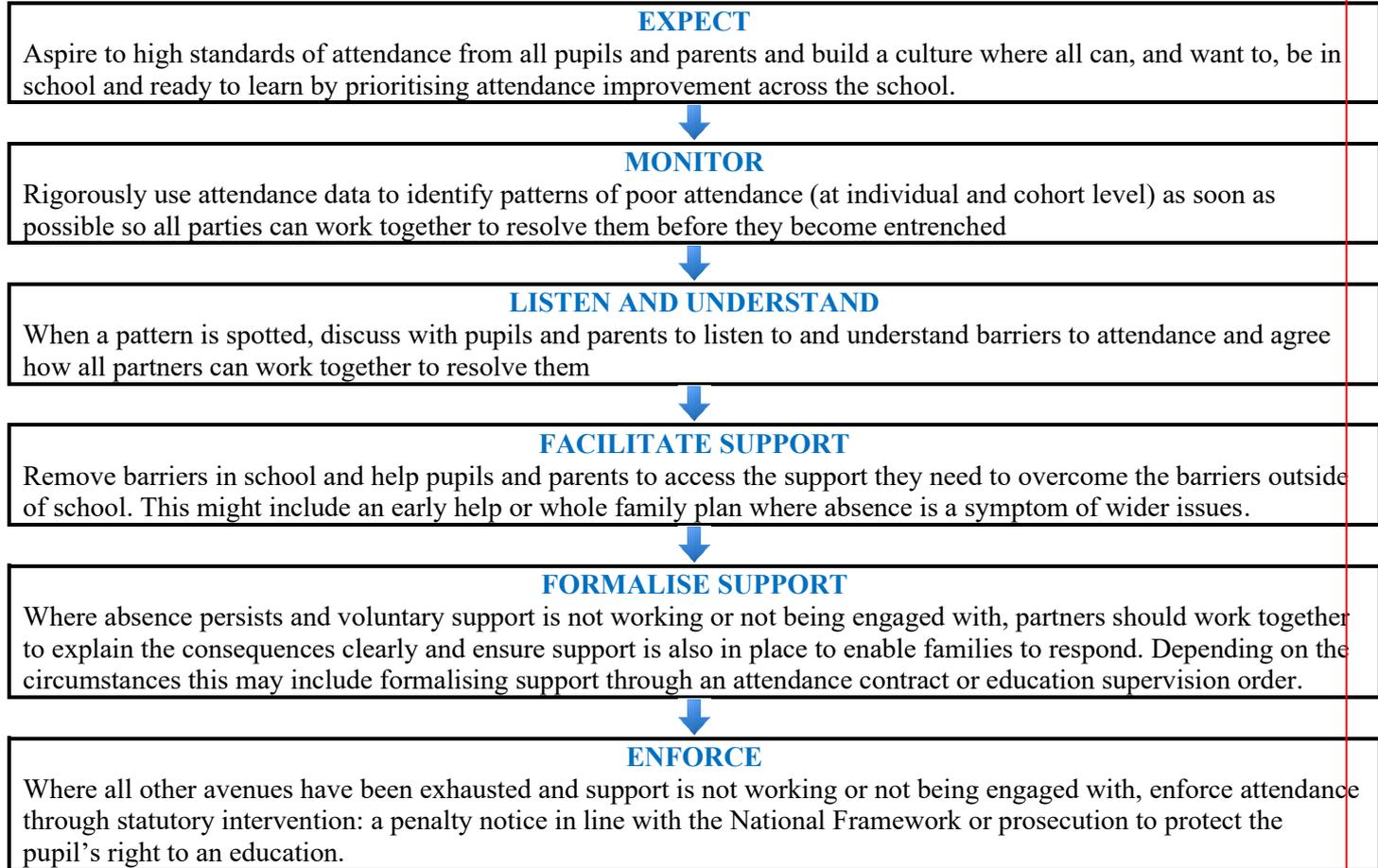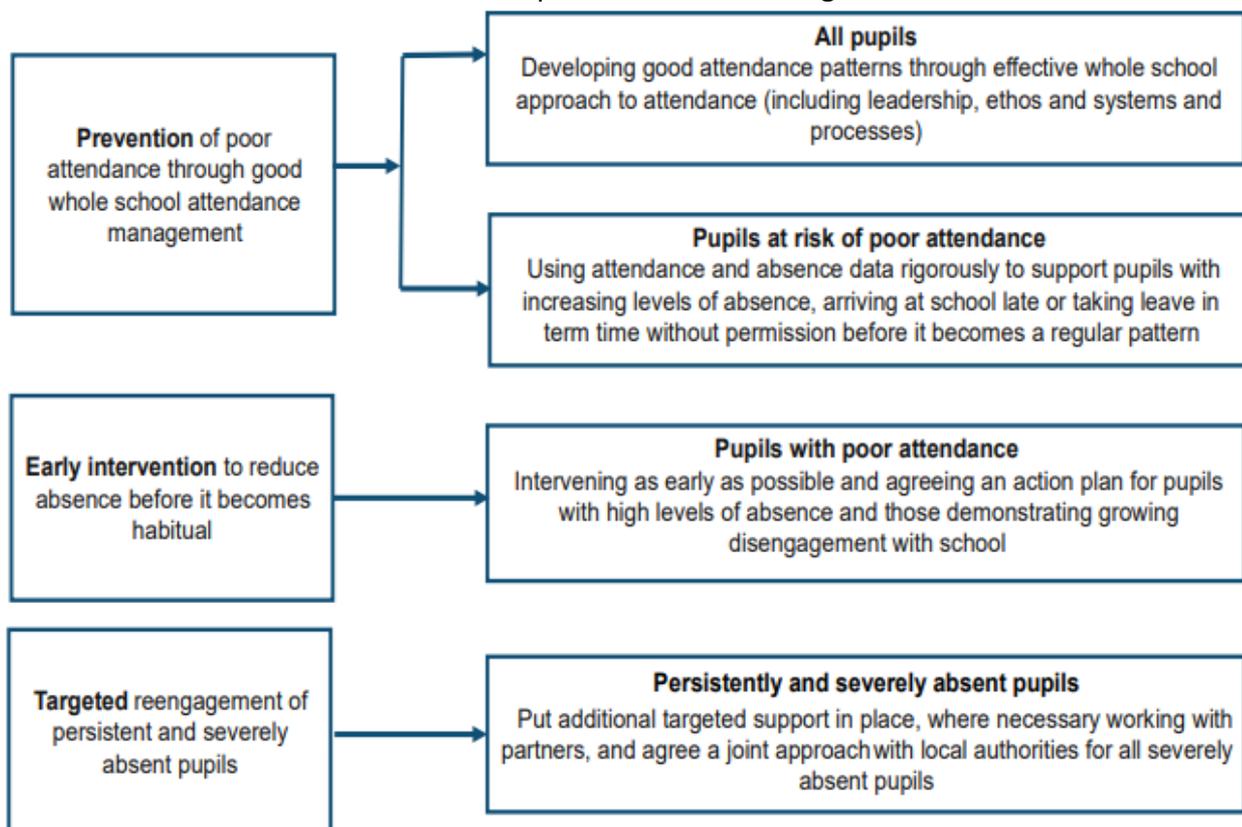
Chart 1 – Working Together to Improve Attendance

EXPECT

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

MONITOR

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched

LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them

FACILITATE SUPPORT

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

FORMALISE SUPPORT

Where absence persists and voluntary support is not working or not 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 an attendance contract or education supervision order.

ENFORCE

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

Chart 2 – Effective School Attendance Improvement and Management

Prevention of poor attendance through good whole school attendance management

All pupils
Developing good attendance patterns through effective whole school approach to attendance (including leadership, ethos and systems and processes)

Pupils at risk of poor attendance
Using attendance and absence data rigorously to support pupils with increasing levels of absence, arriving at school late or taking leave in term time without permission before it becomes a regular pattern

Early intervention to reduce absence before it becomes habitual

Pupils with poor attendance
Intervening as early as possible and agreeing an action plan for pupils with high levels of absence and those demonstrating growing disengagement with school

Targeted reengagement of persistent and severely absent pupils

Persistently and severely absent pupils
Put additional targeted support in place, where necessary working with partners, and agree a joint approach with local authorities for all severely absent pupils

Appendix 3: Summary of responsibilites for school attendance

All pupils

Parents are expected to:	Schools are expected to:	Academy trusts and Governing Bodies are Expected to	Local authorities areexpected to:
Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child hasto be unexpectedly absent (e.g. sickness). Only request leave of absencein exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parentsunderstand. Develop and maintain a whole school culture that promotes thebenefits of good attendance. Accurately complete admissionand attendance registers. Have robust daily processes to follow up absence. Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on. Have a dedicated senior leaderwith overall responsibility for championing and improving attendance.	Take an active role in attendance improvement, support their school(s) toprioritise attendance, and work togetherwith leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Use data to understand patterns of attendance, compare with other local schools, identify areas of progress andwhere greater focus is needed. Ensure school staff receive training onattendance.	Have a strategic approach to improving attendance forthe whole area and make ita key focus of all frontline council services. Have a School Attendance Support Team that works with all schools in their areato remove area-wide barriers to attendance. Provide each school with anamed point of contact in the School Attendance Support Team who can support with queries and advice. Offer opportunities for all schools in the area to shareeffective practice.

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees andgoverning bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriersto attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk ofpersistent absence. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early helpis not met. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitionerwhere all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through a referral to statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governingbodies are expected to:	Local authorities are expected to:
Work with the school and localauthority to help them understand their child's barriers to attendance. Proactively engage with thesupport offered.	Maintain the same ambition for attendance and work with pupils andparents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCPis accessed. Consider additional support from wider services and external partners, makingtimely referrals. Regularly monitor data for such groups, including at board and governing body meetings and withlocal authorities.	Regularly review attendance dataand help school leaders focus support on the pupils who need it.	Work closely with relevantservices and partners, for example special educational needs, educational psychologists,and mental health services, to ensure joined up support for families. Ensure suitable education, such as alternative provision, is arranged for children of compulsory school agewho because of health reasons would not otherwise receive a suitable education.

Monitoring

Parents:		Academy trustees and governing bodies:	Local authorities:
Schools regularly update parentson their child's attendance. (If parents feel the school and/or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)	The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line withthe school's policies and procedures. The governing board or academy trust will hold the headteacher orexecutive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts onthe individual pupils or cohorts who need it most and ensure thatschool staff receive adequate training on attendance. Ofsted will expect schools to do all they reasonably can to achievethe highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. Ultimately, in cases where a school has not met expectations orstatutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' effortsas part of inspections.	DfE Regions Group monitors local authority efforts as partof regular interaction. Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approachto improving attendance for children with a social worker through inspecting local authority children's services. Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsmanor the Secretary of State can consider a complaint.