

Redbourn Primary School



Attendance Policy

Implementation date:

May 2023

Reviewed:

December 2024

Next review date:

December 2026

Vision

At Redbourn Primary School, we know that good attendance and punctuality are vital foundations for our children's academic and emotional growth. We believe that children cannot learn if they are absent from school. Therefore, we aim to ensure that all of our pupils take full advantage of the educational opportunities available to them by arriving on time and being in school every day. Attendance rates were identified by Ofsted (October 2022) as a barrier to progress and raising standards, so we are striving to make rapid improvements in this area. We aim to encourage children to develop excellent attendance and punctuality behaviours from an early age, as this promotes academic success, develops a sense of belonging amongst peers and establishes qualities which will be valued beyond school life and into the workplace.

Aims/Expectations

- To demonstrate that improving attendance is everyone's responsibility and embed a 'support first' approach.
- To develop and maintain a whole school culture that promotes the benefits of good attendance and is an integral part of the school's ethos.
- To work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships.

Attendance Targets

- To raise whole school attendance above 96%, then maintain this
- To reduce the number of persistent and severely absent pupils
- To recognise consistently good attendance
- To recognise those pupils/families with improving attendance

Attendance definitions

Excellent Attendance (School defined)	Good attendance (School defined)	Target attendance (School defined)	At risk of Persistently Absent (National definition)	Persistently Absent (National definition)	Severely absent (National definition)
99%+	98%+	96%+	Between 96% & 90.1%	At or below 90%	At or below 50%
4 or less sessions missed in a year	5-7 sessions missed in a year	8-15 sessions missed in a year	16-37 sessions missed in a year (8-18.5 days)	At least 38 sessions missed in a year (19 days)	At least 190 sessions missed in a year (95 days)
13 hours or less of lost learning in a year	13-23 hours of lost learning in a year	23-49 hours of lost learning in a year	49-120 hours of lost learning in a year	At least 123 hours of lost learning in a year	At least 617 hours of lost learning in a year

Why does good attendance matter?

“Education is the passport to your future. Attendance is the stamp that gets you there.”

Our own data shows us that poor attendance and punctuality have a negative effect on the progress and academic success at our school.

- If pupils are not in school, they miss valuable instruction and support from teachers, so quickly develop gaps in knowledge and skills.
- The greater the absences, the more challenging it becomes for pupils to learn and achieve to the expected level.

At Redbourn Primary School we place a high value on children's mental and emotional wellbeing. We recognise the impact of low attendance on these vital areas of childhood development.

- Pupils find maintaining friendships and integrating with their peers more challenging, the more persistently they are absent or late to school.
- Secondary schools tell us that transition from Year 6 to Year 7 is more challenging and less successful for those with persistent absence at primary school.

Our beliefs are supported by evidence which shows:

- Children with persistent absence are less likely to achieve expected levels of attainment at KS2 and beyond, to GCSE: ‘Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard compared to 40.2% of pupils who were persistently absent.’ (DfE: *The link between absence and attainment at KS2 and KS4*)
- Children with persistent absence, or who arrive late in school are more likely to face challenges with social exclusion, vulnerability to criminal involvement and resentment from classmates who feel ‘distanced from absentees and let down if they were their project partners.’ (*Absence from School: A study of its causes and effects in seven LEAs. Heather Malcolm et al. The SCRE Centre, University of Glasgow*)

Persistent or severe absence from school may also pose a potential safeguarding risk, where the school will need to take action based on a statutory duty to keep children safe.

Why does punctuality matter?

At our school, the doors open at 8:30am (Nursery) and 8:40am (Reception-Year 6). Doors close at 8:55am (8:50 am Nursery). Any child arriving after the doors have closed at 8:55am (8:50am Nursery) will be recorded as late (L) and the number of minutes late recorded. Nursery doors open promptly at 12:30pm for the afternoon session. Arrivals from 12:35pm will be recorded as late (L).

The register remains open for 30 minutes, until 9:25am (9:20 am Nursery). Any child arriving after 9:25am (9:20am and 1:00pm Nursery) will be recorded as an

unauthorised absence (U) unless there are circumstances that the school judge to be exceptional. They will be marked as present for the afternoon session.

Any child arriving late **MUST** be brought to the School Office and signed in by a parent or carer over the age of 16, even if they normally walk to or from school by themselves.

The impact of arriving late cannot be underestimated.

- Our pupils tell us they are embarrassed to enter classrooms when their peers are already settled and learning.
- They miss out on key information or instructions if they miss the start of a lesson.
- They miss the part of a lesson where pupils may select their own groups or learning partners.
- They don't know what the routine for the day will be.

There is also an impact on the other learners in the class.

- Teachers tell us they often feel they should delay giving out key information to allow for latecomers' arrival.
- Pupils are distracted from their learning by the late arrival of a classmate.
- Teachers spend time repeating instructions and information to latecomers, when they could be supporting pupils with learning.
- Teachers also report a correlation between poor behaviour choices and pupils who arrive late.

Poor punctuality	Amount of missed learning	Total education missed
Arriving 5 minutes late each day	3 whole days of learning lost.	During 7 years at our school, this is equal to almost 114 hours of learning lost.
Arriving 10 minutes late each day	6.5 whole days of learning lost.	Equivalent to over a week's absence from school each year.
Arriving 15 minutes late each day	10 whole days of learning lost.	Equivalent to 2 week's absence from school each year.
Arriving 20 minutes late each day	13 whole days of learning lost.	Almost 3 week's absence from school each year.
Arriving 30 minutes late each day	19 whole days of learning lost.	4 week's absence from school each year.

Safeguarding

Parents/carers must phone or email the school by 9:15am on the day their child is absent, to report the absence and provide a reason. This helps us ensure all children are either in school or at home with their parent/carers. We value honesty: one of the Golden Rules our children follow is 'we are honest'. Therefore, we request that, even if parents know that an absence will be unauthorised, we are

given the genuine reasons for absence when a child is not in school: strengthening the trusting partnership between home and school.

How does the school help with punctuality and attendance?

To support parents/carers to drop-off their children on time, we offer a 'soft start' to the day, with a 15-minute window during which pupils can arrive at their classroom door. There is also a school-run 'Early Morning Club,' which parents can book in to if they require a drop off time between 8:00am and 8:40am.

Our school will provide a safe, happy environment in which to learn and play.

All staff at Redbourn Primary School are committed to helping pupils to feel comfortable, respected and valued in their classrooms. Pupils will be greeted and welcomed at the start of each day. They will be taught well-planned, sequenced lessons where teachers have considered individual needs, likes and dislikes. Staff will notice if pupils do not appear themselves and step in to offer support, while pupils will be encouraged to speak up if they are concerned or 'having a bad day.'

Every family will receive a half-termly attendance update letter. These will celebrate good attendance. Those with improving attendance will be recognised, even when further improvement is needed. Those with low attendance will be offered support with identifying and removing barriers to attending school and reminded of the statutory duty to ensure their child(ren) are receiving an education.

There is a one-page summary of the attendance policy on our website, with links to relevant documents for parents to access.

What do we do when a child is marked absent on the register and school has not been informed of the reason?

- Text sent to Priority 1 guardian from 9:15 am alerting of an absence and requesting further information.
 - If school is then called and a reason given, this is noted on the register.
 - This absence will be deemed 'authorised' or 'unauthorised' depending on the reason given.
- If school is still not notified by 10:00am, a phone call is made by office staff to parents/carers.
 - If a reason for absence is given, this is noted on the register.
 - This absence will be deemed 'authorised' or 'unauthorised' depending on the reason given.
- If no answer, this is noted on the register.
 - Absence will be recorded as unauthorised.
- For absence linked to ill health, medical proof **may** be required for a prolonged illness beyond 3 days.
 - If no proof given when requested, absence beyond 3 days becomes unauthorised.
- After 4 sessions of unauthorised absence (across two terms – a period of 10 rolling weeks), a warning about a possible penalty notice will be issued.
 - Parents/carers will be invited to meet or chat with an Attendance Champion to discuss how to support an improvement in attendance.
- If unauthorised attendance does not show an improvement, and a family is not working with the school, after 7 sessions of unauthorised absence, a second warning message will be sent.
 - Parents/carers will be required to attend an 'Early Help' meeting and may be put on an 'Attendance Improvement Plan.' The Hertfordshire Schools' Attendance Officer may attend the meeting.
 - A 'Notice to Improve' may be issued.

We expect parents/carers to work with us to address attendance problems.

➤ **Fixed Penalty Notices**

Our school follows Hertfordshire County Council's Penalty Notice for Truancy Code of Conduct and procedures.

- As of 19th August 2024, the DfE National Framework for Penalty Notices says school **must** consider applying to the local authority for a Fixed Penalty Notice (FPN) for children of statutory school age after 10 sessions (5 days) of unauthorised absence in a rolling 10-week period.

This is specifically designed to stop term-time holidays.

- The penalty is £160, paid within 28 days. This reduces to £80 if paid within 21 days of receipt of the notice.
- The penalty relates to **each** child, so a parent receiving a penalty notice about more than one child must pay each penalty individually.
- The penalty applies **per parent**, per child. Eg: a family with 2 parents and three children, where all three children have at least 10 sessions unauthorised in a rolling 10 week period, would receive 6 x £180 penalty notices.
- There is no right of appeal by parents against a Fixed Penalty Notice.
- If the penalty is not paid, the Local Authority may prosecute parents/carers for their child's irregular attendance. This can result in a fine and criminal record at Magistrates' court.
- If a second FPN is issued within 3 years, the fine is £160 per parent and per child, with no reduction for early payment.
- A third time an offence is committed, this will result in the case being presented straight to Magistrates' court.
 - Prosecution can result in fines up to £2,500 and a criminal record
 - Cases found guilty in a Magistrates' Court can show on the parent's future DBS (Disclosure and Barring Service) certificate due to a 'failure to safeguard a child's education'.

The school follows guidance on HCC Grid when considering a Fixed Penalty Notice - <https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/penalty-notices-for-unauthorised-absenceholiday>

When is absence authorised or unauthorised?

Only the school can authorise an absence. It will only be authorised in exceptional circumstances. The fact that a parent has provided a note or other explanation (telephone call or personal contact) in relation to a particular absence does not, of itself, oblige the school to accept it, if the school does not accept the explanation offered as a valid reason for absence.

- An absence request form must be completed for all absence. Where this is linked to a hospital appointment/surgery which has been impossible to schedule outside of school hours, a copy of the appointment letter must be included.
- Leave of absence must be applied for at least 2 weeks in advance. It is the school's decision as to whether this is authorised because of exceptional circumstances relating to the application (parents cannot expect, as of right, that the school will grant leave of absence).
- When an absence occurs, if, after further investigation, doubt remains about the explanation offered – or when no explanation is forthcoming at all – the absence will be treated as unauthorised (U) and the parent informed.
- Arrangements for children with SEN or specific medical needs will be addressed on a case by case basis, in consultation with parents/carers. Reasonable adjustments will be made, in tandem with discussions to support learning at home where relevant. See Appendix for guidance details.
- Arrangements for children suffering from social, emotional or mental health issues will be addressed on a case by case basis, in consultation with parents/carers. Reasonable adjustments will be made, in tandem with discussions to support learning at home where relevant. See Appendix for guidance details.
- If attendance falls below 80%, *any* further absence, including sickness, will be treated as unauthorised. This will be included in the tally of unauthorised absence, leading to the possibility of a fixed penalty notice after **10** sessions.

Absence will usually be authorised for: illness; a day exclusively set aside for religious observance by the religious body to which the pupils' parents belong; attending the funeral or wedding of a close relative (parent/grandparent/sibling); an exam held by external body such as music/drama/dance grading that cannot be scheduled outside school hours or term time; representing the county in a sporting event; unavoidable medical or dental appointments which *cannot* be scheduled outside of school hours or during holidays, such as emergency appointments or surgery dates;

Absence will **not** usually be authorised for: routine medical/dental appointment; optician appointment; hair dresser appointment; waiting in for a delivery; shopping; a sibling being off sick; day-trips; long weekends; holidays during term time; tiredness; transport issues; *any* illness, once attendance reaches 80%.

If you believe there is a reason why a trip, holiday or Travelling is unavoidable during term time, you must complete an absence request form at least 2 weeks before desired departure, requesting consideration

for authorised absence. Reasons may include mixed parental countries of origin or exceptional circumstances surrounding inflexible parental employment.

Leave of absence to allow a pupil to take part in a performance within the meaning of s37 of the Children and Young Persons Act 1963 © for which a child performance licence has been issued. HCC will not issue a child performance licence where absence is required without the written permission of the Headteacher.

What can pupils do to ensure good attendance?

We understand that most primary aged pupils are not responsible for getting themselves to school each morning, which is why we do not highlight individuals' attendance figures publically in school, however, we hope that at Redbourn Primary School, pupils will:

- Demonstrate an understanding of how poor attendance can affect their learning, their friendships and their enjoyment of school.
- Commit to attending school every day, unless too ill to do so.
- Not attempt to stay off school by using illness as an excuse, or expect to stay at home when suffering from a minor cold or injury that should not prevent them from attending.
- Encourage parents/carers to book any haircuts or medical/dental appointments after school hours or during the holidays.
- If walking, to arrive at school, and to arrive on time.

What will Redbourn Primary school staff do to ensure good attendance and punctuality?

All staff will:

- Make sure there is a welcoming and positive culture in the classroom and across the school.
- Ensure school is a safe and happy place for pupils, so children want to be at school.
- Promote the next lesson and the sequence of lessons to motivate pupils to be in the classroom.
- Emphasise the importance of attendance and punctuality and its impact on attainment.
- Praise children who are attending with minor ailments such as head-colds, hay-fever, injuries etc.
- Model good attendance and punctuality themselves.
- Develop strong relationships with children so children feel comfortable to discuss barriers to attending school and/or arriving on time.
- Publically praise children who attend appointments out of school hours.
- Cover attendance and punctuality in PSHE lessons with reference to job prospects and career development later in life.

SLT will:

- Consider allowing children to arrive earlier at school to remove barriers such as multiple school drop-offs or for working parents where income prevents wrap-around care.
- Meet with any parent/carer who requires support with attendance and punctuality to discuss strategies and how to remove barriers
- Regularly remind and update families with poor attendance about the importance of good attendance and punctuality.
- Allow reasonable adaptations and adjustments for children with SEND diagnoses or mental health issues which affect attendance.
- Use clear and consistently applied systems and processes to improve, absences.
- Make sure these systems are inclusive and appropriate for all pupils.
- Publicise good attendance during assemblies, newsletters and the termly report to the Governing Board.
- Keep parents informed on a regular basis of their child's attendance and absence record.
- Carry out all the interventions/steps/communications as detailed in the roles and responsibilities below.

At Redbourn Primary School, we hope you support our drive to see more children in school, more of the time. Our door is open to parents, carers and staff who would like to talk to someone for support with the attendance of any child.

The appendix below set out the responsibilities and expectations of all parties responsible for ensuring children are in school when they should be.

Appendix 1

What are Parents'/Carers' legal responsibilities?

Parents are responsible in law for ensuring that their children of compulsory school age receive an efficient education suitable to their age, ability, aptitude and any special educational needs that they may have.

Parents/carers, whose children are registered at a school, are responsible for ensuring that their children attend and stay at school every day school is open.

At Redbourn Primary School we expect parents/carers will:

- Ensure that their children are punctual and understand the importance of good attendance.
- Encourage a positive attitude towards attendance and send children in to school wherever possible, including when children are displaying symptoms such as a common cold, hayfever, sore throat.
- Ensure attendance after an injury such as a sprain or break (meeting may be required with SLT to complete risk assessment).
- Book any medical appointments outside of the school day where possible.
- Only request leave of absence in exceptional circumstances and do so in advance.
- Inform the school on the first day of absence, by 9.15am and provide the school with an explanation for the absence.
- Treat staff with respect.
- Work in partnership with the school and help the school to understand their child's barriers to attendance.
- Proactively engage with the support offered by school to prevent the need for more formal support.
- If formal support is needed, proactively engage with this support to prevent the need for any legal intervention.
- Call staff for help when they need it.
- Engage with online Arbor parent portal to monitor the attendance record of their child/ren.
- By signing up to attend our Nursery, Nursery parents are also agreeing to follow all school policies, including this attendance policy.

Appendix 2

The Governing Board will:

- Ensure an effective whole school culture of high attendance is underpinned by clear expectations, procedures and responsibilities.
- Offer a clear vision for high attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families.
- Regularly review and understand attendance data, discussing and challenging trends and helping school leaders to focus improvement efforts on individual pupils or cohorts who need it the most within school.
- Ensure school leaders fulfil expectations and statutory duties.
- Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.
- Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance.
- Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.
- Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.
- Make sure staff receive training/professional development and support to deploy attendance systems effectively.

Appendix 3

The Headteacher will:

- Have a clear, written school attendance policy. Ensure implementation of the policy and compliance with DfE guidance for maintained schools, academies, independent schools and local authorities – Working together to improve School Attendance – September 2022 - <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- Ensure every member of staff knows and understands their responsibilities for attendance and safeguarding and how this links with poor attendance – ensuring compliance with Keeping Children Safe in Education 2022 - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Develop good support for children with medical conditions (Including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensure compliance with Statutory Guidance for governing bodies of maintained schools in England, December 2015 - <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Ensure good support for children with social, emotional and mental health issues. Ensure compliance with DfE guidance, February 2023, Summary of responsibilities where a mental health issue is affecting attendance - <https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools>
- Ensure accurate completion of admission and attendance registers.
- Ensure staff are actively working to maximise attendance rates, both in relation to individual pupils and the pupil body as a whole.
- Have clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support.
- Be especially conscious of any potential safeguarding issues ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.
- Ensure that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitor and analyse data and trends.
- Report to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Remind parents of their commitment to this policy.
- Build and model respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.

- Liaise with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Share information on and work collaboratively with other schools in the area, LA's and other partners when absence is at risk of becoming severe or persistent.
- Ensure the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.
- Monitoring of whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions
- Establishing and ensuring implementation and robust monitoring of arrangements to identify, report and support children missing education (CME) or at risk of becoming CME
- Ensuring all staff members:
 - ❖ treat pupils with dignity
 - ❖ build relationships rooted in mutual respect and observe proper boundaries
 - ❖ take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively
 - ❖ understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity.
 - ❖ communicate effectively with families regarding pupils' attendance and well-being
 - ❖ deliver clear messages about expectations, routines and consequences to new pupils and families through prospectus and admission/transition events
 - ❖ use physical presence to reinforce routines and expectations on arrival and departure
 - ❖ regularly communicate expectations for attendance and punctuality and school performance through regular channels of communication with staff, pupils and parents
 - ❖ establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness.
- **Ensuring compliance with guidance regarding Children Missing Education** <https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/children-missing-from-education>

Appendix 4

The 'Attendance Champion,' Assistant Head, Tracey Couch, is responsible for:

- Implementing the policy with the Head.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring practice is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis -
 - ❖ Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families.
 - ❖ Robust school systems which provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
 - children who have a social worker including looked-after children
 - young carers
 - children who are eligible for free school meals
 - children who speak English as a second language
 - children who have special educational needs and disabilities
- Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures
- Compiling attendance data for the Head, the Governing Body and the Local Authority Attendance Officer (LAAO).
- Ensuring a positive working relationship with the LAAO is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents
- School attendance, safeguarding and pastoral support policies which should clearly outline:
 - the key principles
 - rules pupils need to follow
 - routines
 - consequence systems
- If required, holding regular meetings with the parents of pupils who the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.
- The escalation of procedures to address absence needs to be:
 - understood by pupils, parents and carers
 - implemented consistently
 - reviewed regularly

In tandem with the DSLs and SENCO,

- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies.
- Where pupils have additional vulnerabilities, which may require multi-agency meetings try to arrange those meetings outside of lesson time, where possible.

In tandem with the Headteacher and Office Manager,

- ensure that the Local Authority is notified of any pupil who fails to attend school regularly via a **10 Day Absence Form**.

See guidance on HCC Grid for form –

<https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/attendance-guidance-and-statutory-responsibilities>

- **For pupils at risk of persistent absence**

- Provide regular attendance reports to the Headteacher to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes.
- Initiate and oversee the administration of absence procedures.

This should include:

- letters home
- attendance clinics
- engagement with local authorities and other external agencies and partners
- work with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and find methods that work and are understood
- consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures
- provide regular reports to leaders on the at-risk cohort
- provide regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

- **Pupils who are persistently absent**

- Develop and implement persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines
- Identify tailored intervention which meets the needs of the pupil, for example:
 - mentoring
 - alternative provision where appropriate
- Lead weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress.

- Hold regular meetings or reviews of caseload with the Statutory Attendance & Participation Team (SAPT), external partners and alternative providers to check on welfare and review progress.
- Liaise with school leaders (designated safeguarding, special educational needs coordinator and pastoral leads) on referrals to external agencies and multi-agency assessments.
- Coordinate and contribute to multi-agency meetings to review progress and agree on actions.
- Work in partnership with SAPT and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Provide regular reports to leaders on the impact of action plans and interventions.

Appendix 5

The Office Manager will:

- Ensure the recording of attendance and absence data is accurate.
- Ensure robust day-to-day processes are in place.
- Track and follow up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
- Provide appropriate support and challenge to establish good registration practice.
- Carry out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identify any absences that are not explained for each session and contact parents to understand why and when the pupil will return.
- Where absences are recorded as unexplained in the attendance register the correct code should be inputted as soon as the reason is ascertained, but no later than 5 working days after the session.
- Where reasonably possible, ensure school holds more than one emergency contact number for each pupil.
- (In tandem with the Attendance Champion) Keep parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
- Implement children missing education (CME) procedures when appropriate -
- See guidance on HCC Grid regarding Children Missing Education, <https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/children-missing-from-education>
- Engage with feeder schools or organisations to access absence information in order to identify target cohorts prior to transfer, including mid-year transfers and managed moves.

Appendix 6

Teaching Staff will:

- Ensure the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
- Ensure that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date.
- Emphasise the importance of attendance and punctuality and its impact on attainment.
- Promote the next lesson and the sequence of lessons to motivate pupils to be in the classroom
- Make sure there is a welcoming and positive culture in the classroom and across the school.
- Review class and individual attendance patterns.
- Inform the school Attendance Champion of any concerns.
- Build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement.
- Liaise with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Rehearse and reinforce attendance and punctuality expectations continually.

Appendix 7

Working with the LA:

- Our school works in partnership with the Statutory Attendance & Participation Team to devise a strategic approach to attendance.
- The Headteacher or Attendance Champion (SLT) will meet with the link LAAO when required to discuss and improve attendance for all persistently absent or severely absent pupils.
- Action Plans will be developed for all persistently and severely absent pupils. The school may request support from the LAAO for advice and guidance with the implementation of these action plans.
- If parents do not proactively engage with support offered through the action plan, then formal intervention may be requested from the LAAO.
- If parents do not engage with formal support, the school may request statutory intervention from the Local Authority.
- Statutory intervention can include:
 - Parenting Contract
 - Fixed Penalty Notice application from school
 - Parenting Order
 - Education Supervision Order
 - Prosecution

Appendix 8

Part-time Timetables

- As part of the framework for the inspection of services for children in need of help and protection, children looked after, and care leavers (Ofsted June 2015) local authorities are required to provide detailed data on school age children in their area who are not in receipt of full-time education and schools are similarly expected to maintain data on students of compulsory school age who are on their roll but attending on a part-time timetable.
- The Local authority has published guidance for all maintained school, academies, free schools, studio schools, UTCs, ESCs and PSBs on the use of part-time timetables for pupils of compulsory school age (the term after their fifth birthday to the last Friday in June following their 16th birthday)
- All schools are required to return information on children who are on part-time tables within five days of the pupil starting or ending a part-time timetable.

Follow guidance from HCC Grid when considering a part-time timetable -

<https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/attendance-part-time-students>

Monitoring: Attendance is monitored on a daily basis. It is formally reported to parents every half term. Daily attendance is listed in the office window for parents and children to see on the way past. Weekly attendance figures are revealed in KS1 and KS2 celebration assemblies each week.

Attendance Registers

The rules governing the maintenance of registers, including removal from roll, are contained in the Education (Pupil Registration) (England) Regulations 2006. Attendance registers are legal documents that may be required as evidence in court cases.

Headteacher Signature:

Chair of Governing Body Signature:

Date approved:

Review Date:

Statutory guidance

- [School behaviour and attendance: parental responsibility measures](#)
- [Children missing education](#)
- [Supporting pupils with medical conditions at school](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [Keeping children safe in education](#)
- [School exclusion](#)

Guidance and resources

- [National statistics: Pupil absence in schools in England](#)