

OUR LADY IMMACULATE CATHOLIC ACADEMIES TRUST

ST JOHN RIGBY PRIMARY SCHOOL

God's will be done through work and play, as we follow Jesus day by day



Working Together to Improve Attendance & Punctuality Policy

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DEFINITIONS WITHIN THE POLICY

Authorised absence: absence for which a satisfactory explanation has been provided e.g. illness, or absence with permission from the headteacher (in exceptional circumstances).

Late Punctuality: arrival in school after 8.55am but before the register has closed (9.20am)

Unauthorised absence: absence without permission from the school. This includes all unexplained or unjustified absences and arrivals after registration has closed e.g

- Parents keeping children away from school unnecessarily or without reason.
- Absences which have not been properly explained.
- Absence due to shopping, birthdays, day trips and holidays in term-time
- Leaving school for no reason during the day
- Late arrival after the register has closed (9.20am)

Persistent absence: when a child's enrolment's overall absence equates to 10% or more of their possible sessions.

Severe absence: child has an absence rate of 50% or above.

WHY DO WE NEED THIS POLICY?

By law, parents/carers are required to ensure that their children of compulsory school age are registered at school and attend regularly.

Regular and punctual attendance is an essential prerequisite to children being able to fully access the curriculum. This policy sets out the high standards and clear expectations underpinned by our values and ethos, clearly outlining an ethos which demonstrates to children, parents/carers and the wider community how much we value good attendance and punctuality. Education provides a means of advancement for all our young people and the school will support parents/carers in achieving excellent attendance in order to maximise educational opportunities for their children.

We believe that strong relationships between the child, home and school are integral to our children's success and supporting our core aims. This policy communicates how we can achieve this in partnership, as members of one community committed to a shared purpose.

WHAT ARE OUR KEY PRINCIPLES AND AIMS?

John Rigby is a community based upon the strong Catholic values of Faith, Hope, Forgiveness, Love and Trust. The ethos of our school is that it promotes inclusion and the valuing of each individual, encouraging self-esteem, self-discipline, and mutual respect.

Our mission statement lies at the heart of all we do and underpins our overarching core aims:



- To ensure **God's will** is achieved by empowering our children to develop as happy, safe, confident and successful learners who are able to make informed choices that are in their own and others best interests.
- To enable children to **work** with a joy and love for learning, acquiring the knowledge, skills and behaviours needed to make a positive contribution to society.
- To enable children to **play** with an inquisitive and exploratory mind as they imagine, collaborate and create. They will take ownership of their learning journey and know that limitations are also opportunities for growth, showing courage to sometimes be wrong.
- To inspire children to grow, **day by day**, in their knowledge and understanding of the virtues to live by, reflecting our Gospel values of Faith, Hope, Forgiveness, Love, and Trust, whilst continuing to flourish and discover their unique God given potential.

Research has proven that there is a high correlation between school attendance and academic performance and success; children's life chances are greatly enhanced by regular attendance at school and they are more likely to build strong relationships and feel connected within the school community.

Our key aim is to support children's social, emotional and academic growth, through our whole-school culture and ethos that values good attendance and continues to prioritise cultivating a safe and supportive environment. We understand that barriers to attendance are complex, and that some children find it harder than others to attend school; therefore, we are committed to developing strong and trusting relationships with children and parents/carers and in order to remove any barriers, working together to improve school attendance.

Our Student Attendance & Punctuality Policy has the following underlying principles:

- High expectations for every child's attendance and punctuality at school, communicated clearly and consistently to children and parents/carers.
- The importance of understanding why good attendance and punctuality is important and how it helps children to achieve, accessing the full-time education to which they are entitled.
- A collective responsibility in ensuring good attendance and punctuality, through a positive school environment and building strong relationships with families in order to provide effective support
- The importance of understanding the interrelationship between attendance and punctuality and the quality of the school's ethos, curriculum, behaviour and inclusivity
- A proactive approach and early intervention to promote good attendance and punctuality, and address patterns of absence, including persistent and severe absence.
- Ensuring equality and fairness to all.

HOW DO WE PUT OUR PRINCIPLES INTO PRACTICE?

Our Pupil Attendance & Punctuality policy recognises the right of every individual in our community to be given every opportunity to fulfil his/her potential and develop his/her talents in a caring, respectful and supportive environment. Positive behaviours and engagement in learning are encouraged through a mixture of high expectations, a clear and consistent policy, and an ethos which fosters moral and social responsibility, ambition and mutual respect between children, staff and parents/carers.

The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all children want to be and are keen and ready to learn. Our attendance and punctuality expectations and curriculum drivers work in synchronicity to bring about the aims and values of our school. Children recognise the importance of being at school in order to promote positive attitudes to learning and school life. Through 'FLAME' children understand the commitment required to become 'Lifelong Learners' and, by being present in all lessons, they will develop the skills and knowledge to own their learning journey and make a positive contribution to their future success.



Recognising that regular school attendance is an important part of giving children the best possible start in life, our approach also considers how a child's environment, and their school experience, directly impacts on optimal child development; including achievement, wellbeing and wider life chances (Urie Bronfenbrenner c1979). Supported by our Positive Behaviour and Relationship Management policy, we recognise the right of every individual in our community to teach, to learn, to work and to grow in a respectful and inclusive environment. As such, we are committed to promoting an ethos which fosters moral and social responsibility, asking our children to regularly attend school, and on time, in order to show they are 'Ready', 'Respectful' and 'Safe' at all times.

BE READY

- ❖ And prepared to learn by arriving to school on time everyday
- ❖ To be successful in learning by attending school everyday

BE RESPECTFUL

- ❖ By valuing 'Rigby Rules' and showing good attendance and punctuality
- ❖ By being on time and avoiding disruption to the learning of others

BE SAFE

- ❖ By understanding the importance of attendance & punctuality to overall mental health & wellbeing
- ❖ By understanding the importance of attendance & punctuality to life chances and academic success

St John Rigby will encourage good attendance and punctuality by:

- providing a caring and welcoming school environment and positive conditions for learning;
- outlining the importance of good attendance and punctuality through clear communication;
- providing clear and high attendance and punctuality expectations
- publishing and displaying attendance statistics, celebrating excellent and improved attendance;
- taking time to discuss issues which may be impacting on attendance and helping parents/carers to overcome obstacles;
- regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- monitoring pupils, informing parents/carers in writing of irregular attendance and holding meetings with them, and finally referring the family to Education Welfare Service (EWS) if the irregular attendance continues.

This policy is to be read in line with our Positive Behaviour & Relationships Management policy which outlines the same approach to support our mission and core aims.

WHAT IS OUR ATTENDANCE AND PUNCTUALITY EXPECTATION?

All schools have a continuing responsibility to proactively manage and improve attendance across the school community by promoting the benefits of good attendance and punctuality, setting high expectations for every child and communicating the expectations clearly and consistently. As a school, St John Rigby aim for high standards and therefore have high expectations for everyone working together to improve school attendance and punctuality as our collective aim is to allow our children to achieve their full potential.

We expect that all children will:

- attend school regularly, aiming for 100% attendance each year;
- attend school punctually so that they are calm, organised and **ready to learn**;
- attend school appropriately prepared for the day;

We expect that all parents/carers will:

- ensure regular school attendance and be aware of their legal responsibilities; avoiding time off school for minor ailments - particularly those which would not stop parents/carers from going to work.
- ensure that the child/children in their care arrive at school punctually, prepared for the learning ahead ;
- notify the school if their child is going to be late due to an unforeseen circumstance (i.e. car breaking down, urgent appointment);
- ensure that they contact the school whenever the child is unable to attend school;
- contact the school promptly whenever any problem occurs that may keep the child away from school;
- provide at least two up to date contact numbers and inform the school of any changes of address;
- provide supporting medical documentation if the absence is for 3 days or more and the child's attendance is below 90%. This can be produced in the form of an appointment card, prescription or letter;
- ensure that, where possible, appointments for their child are made outside of the school day. If this is not possible, parent/carers need to provide a note, letter or appointment card indicating attendance at the dentist, doctor or optician before the arranged appointment (unless an emergency situation has arisen).

We expect that our school staff will:

- keep regular and accurate records of attendance for all children, twice daily;
- monitor every child's attendance;
- contact parents/carers as soon as possible when a child fails to attend (where no message has been received to explain the absence);
- follow up all unexplained absences;
- encourage good attendance;
- provide a welcoming atmosphere for children; provide a safe learning environment; provide a sympathetic response to any child's concerns;
- make initial enquiries of parents/carers of children who are not attending regularly, express their concern and clarify the school's and the LA's expectations with regard to regular school attendance;
- refer irregular or unjustified patterns of attendance to Education Welfare.

HOW DO WE ENSURE WE ARE INCLUSIVE?

Our school's culture consistently promotes inclusion by providing the necessary support to ensure all children can achieve and thrive both in and out of the classroom. Our whole-school approach aims to meet the needs of all children in the school, including children with SEND or health concerns, so that everyone feels they belong in our school community and high expectations are maintained for all.

At St John Rigby, we recognise that children with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and we will work with children and /carers to support those who find attending school difficult.

A multi-agency response to low school attendance is more likely to be required for pupils with SEND. This is to ensure all their individual needs are addressed. This could be through a review of the Education Health Care Plan, or possibly through an Early Help Assessment and Plan. School will also ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or Individual Plans that have been implemented. The school will secure additional support from external partners to help improve attendance where appropriate. If a child is unable to attend school for long periods of time due to their health, the school will:

- Inform the Local Authority if a child is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the child's needs, capabilities and programme of work.
- Help the child reintegrate at school when they return.
- Encourage the child to stay in contact with other pupils during their absence.

The school also understands the difficulties young carers face and will endeavour to identify young carers at the earliest opportunity, as well as throughout their time at the school. As always, we will take a caring and flexible approach to the needs of young carers and each situation will be examined on a case-by-case basis, involving other agencies if appropriate.

WHY IS ATTENDANCE AND PUNCTUALITY SO IMPORTANT?

Children who miss school frequently can fall behind with their work and do less well academically and in future life. Learning is achieved over a sequence of lessons, with skills and knowledge being progressively built over time. By missing school, children miss vital information which results in gaps in their understanding. This affects their foundations for learning, as well as their confidence and wellbeing, resulting in learning barriers which can then impact on future learning.

- ❖ A child who achieves **95% attendance** over a school year will miss the equivalent of 10 school days overall. This equates to 20 sessions (AM/PM) and approximately **50 learning sessions** overall.
- ❖ A child who achieves **90% attendance** over a school year will miss the equivalent of 19 school days overall. This equates to 38 sessions (AM/PM) and approximately **114 learning sessions** overall.
- ❖ A child who achieves **85% attendance** over a school year will miss the equivalent of 29 school days (this is a half-term). This equates to 58 sessions (AM/PM) and approximately **145 learning sessions** overall.

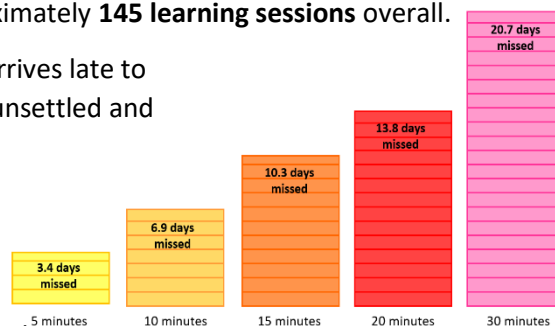
It is also important that children arrive at school on time. If a child arrives late to school every day, their learning begins to suffer and they are often unsettled and unprepared for the school day.

If a child shows any reluctance to attend school, parents/carers and staff need to work together to address the cause.

The Department of Education state, in their

[Working together to improve school attendance](#)” guidance (May22), that:

“pupils with the highest attainment at the end of key stage 2 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard.”



WHAT IS OUR COLLECTIVE ROLE AND RESPONSIBILITY FOR IMPROVING ATTENDANCE?

Securing good attendance cannot be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources. It cannot solely be the preserve of a member of staff, or organisation, it must be a concerted effort across all teaching and non-teaching staff in school, the trust or governing body, the local authority, and other local partners.

In order for the school's Attendance Policy to be successful, every member of staff must make attendance a high priority and convey this to the children at all times. Parents/carers need to support these views in the home to ensure that children are receiving corresponding messages about the value of education.

The Local Academy Committee (governing body) is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy

The Headteacher is responsible for:

- Implementation of this policy at school, securing a clear vision for attendance and punctuality improvement
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual children
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

The Senior Attendance Lead, as part of the Inclusion Team, is responsible for:

- Working with the Headteacher to lead attendance across the school, coordinating attendance work and ensuring that a clear and robust action plan exists to both incentivise good attendance whilst also challenging poor attendance
- Being a role model in attendance procedures, supporting the day-to-day operations of the staff dealing with attendance and taking an active part in ensuring that pupils arrive to school on time, in the correct uniform and ready to learn every day, communicating key messages to pupils and parents.
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis, benchmarking attendance data to identify areas of focus for improvement and identifying children/groups of children whose absences may be a cause for concern
- Ensuring all staff school are robustly supporting and delivering on the schools attendance strategy.
- Support, oversee and track the legal process for all parents who are not meeting their legal obligation to send their child to school every day
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues and coordinating targeted intervention and support to pupils and families
- Write regular, positive news stories around attendance success and community engagement.

The School Attendance Officer is responsible for:

- Taking calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Overseeing the registration process and ensuring that registers are completed accurately and punctually
- Quality assuring attendance actions are carried out daily, ensuring that all absent pupils have had some form of attendance intervention, including completing first day of absence calls
- Sending letters regarding absence or persistent lateness
- 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 Education Welfare Officers to tackle persistent absence
- Advising the Headteacher, or Designated Senior Leader when to issue fixed-penalty notices

Class teachers are responsible for:

- Completing registers accurately and punctually at least twice daily
- Passing any correspondence regarding attendance to the school office immediately
- Inform the Pastoral Phase Lead or Designated Senior Leader of concerns around lateness or absence
- Being alert to early signs of disaffection which could culminate in non-attendance and to report these concerns as soon as possible to the Pastoral Phase Lead, Designated Senior Leader or Headteacher

We will ask parents/carers to come into school to discuss any circumstances which may impact on their child's attendance. We commit to supporting families in order that children have maximum opportunity to achieve in the school system. Children whose attendance falls under 80% are missing on average one day's schooling each week and this seriously damages their life chances.

HOW CAN WE ENSURE CHILDREN'S ATTENDANCE IS CORRECTLY RECORDED?

Registers: An attendance register is created for every child in school. Registers are taken twice a day: at the start of the first session of each school day and at the beginning of the second session in the afternoon. Children must arrive to school and be in class **before 8.55am** (Appendix 1: Registration on a Page).

The class teacher will mark the register as to whether a child is 'Present' or 'Leave blank if the child is Absent'.

On checking the registers, the office staff may amend/add codes to reflect if a child is:

- Late (after 8.55am but before 9.20am)
- Absent – Authorised (e.g. illness)
- Absent – Unauthorised
- Attending an approved off-site educational activity, the nature of the activity if an approved educational activity
- Unable to attend due to exceptional circumstances and the nature of circumstances

A child who arrives late:

- Before the register has closed (after 8.55am but before 9.20am) will be marked as late, using the appropriate code
- After the register has closed, a child will be marked as **absent for the morning session**, using the appropriate code. If their child arrives after the register has closed without a good reason, this may be recorded as an '**unauthorised**' absence for that session.

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Medical Appointments: Every effort should be made to arrange medical appointments outside school hours. If there is no alternative, it is essential that a medical appointment card/letter is brought to the school office in advance of the appointment. All children should be signed in or out, as appropriate, by parents/carers at the school office. If medical information is not provided, the absence will be marked as **unauthorised**.

Illness: The school office **must be informed by 9.30am on the day of a child's absence through illness**.

Parents/Carers should contact the office on 01234 401900, option 1. In the event that the parent/carer is unable to speak with a member of the office team, a message should be left on the school's answering machine, clearly stating their child's full name, class and the specific nature of the illness along with an estimated date of return to school.

If on the third day, a child is still unwell and unable to attend school, parents/carers must contact the school again to provide an update. If school do not receive an update, the school office will make further contact.

Absence due to illness will be marked as authorised unless the school has a genuine concern about the authenticity of the illness. If the authenticity of the illness is in doubt, the school may ask the child's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this.

Failure to notify the school of absence will be marked as unauthorised and noted as a SAFEGUARDING Concern

CAN LEAVE OF ABSENCE BE GIVEN DURING TERM TIME?

Leave of absence during school time is not a right and is generally not granted; it can only be taken with the permission of the Headteacher.

The school holiday dates are published a year in advance and therefore, there should be no reason for parents/carers to take their child/ren out of school during term time. The Headteacher will only grant a leave of absence to a child during term time if they consider there to be exceptional circumstances or an emergency situation and days must be kept to a minimum.

The school will consider each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. Requests for occasional days will not be authorised unless the circumstances are exceptional. Birthday treats/day trips with family are not considered exceptional and will not be authorised.

All applications must be received at school as soon as it is anticipated and, where possible, **no less than 3 weeks** before the intended period of leave. All requests should be submitted in accordance with the leave of absence request form, accessible via the school office. The Headteacher may require evidence to support any request for leave of absence during term time.

Under Section 444 of the Education Act, an offence occurs if a parent/carer fails to secure their child's regular attendance at the school where they are a registered pupil, and the absence is not authorised by the school. The only legal reasons for absence are:

- That the absences are with authorised leave (i.e. that they have been agreed by the Headteacher)
- That the absences are because of sickness or unavoidable cause. Parents/Carers will be asked to provide evidence to support absences due to ill-health. This can be through a copy of an appointment card or prescription or information from a medical practitioner.
- That the absences fall on days of religious observance for the religion to which the child belongs.
- That the child is entitled to free transport to school and the LA have failed to provide this.

If absences do not fall into any of these four categories or the school have not been informed of reasons for absence, absences will be marked as unauthorised.

Section 23 of the Anti-Social Behaviour Act 2003 introduced powers for issuing Fixed Penalty Notices for unauthorised absence from school. The Education (Penalty Notices) (England) Regulations came into force on 27th February 2004. This was updated with amendments in 2007, 2012 and 2013.

HOW DOES SCHOOL RESPOND TO NON-ATTENDANCE?

When any child we expect to be in school does not attend, or stops attending for any reason, and the school have not been contacted by the parent/carer, the school will respond as follows:

- **On the first day** of absence, if no telephone call is received by 9.30 a.m. the school will contact parents/carers to clarify reasons for the absence.
- If there is no response, the school will continue to try to contact the parent/carer and any emergency contacts for the child.
- **If by the third day** of absence there has still been no contact made, a letter of concern will be sent to parents/carers; this may be via email or via a home visit. If siblings in other school contact The letter will invite parents/carers into school to discuss the child's absence. The school will advise parents that if the absence persists that a referral will be made to Educational Welfare Service (EWS). We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day
- **If by the end of the fourth day**, and no response has been received, a home visit will be arranged (This may be school staff or Police to complete a welfare check). If no contact is made, the school will make a referral to the EWS
- School will continue to call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will involve the Educational Welfare Office and a child may be registered as 'Child Missing Education'.
- Failure to comply with the expectations set by the EWS may result in further action, an application for an Education Supervision Order, or court prosecution

Failure to notify the school of absence will be marked as unauthorised and noted as a SAFEGUARDING Concern

HOW WILL THE SCHOOL SUPPORT IMPROVEMENT IN ATTENDANCE & PUNCTUALITY?

Valuing the importance of attendance/punctuality on academic and personal progress, the school is committed to supporting children in regularly accessing school, and being on time. Successfully addressing the root causes of absence and punctuality and removing the barriers to attendance, at home and at school, requires schools and local partners to work in partnership with parents/carers.

Monitoring Attendance & Punctuality

We will monitor and analyse attendance and absence data across the school and at an individual pupil level, in order to identify children or cohorts whose absences, or lateness, may be a cause for concern and may require support with their attendance. We will also use this analysis to provide targeted support to these children and their families, and look at historic and emerging patterns of attendance and absence, in order to develop strategies to address these patterns in future.

- The Senior Attendance Lead will monitor and analyse attendance data **weekly/half termly** to ensure that intervention and support is delivered quickly to address the first signs of absence.
- The Senior Attendance Lead will look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.
- The Attendance Officer will provide regular attendance reports to the Senior Attendance Lead and Inclusion Leads to facilitate discussions with children and families
- The Senior Attendance Lead will use data to monitor and evaluate the impact of any interventions put in place to modify them and inform future strategies.

Prevention and Intervention

Early intervention is crucial to try and prevent a situation escalating. Our approach to improving our school attendance will be through early intervention and whole school practice to promote good school attendance and punctuality.

The school will use a tiered approach:

- Tier 1 - Universal Prevention: High Expectations through Whole School Approach and Positive Conditions for Learning
- Tier 2 - Early Intervention: Listen & Understand through Pastoral & Inclusion Team
- Tier 3 - Targeted Support: Facilitate Support through Team Around the Family & Fast Track to Attendance
- Tier 4 - Statutory Intervention: Formalise Support & Enforce through Educational Welfare Services & Local Authority

Tier 1 - Universal Prevention: Whole School Approach and Positive Conditions for Learning (97% and above)

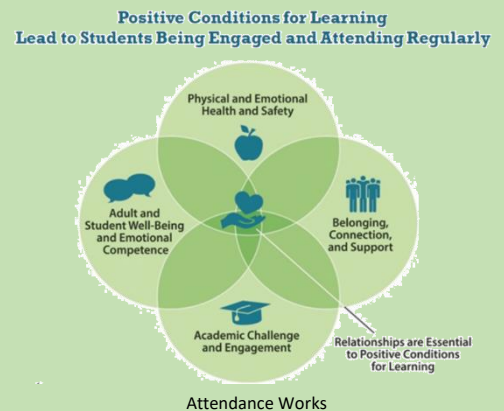
We strongly believe that foundational strategies are key to universal prevention, creating a school where children have a clear sense of belonging, feel safe and valued, and can flourish in both personal and academic achievement.

Our whole school approach is aimed at promoting **HIGH STANDARDS and HIGH EXPECTATIONS**, encouraging better attendance/punctuality for all children and preventing absenteeism before it affects achievement.

Part of this is 'Relationships', which are essential in creating positive conditions for learning, as well as partnership with children and families to support the school's aim of working together to improve attendance for achievement.

The foundational elements which promote positive conditions for learning, leading to children being engaged in school and attending regularly, reflect the school's mission and core aims:

- ❖ Physical and Emotional Health & Safety
- ❖ Belonging, Connection and Support
- ❖ Academic Challenge and Engagement
- ❖ Adult & Child Wellbeing and Emotional Competence.



It is key that schools get the message of good attendance and punctuality across to parents/carers right from the start of their child's schooling. Our whole school approach is delivered in line with our curriculum aims and positive behaviour & relationship management in order to ensure we have an inclusive practice to engagement with learning.

- Physical and emotional safety is promoted in the first instance by class teachers and teaching staff, who establish a welcoming, safe learning environments and school climate, as well as restorative circles.
- School actively promotes pupil and family engagement through enrichment and opportunities to collaboratively celebrate and promote a sense of belonging.
- A collective understanding of the impact of attendance on the whole child and responsibility to support this is clearly communicated.
- Teachers support children's emotional literacy through the delivery of KIPSY (Knowledge is Power Strengthening You), understanding and reflecting on different emotions each week. The core aim being to develop understanding and practical skills that children can use to proactively navigate their mental and emotional journey through childhood into adulthood. Teachers provide a platform of learning which enables children to embrace their mental and emotional wellbeing, recognise and communicate their feelings and make informed choices about the person they want to become.
- Teachers and LSAs work with a full understanding of academic challenge and engagement, adopting an ethos of inclusion, support, adaptation and relationship building with children.
- Wellbeing workshops during Healthy Me Weeks highlight the importance of attendance and punctuality on their emotional and academic progress.
- Whole school celebrations to recognise and reward good and improving attendance for individual children and classes: Class awards, Certificates, Postcards/Letter Home e.g to acknowledge improvements in punctuality.
- Celebration display boards for attendance, showing achievements of individuals/classes/whole school in relation to targets.
- Whole school incentives and initiatives: Beat the clock praise point (Dojo Point), Posters (Appendix 2)
- Late patrols to target punctuality issues at the gate.
- Class teachers will monitor attendance & raise concerns where needed, using attendance reports to recognise good and improved attendance
- Relationship building with families facilitates discussion with parents/carers around children's attendance and punctuality in relation to attainment - regular attendance reports provide information to class teachers and pastoral leads.
- Breakfast clubs to ensure children have a healthy and positive start to the day.

- Senior Attendance Lead to track children's attendance and to have a particular focus on children with attendance below 97% and those on track to become Persistently Absent (10% or more absences), deciding the level of intervention required (Appendix 3: Model of Intervention).
- Attendance Officer to ensure and monitor First Day Call/Response
- Attendance Officer to monitor children's punctuality and refer cases of persistent lateness to the Senior Attendance Lead (Appendix 2: Model of Intervention).
- Fortnightly Inclusion Meetings to discuss any key attendance actions for each year group.

Tier 2 - Early Intervention: Inclusion Team (96% - 91%)

When a child regularly attends school, it has a positive impact on their learning and development. Starting at an early age, establishing good habits and routines will help children feel secure and settled and know what is expected. Children who have poor routines and are unsettled show higher levels of stress and this can impact on fully benefiting from the learning opportunities that schools offer. In all cases, the child's wishes and feelings will be heard to understand their reasons for poor school attendance, how this makes them feel and what support they feel they need.

Where attendance or punctuality patterns are a cause for concern, or they fall below 97%, follow up action will be taken by the Pastoral and/or Inclusion Team to **LISTEN & UNDERSTAND** any potential barriers that may need support.

- **Level 1 Concern:** Communication home (Phone call) to outline child's current attendance/punctuality against expectations. Identify barriers and discuss support available - Recorded on CPOMS.
Monitor - If no improvement, move to Level 2
- **Level 2 Concern:** Communication home (Letter or home visit if non-attendance) to outline child's current attendance/punctuality against expectations. Invitation to contact if support required.
T2.1 Letter & record on CPOMS. Monitor - If no improvement, move to Level 3
- **Level 3 Concern:** Parent/Carer invited to an Attendance Meeting to discuss their child's attendance/punctuality and establish cause or any potential barriers that could be addressed (e.g. friendship issues in school) or actions taken to give support (e.g. morning routines at home). At this point a decision also be made to access support from the Family Support Worker or to complete an Early Help Assessment.
An Attendance Plan is agreed in collaboration with the child and parents/carers, a copy of which is sent to parents/carers along with T2.2 Letter & record on CPOMS.
Monitor – If no improvement, move to Tier 3.
- Fortnightly Pastoral & inclusion Meetings to discuss any key attendance actions for each year group.
- The Pastoral Team will continue to work closely with the SENDCO/ Inclusion team/ External agencies to ensure that teachers are equipped to enable access to school for children who find inclusion a challenge

Tier 3 – Targeted Support: Team Around the Family & Fast Track to Attendance (90% >)

If despite all support and intervention provided by the school, attendance or punctuality patterns continue to be a cause for concern, or a child is at high risk of becoming (or is) a persistent absentee (90% or below), follow up action will be taken by the Pastoral & Inclusion Team and SLT (including the Senior Attendance Lead) to **FACILITATE SUPPORT**, helping pupils and parents/carers to address barriers to attendance and/or punctuality that may be beyond the school.

The school may have to consider involvement of the Education Welfare Officer who will, in the first instance, work with the family to attempt to remove the obstacles causing the non-attendance. In all cases, the child's wishes and feelings will be heard to understand their reasons for poor school attendance, how this makes them feel and what support they feel they need.

- Parents/Carers will be invited to A Team Around Family Meeting with an attendance panel including the Class teacher, Pastoral Phase Lead, Family Support Worker, Senior Attendance Lead and external agencies as required. The meeting should explore the barriers to school attendance and any other concerns for the pupil, as well as focusing on what is working well in respect of the child's education and personal development. Support will be discussed either from the Family Support Worker or via an Early Help Referral. A review of the Attendance Plan is agreed in collaboration with the child and parents/carers, a copy of which is sent to parents/carers along with T3.1 Letter & record on CPOMS
Monitor – If no improvement, move to Fast Track
- Parents/carers are invited to engage with a Fast Track programme (see below) to establish time limited intervention put in place to tackle the underlying causes of poor or non-attendance. The meeting will involve attendance from the Educational Welfare Officer and any External Agencies, as well as the Senior Attendance Lead and SLT, or Headteacher depending on context.

- An Attendance Contract will be established, focusing parent/carers attention on their responsibility for ensuring their child attends school both regularly and punctually and what improvements need to be made. This should generally be concluded within a 12-week period – Attendance Contract & T3.2 letter sent. All information should be recorded on CPOMS
Where parents/carers have not engaged with the 2 offered meetings, or the agreed outcome at the review meeting or internal review is a recommendation to the LA to instigate legal proceedings, the school should complete a referral to the Educational Welfare Services. Refer to Tier 4 – T3.3 Letter & Record on CPOMS
- There is a clear link with the SENDCO/ inclusion team/ external agencies to ensure that staff are equipped to enable access to school for children who find inclusion a challenge.

Tier 4 - Statutory Intervention: Educational Welfare Services & Local Authority

Where voluntary support is not working and a child's attendance does not improve, despite all interventions and support provided by the school or external services, **formalised support** will be considered by the school and may involve the Educational Welfare Services (EWS) in order to explain consequences clearly and ensure support is in place to enable families to respond. In the first instance, the Education Welfare Officers (EWOs) will contact parents/carers to discuss the absences, remind of parental responsibility and warn that court action may be taken.

In the event that support is not working or is not engaged with, **attendance will be enforced** through statutory intervention or prosecution to protect the pupils right to an education.

If a child is at high risk of becoming (or is) a severe absentee (50% or below), a referral will be made to the Education Welfare Services.

'FAST TRACK TO ATTENDANCE' PROGRAMME OF INTERVENTION

It is important to track pupil attendance and to have a particular focus on pupils with attendance below 90% and those on track to become Persistently Absent (PA). This level of analysis needs to be completed on a regular basis in order to put effective intervention in place. By investigating individual circumstances, it becomes possible to treat each pupil on a case-by-case basis.

The Fast Track framework is a time-focused model of case management, which promotes early intervention by both schools, sometimes the Local Authority, and parents/carers in cases of persistent absence. It aims to ensure appropriate, and time limited intervention is in place to tackle the underlying causes of poor or non-attendance as soon as it becomes apparent. It is a mechanism for ensuring parents/carers focus attention on their legal responsibility for ensuring their child attends school, both regularly and punctually, as well as raising community awareness of the importance of school attendance and the negative impact of absence, and demonstrates that the Local Authority uses statutory powers to bring about change.

The intention of Fast Track is to preventing legal action and improving attendance and punctuality by way of an attendance contract, what improvements need to be made. This should generally be concluded within a 12-week period.

Before Fast Track is applied, consideration will be given to all previous strategies used within Tier 1 and Tier 2 and every effort must be made to engage with the parents/carer to address any barriers to attendance/punctuality:

In order to start Fast Track the following criteria must be met:

- Children must have at least 15% unauthorised absence within a period of 6 school weeks. This is equivalent to 9 sessions of unauthorised absence.
- Early intervention meetings have been held to identify the barriers to attendance/punctuality and an agreed action plan and targets have not supported improvement.
- A referral to Early Help has been offered, if support in other areas or at home were identified e.g. homelessness, domestic violence, drink/drug dependency etc. and an Early Help Assessment Plan (EHAP) agreed.
- This is not the first attendance issue and what previously worked well is no longer having an impact.
- If there are siblings with attendance issues in another school, contact has been made to consider a joint approach

HOW DOES THE SCHOOL RESPOND TO PERSISTANT AND SEVERE ABSENCE/UNAUTHORISED ABSENCE?

Where attendance fails to improve and absence cannot be justified in law, the consequence may be the issuance of Penalty Notices in accordance with the Local Authority's penalty notice protocol. In addition, the school will support

the Educational Welfare Services in prosecutions brought under Section 444 Education Act 1996, or in applications in the Family Proceedings Court for Education Supervision Orders.

Additionally, if a child arrives after the close of the register, they are given an attendance mark for health and safety reasons, but are regarded in law as being absent. If a child persistently attends school after the close of the register consideration will be given to:

- (a) the issue of a Penalty Notice under section 444 of the Education Act 1996 (see below)
- (b) a referral to our Educational Welfare Services for a prosecution. Lateness not only affects the learning of the student in question, but also affects the learning of others.

Persistent lateness after the register has been taken by the class teacher but before the register is closed at 9.20am, is equally concerning. The school will monitor lateness closely and send a letter of concern to parents /carers if this exceeds 5 days in any half term. Further persistent lateness will result in parents/carers being invited into school to discuss the matter and this may result in a referral to Educational Welfare Services

Legal Sanctions

Under Section 444 of the Education Act 1996, the school, Local Authority or Police may issue Penalty Notices to parents of children with persistent or unauthorised absences from school. The fines are issued to each parent, for each child, and are: £60 if paid within 21 days, rising to £120 if paid between 21 and 28 days.

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

Prosecutions & Proceedings:

- Evidence for prosecution will be supplied by the school in the form of an attendance certificate signed by the headteacher. The magistrates will accept this as a record of attendance from the school register.
- The Education Welfare Officer will write a report for the court on the evidence of visits and telephone calls made to parents/carers and school.
- A court summons is sent requesting parents/carers attendance at court, stating the date, time and place. The Education Welfare Service will also send copies of the prosecution evidence, including a statement made by the Education Welfare Officer and a certificate of attendance, showing the child's attendance over a specific period.
- At the hearing, parent/carers are asked whether they plead guilty or not guilty.
- If the plea is guilty, the prosecutor (usually a Senior Education Welfare Officer) will give a summary of the evidence required for sentencing.
If the plea is not guilty, the case will be adjourned and a hearing date set.

Sentencing:

- If there is a guilty plea, or parents/carers have been found guilty, the magistrates have the power to impose a fine of up to £1,000 on each parent/carer. If the verdict suggests an aggravated offence of failing to ensure the child attends school regularly, fines can be increased to a maximum of £2,500 and/or up to three months imprisonment for each parent/carer.
- Magistrates sometimes sentence parents/carers to a conditional discharge. This means there is no punishment if their child's attendance record is acceptable from that time on but, if those parents/carers are convicted again during the period of the order, they will then be punished for the first offence as well as any further offences.

Education Supervision Order:

- The Education Welfare Service can apply for an Education Supervision Order, which can be in addition to or instead of a prosecution. An application for an Education Supervision Order is heard in the Family Proceedings Court and enable Education Welfare Officers to direct parents/carers and the child to cooperate with plans to make sure the child is appropriately educated.

- The first Order is for one year. Extensions can be requested which may be up to three years at a time. These extensions are possible up until the time the child leaves school.
- Education Supervision Orders encourage parents and children to work in partnership with the Education Welfare Officers. If parents do not, they can be taken back to Court and fined. Cases can be referred to the Social and Community Care Department to make investigations.

For full information regarding statutory intervention and legal action, please refer to the Department of Education's guidance on [Legal Action to Enforce School Attendance](#)

HOW WILL WE MONITOR IF THIS POLICY IS WORKING?

The consistent and fair implementation of the measures outlined in this attendance policy is central to an effective whole-school approach to improved attendance and punctuality. Consistent implementation helps to create a predictable environment.

To ensure we achieve our school's mission and Core Aims, the impact of this policy will be constantly evaluated. The Headteacher and Senior Attendance Lead will monitor the effectiveness of the school's policy and attendance tracking system on a regular basis, considering:

- Data: Does the school have accurate self-knowledge about specific attendance issues?
- Systems: What is our school doing well to promote attendance and what can it do better?
- Whole-school approach: Is attendance a constant feature of all aspects of our Catholic school-life?
- Strategy: Is this policy clear and manageable to implement ensuring consistency across the whole school?
- Impact: Are the procedures and strategies having an impact on improving attendance?

This will be achieved by:

- Reviewing the use of reinforcement through 'Beat the Clock' Praise Points, to ensure consistent use throughout the school
- Reviewing the attendance process with staff involved to ensure it is accessible and manageable.
- Reviewing data on Bromcom and reports on CPOMS to identify patterns
- Pupil conferencing to gain children's voice and feedback on policy implementation and impact.
- Regular meetings with the Pastoral & Inclusion Team to discuss attendance concerns and effectiveness of the policy.

The Headteacher will report to governors and Trust Inclusion Lead on request about its effectiveness. This policy will be also be reviewed in accordance with the school's review cycle, or earlier if necessary

HOW DO WE MONITOR RACE, GENDER AND DISABILITY EQUALITY?

This policy will ensure that there are implications for race, gender and disability equality in so far as the school will need to ensure that all children of whatever ethnic background or gender or disability feel safe. It will not disadvantage any particular group - all students, regardless of background or ability will be treated equally. Good relations will be promoted by celebrating diversity, recognising that we are all made in God's image, and by improving self-esteem of all students. Implications of this policy will be monitored by the Pastoral Team/Inclusion Lead.

HOW DO WE REPORT TO PARENTS/CARERS?

As a school, we are committed to working in partnership with parents/carers and feel that they play a vital role in ensuring we meet our collective aim – ensuring children develop in character and fulfil their full potential. As such, we will ensure regular communication is maintained regarding your child's attendance & punctuality.

My Child at School (MCAS) App: Parents / carers can track their child's attendance on MCAS

Consultation Evenings/Reports: The school will regularly inform parents/carer about their child's attendance, absence and punctuality levels at Parents evenings and through termly reports

Face-to-face or telephone conversations will also be a vital way to communicate concerns to parents/carers and will be used to support partnership with school when school strategies are not having the desired impact. Parents/Carers will be invited into school to discuss an Attendance Plan if a pattern is spotted in order to understand the barriers to attendance/punctuality and agree how all partners can work together to resolve them.

A meeting can also be held with the parents/carers of children who consistently arrive late, and where they do not respond to the school's procedures to tackle punctuality, aiming to discuss the impact of persistent lateness on the child's education, their peers and teachers. We will also ensure that parents/carers are aware of the difference between the L and U code and the implications of this, and explain how poor punctuality can lead their child to:

- Feel embarrassed in front of their friends
- Miss the beginning of vital lessons
- Miss important instructions for the rest of the school day
- Learn bad habits which could affect their employability in the future

Formal Correspondence such as letters and key documentation will be shared with parents/carers as each stage of the intervention process to allow clarity around targets and interventions to support improvement in attendance/punctuality. This will include (but is not limited to):

Tier 2 – Level 1 concern letter (T2.1)

Level 2 concern: Attendance Meeting & Attendance Plan with T2.2 letter

Tier 3 - Attendance Plan Review and T3.1 letter

Move to Fast Track T3.2 letter

Attendance Contract & T3.2 letter sent. All information should be recorded on CPOMS

Recommendation for legal proceedings (Educational Welfare Services) T3.3 letter

Tier 4 - Local Authority & Educational Welfare Communication

HOW DO WE WORK WITH OTHER AGENCIES?

The school always co-operates with outside agencies, such as the police and social care. The school will always share information pertinent to any on-going investigations and information requests in line with GDPR, particularly if it involves the safeguarding of children and/or staff.

WHAT KEY INFORMATION SUPPORTS THIS POLICY?

This policy has been written to meet requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting 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 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

This policy operates in conjunction with the following policies:

- Positive Behaviours & Relationship Management policy
- Safeguarding policy and Child Protection
- Children Missing Education Guidance (DfE and LA)
- Equalities Policy
- Complaints Procedures Policy.
- Communication Policy (Family)

All staff are aware of the key principles of this policy along with the Positive Behaviours & Relationship Management, Safeguarding and Anti-Bullying policies, and are active in their implementation. The policies reflect also the values and principles that we consider to be important for our school aims and success of every child.

Our policy is underpinned by research and evidence-based practice, using information from the Education Endowment Foundation (EEF: <https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1676386765>), Urie Bronfenbrenner (c1979), B.F Skinner (c1974) and should be read alongside our Positive Behaviour & Relationship Management Policy.

Appendix

Appendix 1: Registration on a Page

Appendix 2: Attendance & Punctuality Posters

Appendix 3: Model of Intervention

Appendix 4: Attendance Codes

APPENDIX 1: REGISTRATION ON A PAGE

MORNING ARRIVAL & REGISTRATION		
Time	Activity	Registration
07.45am - 08.40am	Breakfast Club Children go to class at 8.40am for morning learning	• Breakfast Club Register taken
08.40am	Gates open Children go into class to complete morning learning	• AM Register Opened • Completed as children arrive
08.55am	Gates are closed Parent must go to School Office to sign child(ren) in	• AM Register – Final Class Call • Children arriving after 8.55am are registered by office as an 'L' code.
09.00am	Formal Learning Sessions Begin - usually Phonics/Reading in KS1 - usually Reading/Writing in KS2	• A reason for lateness should be entered into MIS if received
09.20am		• AM Register is Closed by Office • Children arriving after 9.20am are registered by office as a 'U' code (unauthorised* AM Session) • A reason for lateness should be entered into MIS if received

AFTERNOON REGISTRATION		
Time	Activity	Registration
12.55pm	Children go into class to complete afternoon learning	• PM Register Opened
1.00pm		• PM Register – Class Call
1.10pm	Formal Learning Sessions Begin	
1.15pm		• PM Register is Closed by Office • Children arriving after 1.15pm are marked in by office with a 'U' code (unauthorised* PM Session) • A reason for lateness should be entered into MIS if received
3.15pm		•

- A school day counts as 2 sessions (AM and PM) and therefore has 2 attendance marks. Each session needs to be fully completed to receive an attendance mark.

*If the child is late to a registration session after the register is closed, but for an 'authorised' reason e.g. for a medical/ dental appointment, the school can authorise this late mark as an 'M' code and not a 'U' code. However, the school should be told about this in advance.

- It is essential that children arriving and leaving school with a parent/guardian outside of the registration times are signed in or out by an adult from the school office, which is needed case of fire as an appendix to class registers.
- Registers are checked regularly by the Attendance Officer and Education Welfare Officer to ensure they are kept accurately by teachers and to assess the reasons and incidence of any absences.

Punctuality is also required at the end of a school day:

**Please note that the school day finishes at 3.15pm and children should be collected promptly unless they are booked into After School Club (After School Club register is taken). Parents/carers arriving after 3.25pm are required to collect their child from after school club, for which there may be a charge.



ATTENDANCE is IMPORTANT

because....



DAILY LATENESS
EQUATES TO....

3

DAYS LOST

5 MINUTES LATE

15 hours lost learning

7

DAYS LOST

10 MINUTES LATE

35 hours lost learning

10

DAYS LOST

15 MINUTES LATE

50 hours lost learning

100%

EXCELLENT

Target for All Pupils

Attend Today
Achieve Tomorrow

97%
Good

6 DAYS ABSENCE

30 lessons missed
You are on the right path to
success – Keep it up!

96%
Concern

11 DAYS ABSENCE

55 lessons missed
Poor attendance gives you
less chance of success!

90%
High Risk

19 DAYS ABSENCE

114 lessons missed
Serious impact on your
education and life chances!

BE READY TO MAKE EVERY DAY COUNT

PUNCTUALITY MATTERS!

Being frequently late for school adds up to **LOST LEARNING**:

- **5 minutes late** every day adds up to over **3 days lost** each year.
- **15 minutes late** every day is the same as being absent for **2 weeks** a year.
- **30 minutes late** every day is the same as being absent for **19 days** a year.

19 days is 144 lessons lost a year through being late and equals 90% attendance.

BE READY & ON TIME



**MISSED MINUTES =
MISSED LEARNING =
MISSED OPPORTUNITIES!**

EVERY SCHOOL DAY COUNTS



Be an
Attendance

HERO!



★ Here

★ Everyday

★ Ready

★ On time

ATTEND TODAY, ACHIEVE TOMORROW

Why attendance **MATTERS**



190
DAYS
100%



Very best
chance of
success

184
DAYS
97%



Off to
a flying
start

179
DAYS
96%



Less
chance of
success

175
DAYS
92%



Harder
to make
progress

171
DAYS
90%



Persistent
Absentee
More than 18 days lost learning

Have fun



Develop
new skills

Build your
confidence



self esteem



Achieve



Experience
new things

Develop awareness of
other cultures, religion,
ethnicity and gender
differences



Make new
friends

.... Have the best possible start in life! Make every day count!

APPENDIX 3: MODEL OF INTERVENTION



St John Rigby Model of Intervention				
	Attendance & Punctuality	Stage	Action Required	Monitor for
Tier 1	Attendance: 97% and above	Universal: Engagement & Prevention	High Expectations - Praise & Reward Inclusive practice to encourage engagement with learning & school ethos Rigorous monitoring and identification	Weekly Concerns - move to Tier 2
Tier 2 – Early Intervention: Pastoral & Inclusion	Attendance: 96% - 95% Late: 4 consecutive days or 12-14 days over a half term 20-25 days over a term	Level 1: Communication	Listen & Understand - Pastoral phone call to discuss barriers to attendance and/or punctuality and agree how all parties can work together to resolve them and support improvement - Recorded on CPOMS.	Weekly No improvement - move to Level 2
	Attendance: 94% - 93% Late: 5-7 consecutive days or 15-19 days over a half term 26-29 days over a term 4 th day no contact following non-attendance	Level 2: Communication	Listen & Understand - T2.1: Letter sent to outline attendance or punctuality against expectations. Invitation to contact school to discuss how all parties can work together to address any barriers and improve attendance - Recorded on CPOMS. Home visit if no contact following non-attendance. Recorded on CPOMS.	Weekly No improvement - move to Level 3
	Attendance: 92% - 91% Late: 8-10+ consecutive days or 20+ days over a half term 30+ days over a term	Level 3: Attendance Meeting & Attendance Support Plan * At risk of persistent absence	Listen & Understand -T2.2 Letter: Meeting to discuss attendance or punctuality, establish cause or barriers that could be addressed – possible support from Family Support Worker or Early Help Assessment completed. Support Plan agreed Recorded on CPOMS.	4 Weeks No improvement - move to Tier 3
	Attendance: 90% or less	Team Around the Family & Attendance Action Plan * Persistent Absence	Facilitate Support - T3.1 Letter: Meeting with an attendance panel to explore barriers to school attendance or punctuality and any other concerns. Support from the Family Support Worker or via an Early Help Referral. Review of support plan and actions agreed. Recorded on CPOMS	2 Weeks No improvement - move to Fast Track
Tier 3: Targeted Intervention: Team Around the Family	Attendance: 60% or less	Fast Track to Attendance & Attendance Contract * At risk of severe absence	Facilitate Support - T3.2 letter: Meeting with Educational Welfare Officer, External Agencies, Senior Attendance Lead and SLT, or Headteacher to outline legal responsibilities and offer support and/or intervention. Contract established to ensure regular and punctual attendance and follow up meeting set to review progress. Recorded on CPOMS	12 Weeks
		Referral to Educational Welfare Services	No engagement with 2 offered meetings, or agreed outcome at review/internal review meeting is recommendation to the LA to instigate legal proceedings. T3.3 Letter & Recorded on CPOMS	No improvement or engagement - move to Tier 4
Tier 4: Statutory Intervention	Attendance: 50% or below 10+ unauthorised absences	Educational Welfare Services (EWS) & Local Authority (LA) * Severe Absence	Formalise Support - Referral to Educational Welfare Services. Education Welfare Officers to make contact and discuss the absences, remind of parental responsibility and warn that court action may be taken.	Weekly in liaison with EWS
		Legal Intervention	Enforce - Proceedings through EWS and Local Authority. Possible Outcomes: <ul style="list-style-type: none"> • Fixed Penalty Notice • Parenting Contract • Supervision Order • Statutory Children Care Involvement • Attendance Prosecution 	

APPENDIX 4: DEPARTMENT OF EDUCATION ATTENDANCE CODES

Code	Description	Meaning	Recorded as
/	Present (AM)	Pupil is in school at morning registration	Present
\	Present (PM)	Pupil is in school at afternoon registration	Present
#	School Closed	The school is closed to both pupils and staff – attendance is not required	Not Required
B	Off-site Educational Activity	Pupil is at a supervised off-site educational activity approved by the school	Authorised
C	Authorised Leave of Absence	Pupil has been granted a leave of absence by the Headteacher/School due to exceptional circumstances	Authorised
D	Dual Registered	Pupil is attending a session at another setting where they are also registered	Authorised
E	Excluded	Pupil has been excluded but no alternative provision has been made	Authorised
G	Unauthorised Holiday	Pupil is on a holiday that was not approved by the Headteacher/School	Unauthorised
H	Authorised Holiday	Pupil has been allowed to go on holiday due to exceptional circumstances (agreed by Headteacher/School)	Authorised
I	Illness	School has been notified by a parent/carer that a pupil will be absent due to illness	Authorised
J	Interview	Pupil has an interview with a prospective educational establishment	Authorised
L	Late Arrival (Before Register Closes)	Pupil arrives at school late but before register has closed	Present
M	Medical/Dental Appointment	Pupil is at a medical (doctors/hospital/clinic) or dental appointment	Authorised
N	No Reason for Absence Provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)	Unauthorised
O	Unauthorised Absence	School has not received, or is not satisfied with, a reason for pupil's absence	Unauthorised
P	Sporting Activity	Pupil is participating in a supervised sporting activity approved by the school	Authorised
R	Religious observance	Pupil is taking part in a day of religious observance	Authorised
S	Study Leave	Year 11 and 13 pupil is on study leave during their public examinations	Authorised
T	Traveller Absence	Pupil from a traveller community is travelling, as agreed with the Headteacher/School	Authorised
U	Late Arrival (After Register Closes)	Pupil arrived at school late after the register has closed	Unauthorised
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school	Authorised
W	Work experience	Pupil is on a work experience placement	Authorised
X	Non-compulsory Absence	Non-compulsory School Age Absence – attendance is not required	Not Required
Y	Enforced closure	The School site, or part of it, is closed due to an unavoidable cause – attendance not required	Not Required
Z	Pupil not on Roll	The pupil has left the school and is no longer on the school register	Not Required

PLEASE NOTE: LATE CODES (L and U)

If a child arrives late to school, **after the school gate closes at 08.55am**, they will need to register at the School Office – they will be **registered as L (before 9.20am)**

If a child arrives late to school, **after the register closes at 09.20am**, they will need to register at the School Office – **they will be registered as U (Unauthorised)**

If a child arrives late to school, after the register closes @ 09.20am, they will need to explain the reason for lateness – the code may be changed, e.g. a medical appointment (M), the car broke down (L), instead of an unauthorised (U) code.