



Inspire Education Trust

Together we achieve, individually we grow

Primary Attendance Policy

Policy Date: August 2024

Review Date: August 2025

Document History

Version	Status	Date	Author	Summary Changes
V1		August 2024	Madaleine Morgan	Review and rewrite

Name of the Primary Attendance Strategic Lead: Madaleine Morgan

Introduction

We believe that pupils need to be in school for all sessions, so that they can make the best progress possible. To do this it is essential that a child's time at school is maximised and even short absences can have a detrimental effect on pupil's learning. Pupil's absence or late arrival can have a negative impact upon the pupil and it may also affect the learning of others in the same class so we do all we can to encourage pupils to attend.

In our Multi Academy Trust (MAT), we believe that the most important factor in promoting good attendance is the development of positive attitudes towards school. To this end, we strive to make our schools a happy and rewarding experience for all pupils.

Safeguarding Children and Attendance

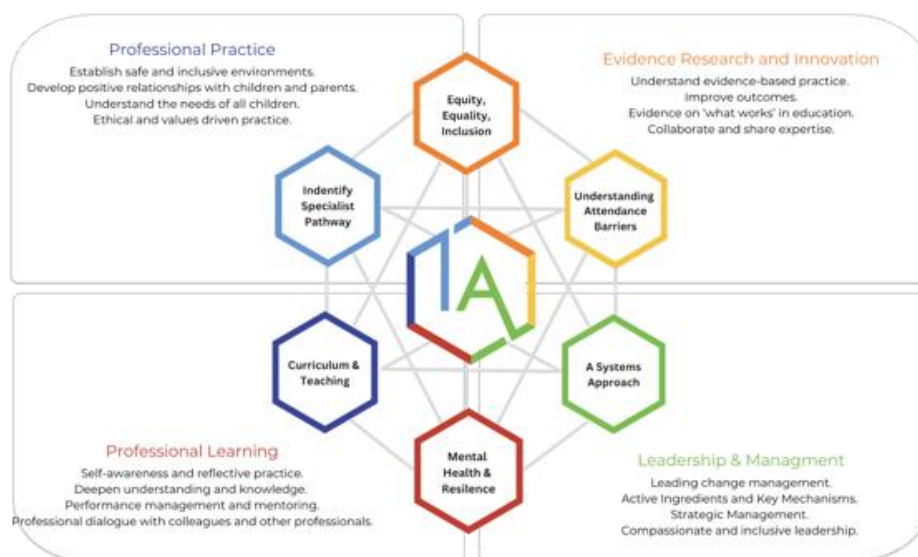
The school has a duty to safeguard the welfare of all pupils. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow ***Keeping Children Safe In Education*** guidance to ensure safe practices.

Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored approaches, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrating theory into practice.

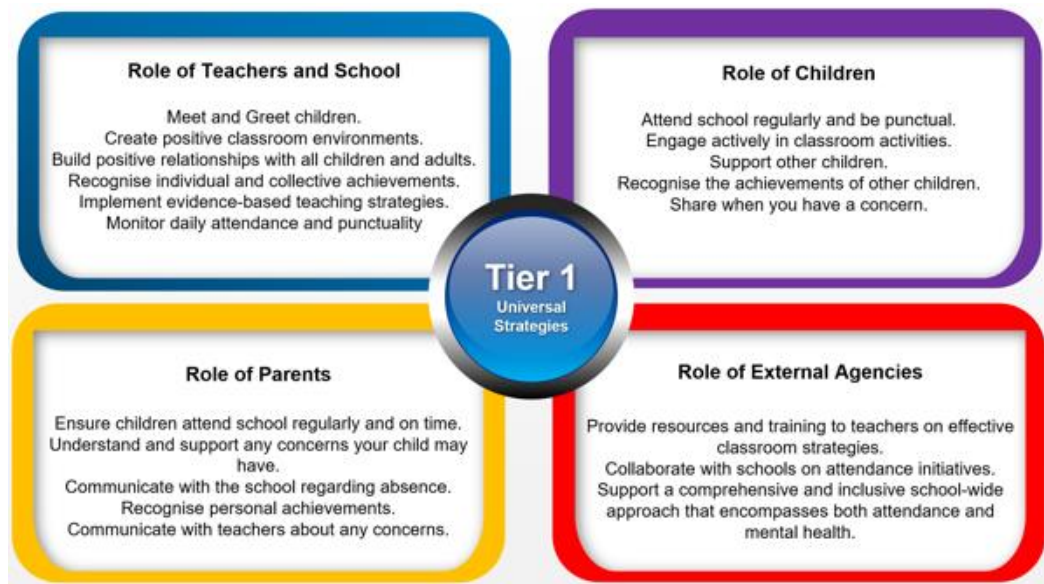


A Multi-Tiered System of Support

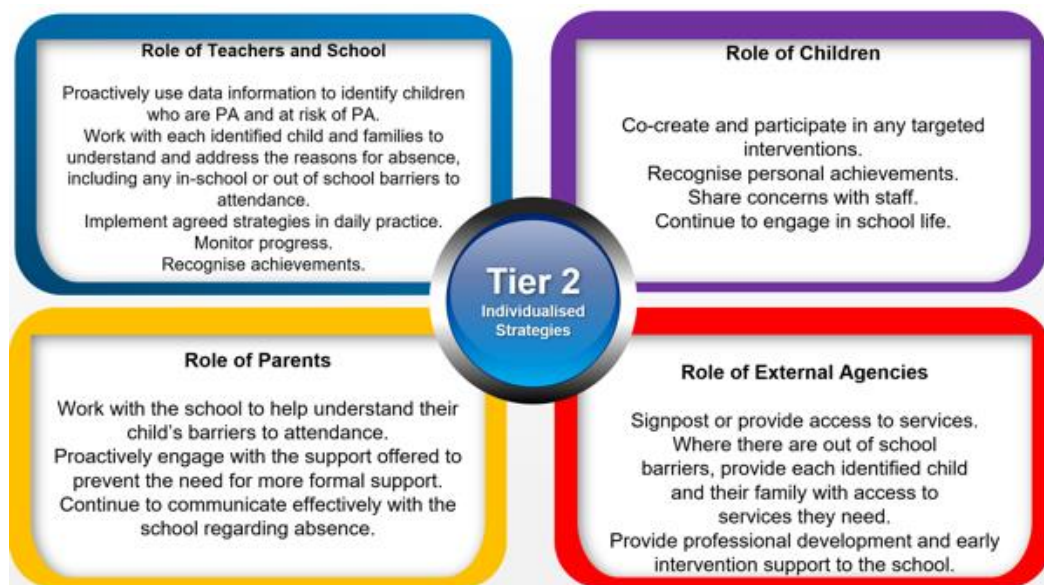
To guarantee a comprehensive approach to attendance, Inspire Education Trust implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, pupils, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this

system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory guidance 2024.

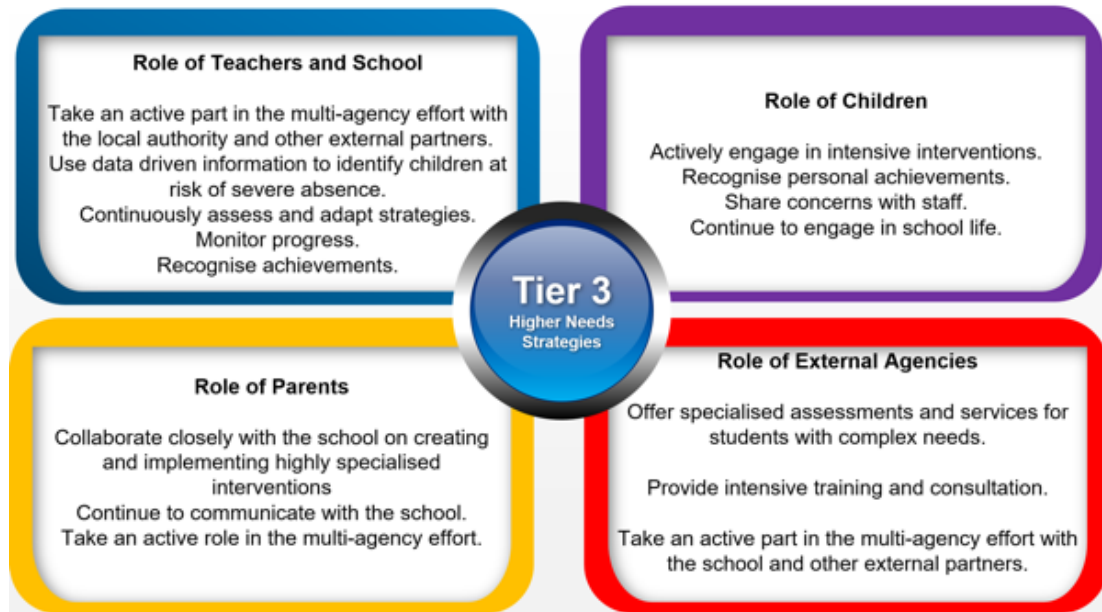
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all pupils.



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for pupils and families with complex attendance requirements, including access to external agency support when necessary.



Inspire Education Trust’s Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to prevent isolation and victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our pupils, families, and staff.

Attendance initiatives

All Inspire Primaries have a range of attendance initiatives to reward and highlight the importance of attendance in our schools. Below are examples (not exhaustive) of some of the rewards and celebrations that are arranged across the year.

Each Week

- Non-uniform Friday
- Every week, each classes attendance will be measured (Friday- Thursday). The class with amazing attendance will be invited to wear non-uniform on the Friday of that week as a reward – including staff!
- This will be communicated on a Thursday to the pupils and parents/ carers.

Each Half Term

- A message will be sent to parents/carers via Study Bugs to celebrate improved attendance.
- Pupils who have had amazing attendance receive recognition e.g. a certificate, a raffle draw.

Termly

- Early Bird week
- Pupils receive a raffle ticket if there have been on time for school all week.
- Raffle draw to win a prize e.g. toy store voucher.

End of the Academic Year

- Where pupils will receive recognition if they have attended school each day.

Recognition Days

- Unannounced celebration days, accessed by pupils who are in school on that particular day.

The Importance of School Attendance

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- *Academic Achievement:* Regular attendance directly correlates with academic success. Pupils who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School is where pupils acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Social Development:* School provides a vital social environment for pupils and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures pupils remain connected to their peer group.
- *Building Routine:* School attendance establishes a structured routine in pupil's lives, teaching them time management and responsibility, which are valuable life skills.
- *Interaction with staff:* Regular attendance allows for meaningful staff-child interactions. Staff can provide personalised support, address questions, and assess individual progress more effectively when pupils attend regularly.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for pupils to catch up with missed lessons, potentially resulting in long-term academic struggles.
- *School Engagement:* Pupils who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

Factors Influencing Attendance

There are many factors which can impact on a child attending school, if parents/ carers have any concerns you should contact the school as soon as possible:

Health Issues: Pupils may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, travelling abroad for medical procedures and mental health conditions can impact a child's ability to attend school regularly.

Family Circumstances: Family-related factors such as bereavement, family illness, extended trips abroad to visit family, can result in absences from school.

Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter pupils from attending, leading to increased absenteeism.

Transportation Issues: Difficulty in accessing transportation to school, can affect attendance.

Socioeconomic Factors: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment e.g. moving regularly due to employment, can contribute to absenteeism.

Special Educational Needs (SEN): Pupils with special educational needs may require additional support to attend school regularly.

Academic Challenges: Pupils facing academic difficulties or feeling overwhelmed by may avoid school. They may fear falling behind or failing in their studies.

Cultural and Language Barriers: Pupils from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

Peer Pressure and Social Factors: Influence from peers can impact attendance. Pupils may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Supporting Attendance

Understanding the specific factors affecting attendance for individual pupils and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

To address any identified attendance issues effectively, Inspire Education Trust will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment.

Attendance and Punctuality Expectations at Inspire Education Trust

Parents have a legal responsibility to ensure their child attends school regularly and on time each day.

At Inspire Education Trust, we have high levels of attendance thanks to parental support and positive working relationship between parents and the school.

We expect pupils to have attendance of **above 96%**. We do appreciate that there may be rare occasions for a child to be absent from school, however national and local data shows that there is a direct link between excellent attendance and achievement and so attendance will remain a priority at our schools.

Contact Details of School Staff

Coventry & Warwickshire Primary Academies CEO- Lois Whitehouse Deputy CEO- Rob Darling IET Primary Attendance Lead- Madaleine Morgan IET Secondary Attendance Lead- Claire Milbourne							
IET Primary	Arley	Clifford Bridge	Frederick Bird	Hearsall	Stockingford	Walsgrave	Whittle
Headteacher & Senior Attendance Lead	Kate Parkes	Madaleine Morgan	Michelle Porter	Claire Jones	Gill Bowser Matt Woods	Damien Sowerby	Michelle Harris
Attendance Champion	Kate Parkes Sam Scaife	Margaret Sutherland	Lucie Mason	Tracie Bailey	Debbie Lloyd	Michelle Smith	Luke Harris
Attendance Governor	Phil Johnson	Janine Nettey	Louise Sharpe	Dmitrii Kolotkov	Phil Johnson	Elspeth Young	Jonathan Brant
Designated Safeguarding Lead	Kate Parkes	Madaleine Morgan Margaret Sutherland	Michelle Porter Shell Shaw	Claire Jones Cameron Burns	Gill Bowser Matt Woods Klarianne Clark	Damien Sowerby Michelle Smith	Michelle Harris Luke Harris
Deputy Safeguarding Lead	Sam Scaife Leanne Critchlow	Rebecca Robinson Cara Baynton	Tracey Tomes Ronnie Wake Lucie Mason	Jon Brown, Ellie McDonald	Jane Sparrow Bev Phillips Sarah Willmet	TBC	Daisy Morgan-Smith
Early Help Assessment Coordinator	N/A	Jupinder Kooner 02476785621	Lucy Minett 02476976751	Fiona Smith 02476976244	N/A	Jupinder Kooner 02476785621	Nikki Town 02476976191
Thrive Practitioner	N/A	Margaret Sutherland Cara Baynton	Joanne Walker	Tracie Bailey	N/A	Michelle Smith Sarah Ashworth	Catherine Caunter

Strategies for Using Data to Target Attendance Improvement Efforts

- The whole school cohort and Individual year groups.
- Individual pupils.
- Demographic groups, e.g., pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g., pupils with SEND, LAC, and pupils eligible for FSM.
- Pupils who have an allocated social worker or are known to social care.
- A pupil who is absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as Child Sexual Exploitation (CSE) or gang related involvement.
- Pupils at risk of Persistent Absence (PA) those below 90% attendance (10-18 days absent).
- Pupils at risk of Severe Absence (SA) those missing 50% attendance or more from school.

Strategy for Reducing Persistent and Severe Absence

- Whole school approach
- Staff to build relationships with parents/carers and pupils
- Good communication
- Studybugs regular reports to Class Teachers
- Regular catch ups with parents/carers on the door
- Support families with empathy and understanding
- Welcoming classrooms
- Support for families to bring children to school
- Early Help Support
- Bus passes/transport support

- Support from Local Authority Attendance Officer

Details of the National Framework for Penalty Notices

PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE IS CHANGING

1 FIRST OFFENCE
The first time a Penalty Notice is issued for Term Time Leave or irregular Attendance the amount will be:
£160 per parent, per child if paid within 28 days
Reduced to £80 per parent, per child if paid within 21 days.

2 SECOND OFFENCE (WITHIN 3 YEARS)
The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:
£160 per parent, per child to be paid within 28 days. No reduced rate will be offered.

The following changes will come into force for Penalty Notice Fines issued after **19th August 2024**.

3 THIRD OFFENCE AND ANY FURTHER OFFENCES (WITHIN 3 YEARS)
The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty in Magistrates' Court can show on a Parents future DBS certificate, due to failure to safeguard a child's education.

10 SESSIONS (5 DAYS) OF UNAUTHORISED ABSENCE IN A 10-WEEK PERIOD
Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10-week period.

Day-to-Day Processes for Managing Attendance

Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence.

Reporting a child's absence, first day calling and safeguarding

- Parents can contact the school by phone.
- Parents can inform school through Studybugs App.
- If no contact is made by 9:45am then an alert is sent home via Studybugs.
- Studybugs is monitored by Pastoral Lead/Office.
- Office staff make calls home (first day calling).
- Pastoral Lead contacts vulnerable families via phone or text.
- If no response, Pastoral Lead and another member of staff make a Home Visit.
- Call other contacts on pupil's information.
- Contact Local Authority Attendance Officer if necessary to conduct a home visit.
- Depending on concerns about the family, professionals such as the Police or Social Care may be contacted to conduct a 'safe and well check'.

School Times of the Day

Pupils are expected to arrive on time and attend all scheduled lessons and activities.

Clifford Bridge, Frederick Bird, Hearsall, Walsgrave & Whittle

The school day begins at 8.45am and ends at 3.15pm.

Stockingford

The school day begins at 8.55am and ends at 3.25pm.

Arley

The school day begins at 9.00am and ends at 3.30pm.

The register is taken once the pupils have settled into class. Pupils who are late will be given a late mark. The specific late time will be agreed by each academy and communicated to parents/ carers.

The same procedures apply to afternoon sessions.

Nursery

Inspire primaries that have Nursery provision, sessions start at different times dependent on the time parents have booked their children in. Morning sessions typically start at 8:30am and the afternoon session at 12:30 pm. Persistent absence in Nursery will result in your child being removed from the roll.

Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes, please refer to appendix 1 for coding.

Requesting Absence Leave

Parents or carers should request leave of absence for their child in writing, at least 4 weeks before the absence leave is due to begin, except in an emergency. The 'Leave of Absence' form can be obtained from the school office.

Appropriate information and documentation should be provided to back up the application. If the child is leaving the country then additional information will be required.

Leave of absence during term time will only be authorised in exceptional circumstances.

Holiday Request

Holidays during term time will not be authorised unless there are exceptional circumstances.

Holiday requests must be made in writing, and a decision should be communicated to the parents or carers within 7 school days. Leave of absence forms can be obtained from the School Office (see appendix 2).

Removal from roll

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

Elective Home Education

- Parents/ Carers request in writing that they no longer wish their child to be educated at school.
- Headteacher meets with parents to discuss request and share information available from Coventry City Council <https://www.coventry.gov.uk/elective-home-education/educating-child-home-elective-home-education> or Warwickshire County Council <https://www.warwickshire.gov.uk/homeeducation>

- Headteacher shares DFE guidance for Elective Home Education https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791528/EHE_guidance_for_parentsafterconsultationv2.2.pdf
- School inform the Local Authority that the parents would like to home educate, following current guidance <https://www.coventry.gov.uk/downloads/file/39588/elective-home-education-ehe-guidance-for-schools> or contact Warwickshire Home Education Team directly.

Part Time Timetables

See Inspire Education Trust, 'Part Time Timetable Guidance'.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Inspire Education Trust adhere to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- SEND statement
- Pupil Premium Policy

Effective Interventions and Signposting

- Inclusive whole school approach to attendance, staff have good relationships with pupils, with parents and carers to support them.
- Non-uniform Friday for excellent attendance.
- Certificates for the end of the school year for pupils who have attended every day.
- At the end of Year 6, celebrate pupils who have attended Reception to Year 6 every day.
- Class Teachers receive reports at the end of the week, class improved attendance is celebrated.
- Instant alerts sent to parents when there is an improvement in their child's attendance through Study Bugs.

Appendix 1: Coding Attendance in line with DFE guidance 2024:

Code A (Present at the school):

- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):

- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):

- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):

- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):

- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):

- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):

- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):

- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.

- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.

- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.

**Appendix 2: IET Whole School Approach incorporating Studybugs
STAGE 1 (LA Attendance Processes)**

Parent/Carer alert sent from Studybugs – 10am

Message/Letter A sent from Studybugs/School Attendance Lead on a child by child basis asking parents/carers to contact for support.

Below 96% is the benchmark and this is dependent on the school term and reason for absence.

Message/Letter B sent from Studybugs/School Attendance Lead on a child by child basis asking parents/carers to contact School Attendance Lead to arrange an informal meeting with appropriate staff member. Below 93% - is the benchmark and this is dependent on the school term and reason for absence.

**Studybugs Reports received on Fridays
Below 96%, Below 93% and Below 90% (when triggered)
Lates – 2+ during the week and 2+ Unauthorised Absence in 10 weeks
Report of Missing Marks – Office Attendance**

**Outcome from Reports
Any pupils below 93% that haven't responded to the Message/Letter B on Studybugs will receive a letter with a date for a meeting**

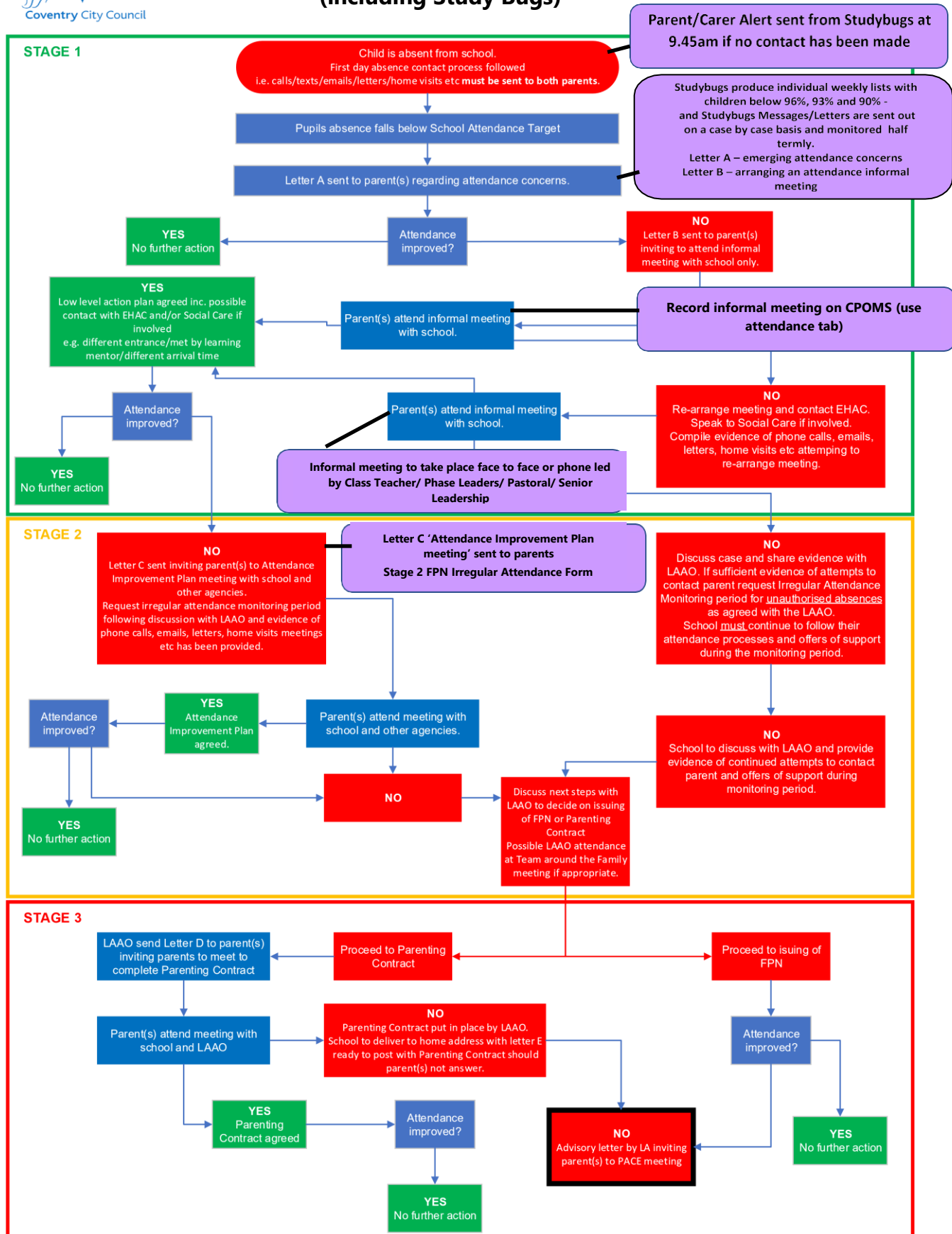
**Informal Meeting (staff member more appropriate)
Class Teacher/Phase Leader/Attendance/Pastoral/DHT/AHT/Head Teacher
Complete informal meeting report – CPOMS – Categories set up under Attendance.**

FOLLOW STAGE 2 of LA Attendance Process – Discuss with LA Attendance Officer if there are concerns about a family.

Appendix 3: Attendance Process Flowchart



Attendance Flow Chart (including Study Bugs)



Appendix 4- Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by pupils. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe pupils whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Absence Definitions

- Arrival at school after the register has closed.
- Not attending school for any reason.

Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised Absence

- Parents keeping children off school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have never been properly explained..
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

Appendix 5a- Coventry Schools Leave of Absence form

Application for Exceptional Leave of Absence during term time

Dear Parent/ Carer,

Government's guidance makes it clear that schools are not able to authorise leave of absence taken in term time, apart from where there are exceptional circumstances. It is highly likely a leave of absence will not be granted for the purpose of a family holiday.

If you think you have exceptional circumstances, please talk to us without delay, before any arrangements are made. If permission is granted, it is the parents/ carers responsibility to ensure their child makes up any work that is missed in their own time upon return to school.

Should you decide to take your child out of school without the Headteacher's permission, the school's attendance policy makes it clear that an unauthorised term time absence will be recorded as unauthorised and may result in a Penalty Notice being issued. You will receive communication from the Local Authority should a Penalty Notice be issued.

Failure to pay the Penalty Notice could result in legal proceedings for the offence of failing to ensure your child's regular attendance of school.

All requests for exceptional leave during term time, must be submitted to the Headteacher via the school office or office email address [\[insert email address here\]](#).

If you have any questions, please come and talk to us.

Yours sincerely,

Headteacher



PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE IS CHANGING

FIRST OFFENCE

1 The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:
£160 per parent, per child if paid within 28 days
Reduced to £80 per parent, per child if paid within 21 days.

SECOND OFFENCE (WITHIN 3 YEARS)

2 The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:
£160 per parent, per child to be paid within 28 days. No reduced rate will be offered.

THIRD OFFENCE AND ANY FURTHER OFFENCES (WITHIN 3 YEARS)

3 The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty in Magistrates' Court can show on a Parents future DBS certificate, due to failure to safeguard a child's education.

10 SESSIONS (5 DAYS) OF UNAUTHORISED ABSENCE IN A 10-WEEK PERIOD

Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10-week period.

The following changes will come into force for Penalty Notice Fines issued after **19th August 2024**.

Leave of Absence Request

Leave of Absence in Exceptional Circumstances Request

Please complete in full

Name of Child(ren)	1)	Class 1)
Name of Child(ren)	2)	Class 2)
Name of Child(ren)	3)	Class 3)
Name of Child(ren)	4)	Class 4)
Address		
Parent/carer 1		
Parent/carer 2		
Address if different from above		

First date of absence:	
Last date of absence:	
Date of return to school:	
Number of days absent	

Please provide details and reasons for the exceptional leave of absence request.

--	--	--

Outward Flight No:	Date:	Time:
Returning Flight No:	Date:	Time:

Please provide details of any other school aged children that you are requesting this exceptional leave for and attend different schools. This will enable us to co-ordinate our response to this request with other schools

Child's Name	Year Group	Name of School

Please sign below to confirm the following:

- I have read and understood the information provided on the first page of this document.
- I agree to the conditions outlined in this document
- I have read the schools Attendance Policy
- I understand that in line with the schools Attendance Policy that this form must be submitted 4 weeks before the absence leave is due to begin, except in an emergency.

Signed:.....(Person(s) with Parental Responsibility)

Signed:.....(Person(s) with Parental Responsibility)

Date:.....

Office use only

Attendance is taken for 12 months from the date the form is submitted)

Current attendance (1)_____% (2)_____% (3) ____% (4)____%

	In this instance I am able to authorise the absence as I agree that your request is due to exceptional circumstances.
	I am unable to authorise your request as your reason(s) do not qualify as exceptional circumstances.
	Further information/meeting is required, please contact school.

Signature_____ Date_____

Letter 1 sent	Letter 2 sent	Letter 3 sent	Letter 4 sent	Penalty Notice Actioned

APPLICATION FOR LEAVE OF ABSENCE FOR A SCHOOL PUPIL IN TERM TIME IN EXCEPTIONAL CIRCUMSTANCES ONLY

Important Information for Parents/Carers

Generally, the DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance.

Exceptional circumstances: All schools can grant a leave of absence for other exceptional circumstances at their discretion: o It must be requested in advance by a parent who the pupil normally lives with.

Schools are then expected to consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request.

- o If a leave of absence is granted, it is for the school to determine the length of the time the pupil can be away from school.
- o When making an application for Leave of Absence the resident parent is advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify of their decision. • Requests for leave of absence should made before any arrangements confirmed or money committed.

- o It is advised if you have not received notification from the school regarding the leave of absence request, it is your responsibility to ascertain if the leave is authorised prior to the start of leave.

Failure to make a request for a leave of absence in advance will result in the absence being recorded as unauthorised.

Any additional days taken either side of a leave of absence period, which has not been applied for, may be considered as part of the leave of absence period and be unauthorised.

Unauthorised Leave of Absences will be referred to the Warwickshire Attendance Service upon the child's return to school for consideration of a Penalty Notice.

Please see over for important information relating to the changes in relation to Penalty Notices

I wish to apply for Leave of Absence from school to be granted to:

Name of Child:

Form Group:

First Date of Proposed Absence:

Last date of Proposed Absence:

Expected date of return to school: _____

Reason for Proposed Absence — please provide reasons to support the application including evidence (see overleaf before completing):

Total

.....
.....
.....

Total Days Requested on this occasion.

Days Requested on this occasion.

(For siblings) I have also applied to _____ School/Academy for leave of absence for

(Insert child/children's name)

Signature of resident Parent/Carer:

Print Name:

Date:

For school use only: NAME OF CHILD: _____ Date received by school: _____

1st date of absence requested by parents:
 . . . Last date of absence requested by parents:

Expected date of return to school (as advised by parents):

Absence: Authorised / Unauthorised / Split (please delete as appropriate)

The reasons for this decision are: .

LOA record sheet to be completed by school and submitted where verbal requests made/ for other relevant information

Head teacher/Attendance Lead. Date.

• CODY of this completed section should be sent back to parent with letter

O Warwickshire Attendance Service
 Application Form for Leave of Absence in term time September 2024

- Parents have a legal duty to ensure that their children of compulsory school age receive a suitable full-time education through regular attendance at a school or otherwise (ie home education) (Section 7 Education Act 1996). If a child who is of compulsory school age, who is registered at school and fails to attend regularly, it is the parent that will be guilty of an offence (Section 444 (1) Education Act 1996).
- Section 576 Education Act 1996 defines 'parent' as:
 - o Any natural parent, whether married or not;
 - o Any parent who, although not a natural parent, has parental responsibility as defined in the Children Act (1989) for a child or young person;
 - o Any person who, although not a natural parent, has care of a child or young person.
- The National threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. If the local authority believes a penalty notice would be appropriate, they retain the discretion to issue one before the national threshold is met. This might apply for example, where parents are deliberately avoiding the national threshold by taking several term time holidays below threshold, or for repeated absence for birthdays or other family events. Please refer to Warwickshire County Council's Code of Conduct for non-school attendance and penalty notices for further information.

Leave of Absence taken after 1 September 2024:

The law relating to Penalty Notices has been amended and Penalty Notices issued for Leave of Absences taken after 1 September 2024 will be issued in accordance with the updated legislation.

- o First Leave of Absence offence: The Penalty Notice amount of E1 60 to be paid within 28 days, this is reduced to E80 each child if paid within 21 days.
- o Second Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice): The amount of E 160 paid within 28 days. No reduced amount.
 - o Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice). A penalty notice will not be issued, and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

- Any Penalty Notices issued and/or prosecution will apply to each parent for each child who fails to attend school (e.g 2 absent children is 2 offences under section 444 Education Act 1996).
 - A Penalty Notice is an alternative to prosecution, however if the Penalty Notice expires and is not paid Warwickshire County Council will consider instigating a criminal prosecution under the Education Act 1996.
 - Payment plans will not be offered and/or payments received outside of the 28 day period will not be accepted.
-

- Where criminal proceedings are issued and a parent is found guilty, the court could issue a sentence of a fine of up to £1,000 for a Section 444(1) conviction; or £2,500, a community sentence period or a custodial period of up to 3 months for a Section 444(1A) conviction.

Appendix 6- Roles & Responsibilities for Attendance

Trust Team/ Governance	Attendance Champion	Strategic Primary Attendance Lead/Senior Staff	Teachers	Support Staff	Parents	Children
<p>Policy Development: Collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.</p>	<p>Developing and Implementing Attendance Policies: Attendance Leaders work closely with Strategic Primary Attendance Lead to develop and implement effective attendance policies and procedures.</p>	<p>Leadership: Senior staff, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and pupils.</p>	<p>Monitoring Attendance: Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent pupils.</p>	<p>Monitoring Attendance: Support staff often work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.</p>	<p>Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.</p>	<p>Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.</p>
<p>Statutory Compliance: Ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence</p>	<p>Data Analysis: Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as</p>	<p>Policy Development: Responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective,</p>	<p>Promoting Punctuality: Teachers should encourage pupils to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and</p>	<p>Positive Relationships: Support staff can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage</p>	<p>Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps</p>	<p>Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important</p>

to attendance regulations.	high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.	and communicated to all stakeholders.	minimises disruptions in the classroom.	children to attend school regularly.	the school keep accurate attendance records.	instructions or activities.
Strategic Oversight: Take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.	Early Intervention: Recognising that early intervention is crucial, Attendance Leaders identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.	Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify pupils at risk of poor attendance and to measure the impact of attendance improvement strategies.	Taking Immediate Action: When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the designated staff member to report the absence.	Attendance Support: Support staff can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.	Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.	Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.
Monitoring Attendance Data: Review attendance data regularly to identify trends and areas of concern.	Supporting Families: Attendance Champions work closely with parents and guardians to build positive	Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring,	Early Intervention: Teachers should identify patterns of poor attendance or lateness and intervene early to	Reinforcing Expectations: Support staff can reinforce the importance of regular attendance	Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school	Responsibility: Children can take responsibility for their own education by completing homework on time.

<p>They may request reports on attendance rates, persistent absence, and unauthorised absences.</p>	<p>relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.</p>	<p>recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.</p>	<p>address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.</p>	<p>and punctuality to children. They can remind children of the school's attendance policies and expectations.</p>	<p>and the opportunities it provides for the child's future.</p>	<p>They should also ensure they have the necessary materials and supplies for school.</p>
<p>Accountability: Hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.</p>	<p>Mentoring and Coaching: Some Attendance Champions offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.</p>	<p>Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.</p>	<p>Maintaining Communication: Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.</p>	<p>Communication: Support staff can maintain open lines of communication with children's parents or guardians. They can inform parents of any attendance concerns and collaborate with them to find solutions.</p>	<p>Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.</p>	<p>Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.</p>

<p>Policy Implementation: Ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.</p>	<p>Providing Resources: Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.</p>	<p>Early Intervention: Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.</p>	<p>Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.</p>	<p>Attendance Interventions: Support staff can collaborate with teachers, attendance leads, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.</p>	<p>Be Involved in Homework: Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.</p>	<p>Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.</p>
<p>Setting Targets: Collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.</p>	<p>Monitoring and Reporting: Continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.</p>	<p>Parental Engagement: They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing</p>	<p>Setting Expectations: Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.</p>	<p>Supporting pupils with Special Needs: Support staff often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.</p>	<p>Attend Parent's Evening and other opportunities provided by school: These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.</p>	<p>Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.</p>

		attendance challenges.				
<p>Reviewing Interventions: Assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.</p>	<p>Interventions and Incentives: Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of pupils.</p>	<p>Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.</p>	<p>Identifying Barriers: Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.</p>	<p>Identifying Patterns: Support staff can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.</p>	<p>Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.</p>	<p>Safety Awareness: Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.</p>
<p>Parental Engagement: Support efforts to engage parents and guardians in promoting attendance. They</p>	<p>Staff Training: Attendance Champions provide training to school staff on effective attendance monitoring,</p>	<p>Supporting Vulnerable pupils: They are attentive to the needs of vulnerable pupils, including those with medical conditions,</p>	<p>Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.</p>	<p>Promoting Engagement: Support staff can engage children in meaningful learning activities and provide extra support when</p>	<p>Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns at school, take the issue seriously.</p>	<p>Respect for Staff: Respecting school staff fosters a positive school environment. Children should follow instructions,</p>

may encourage the school to develop strategies for involving parents in attendance improvement initiatives.	reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.	special educational needs, or safeguarding concerns. Senior staff ensure that these pupils receive appropriate support to attend school regularly.		pupils are struggling academically. A positive classroom experience can motivate pupils to attend school regularly.	Communicate with the school to ensure a safe and supportive environment.	be courteous, and seek help or clarification when needed.
Training and Development: Ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.	Legal Compliance: Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.	Recognising Attendance: They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.	Attendance Records: Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).	Safeguarding: Support staff should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.	Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.	Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.
Safeguarding: Are vigilant for safeguarding concerns related to attendance. They work closely with the	Safeguarding: Attendance Champions are vigilant for safeguarding concerns related to	Enforcing Policies: Senior staff enforce attendance policies consistently and fairly, addressing unauthorised	Collaboration: Collaborating with other school staff, such as attendance officers, attendance leads, and	Role Modelling: Support staff can serve as positive role models by demonstrating punctuality,	Lead by Example: Demonstrate the importance of commitment and responsibility by being punctual and	Goal Setting: Children can set academic and personal goals for themselves. Having goals can provide

designated safeguarding lead to address any safeguarding issues that arise.	attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.	absences promptly. They communicate the consequences of poor attendance to pupils and parents.	administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting pupils.	professionalism, and a commitment to their work. Children may be inspired by their dedication.	dependable in your own daily activities.	motivation and a sense of purpose for attending school regularly.
Community Links: May establish links with community organisations, local authorities, and social services to access additional resources and support for pupils with attendance difficulties.	Community Engagement: Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.	Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.	Supporting Positive Behaviour: Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.	Professional Development: Continuous professional development can enhance support staff skills in addressing attendance issues and supporting children effectively.	Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.	Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.
Challenge and Support: While supporting school leadership in attendance improvement efforts, Trust Team/	Continuous Improvement: Attendance Champions regularly evaluate the effectiveness of attendance strategies	Continuous Improvement: They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed	Safeguarding: Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or	Collaboration: Collaborating with teachers and other school staff is essential. Support staff can work together with school	Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles,	Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their

Governance also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.	and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.	to achieve sustained improvements.	well-being promptly to the appropriate school staff.	staff to implement effective attendance strategies.	seek support from the school, healthcare professionals, or relevant agencies.	education. They should aim to achieve good attendance records and strive for excellent attendance.
Continuous Improvement: Regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.	Promoting a Positive School Culture: Attendance Champions contribute to creating a school culture where attendance is valued, and pupils feel motivated and supported to attend regularly.	Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and pupils feel motivated to attend school regularly.	Professional Development: Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.	Recognition of Attendance: Support staff can participate in recognising pupil's attendance.	Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.	Ownership of Learning: Encourage pupils to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.
			Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their		Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-	Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they

			own professional responsibilities.		esteem and motivation.	should seek support from trusted adults.
					Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.	

ATTENDANCE POLICY - PRIMARY

Written by: Madaleine Morgan August 2024

Next Review Date: August 2025

Approved by Directors: 30 September 2024

Signed by:



Lois Whitehouse
CEO



Nicky Aston
Chair of Standards