Respect Reflection Responsibility Resilience

Green Shoots Partnership

Attendance Policy 2024- 2025

Our Vision

Green Shoots Partnership is a nurturing federation with a strong sense of pride and belonging, with the belief that all have the potential to thrive.

Our Purpose

We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our Federation Values, we grow confident individuals who aspire to shape the future.

Last Updated: September 2024

Meadowside Primary School

Aims

At Green Shoots Partnership we are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

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

We will also promote and support punctuality in attending lessons.

Legislation and guidance

This policy meets the 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.

Roles and responsibilities

The Governing Board

The governing board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Setting high expectations of all school leaders, staff, pupils and parents
- 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 Executive Head Teacher to account for the implementation of this policy

Executive Head Teacher

The Executive Head Teacher is responsible for:

- Overseeing the implementation of this policy
- Ensuring best practice in line with national guidelines

Head of School

The Head of School is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Celebrate and reward pupils who achieve our expectations of regular, good attendance and those who have shown sustained improvement

Designated Senior Leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The Attendance Officer

The school attendance officer is responsible for:

- Working alongside the Designated Senior Leader responsible for attendance and the Head of School to monitor and analyse attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the Head of School when to issue fixed-penalty notices

The Family Support Worker

- Build strong relationships with families to ensure pupils have the support in place when attendance becomes an issue
- Actively work with families and pupils to remove barriers that negatively impact pupil attendance and punctuality as directed by the SLT

The Class Teacher

Class teachers are responsible for:

- Recording attendance on a daily basis, using the correct codes, and submitting this information to the school office within 5 minutes of the official start to morning and afternoon session
- Highlighting irregular attendance or concerns to SLT

Office Staff

School office staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Contact parents when a child is absent and no reason is given for the absence

Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Maintain an attendance contract where one is put in place
- Seek support where necessary to enable regular attendance

Pupils

Pupils are expected to attend school every day and on time and attend every session.

Reporting to Parents & Carers

The school will report their child's attendance with end of year reports unless there is concerns.

Attendance Register

We will keep an electronic attendance register and place all pupils onto this register.

We will take our attendance register at the start of each school day and once after lunch.

Morning register will open at 8.45am and close by 9.00am, children registered after 8.50am will be marked as late.

Attendance will be marked, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024.

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Definition of Absence

Absence will be recorded using the codes outlined by the Department for Education Guidance on School Attendance. There are only two categories of absence from school: Authorised (approved) and Unauthorised (not approved). By law, only the Head Teacher (or their delegate) can approve an absence from school.

Authorised Absence

'Authorised absence' means that the School has either given approval in advance for a pupil of compulsory school age to not be present, or has accepted an explanation offered afterwards as justification for absence i.e. the pupil was ill or 'prevented from attending by an unavoidable cause'.

Possible types of authorised (approved) absence (this list is not exhaustive):

- Off-site educational activity
- Dual Registered – attending at another educational establishment
- Participating in a supervised sporting activity
- Educational visit or trip
- Leave of absence – i.e. for bereavement, funeral
- Medical absence for appointments
- Religious observance
- Exclusion from school
- Illness – We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Attending a medical or dental appointment will be counted as authorised if the pupil's parent notifies the school in advance of the appointment. Please email the office or bring your appointment letter in person to the office so this can be authorised. However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. This can be done by obtaining and completing Exceptional Leave request form from the office and returning this as soon as possible. You will then receive a letter to confirm if this has been authorised or unauthorised.

Unauthorised Absence

If a pupil is not in school and an explanation is not forthcoming or the school is dissatisfied with the explanation, the pupil will have an "unauthorised absence" recorded in the register. Examples of unauthorised (not approved) absences are (this list is not exhaustive):

- Absence due to birthday, shopping for uniform, looking after family members
- Holiday in term time unless there are exceptional circumstances agreed to by the Head Teacher, in line with changes to the law implemented in 2013
- Late arrival to school after the register has closed has to be recorded as an unauthorised absence
- All absence – authorised and unauthorised – will be analysed and subject to challenge to ensure that any concern regarding frequency, pattern or validity is acted upon swiftly.

Unplanned Absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible, by calling the school office, who can be contacted on 01933 225814 (Great Doddington Primary School) or 01536 723985 (Meadowside Primary School).

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt or if attendance has frequently been irregular, the school may ask the pupil'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 in advance.

Unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact the police or social care
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: a notice to improve, penalty notice or other legal intervention may be issued as appropriate

Notices to improve

If the national threshold for attendance has not been met and appropriate support has been given, but parents do not engage with offers of support, the school may offer a notice to improve (see appendix) to give parents a final chance to engage with support.

A notice to improve will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

Supporting pupils who are absent or returning to school

Pupils who are absent due to complex barriers preventing attendance, Mental health, SEND or who are returning after an unavoidable period of absence will be invited to a reintegration meeting. Parents, Class Teacher and Attendance Lead will also be invited to devise a short-term plan to support attendance.

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

Attendance monitoring

Monitoring attendance

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

Specific pupil information will be shared with the DfE on request.

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

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

Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence
- Provide regular attendance reports, to facilitate discussions with pupils and families, and to the governing board and school leaders
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions

- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

Legal sanctions

The local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

- If issued with a fine, or penalty notice, each parent must pay £80 within 21 days or £160 within 28 days. The payment must be made directly to the local authority
- A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days
- A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action will be taken instead. This will often include considering prosecution or one of the other attendance legal interventions

Penalty notices can be issued by a local authority officer or the police.

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.

Rewarding Attendance

Each week, in the whole school celebration assembly, the class with the highest attendance are awarded with the school trophy.

At the end of the academic year, children who have 97% attendance or above will be entered into a prize draw for their key stage (Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) to win a £10 Amazon gift card.

- Children identified as SEN, part time or with inhibiting factors to regular attendance will be entered if their attendance is inline with the agreed figure

Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the full governing board.

Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Equality policy

Appendix A- Letter 1

General attendance to all parents

Dear Parents and Carers,

Information for parents and carers on the importance of attendance and the attendance process.

_____ School is committed to ensuring our pupils achieve the best possible outcomes and good school attendance is key to achieving this aim. We will work hard to provide a safe and welcoming environment for your child and will monitor attendance closely.

_____ School is committed to making sure that families are listened to and ensuring that any barriers to pupil attendance is fully understood by the school, and we work with families to remove those barriers by offering support.

Good school attendance improves your child's chances of success in life. There is clear evidence of the link between good attendance at school and high levels of achievement. Children with no absence at key stage 4 are almost 2 times more likely to achieve 5 or more GCSEs than children who missed 10-15 percent of lessons.

If your child has an attendance level of 90%, they will have missed one day a fortnight in school. Over a school year this will represent four weeks of absence. If this level of absence were maintained for a five-year period it would mean half a school year would have been missed. We would really appreciate your help in ensuring that your child has good school attendance. If there is a concern, we will write to you and talk with you so that we can work together to identify any barriers that may be preventing your child from attending school and ensure support is put in place. We may also contact the Inclusion Team at North Northamptonshire Council for advice and support or other organisations that may be able to help. It is hoped that this will be successful in improving attendance.

Where support has failed to address attendance issues, we will contact you again to invite you to a meeting where we can identify the reasons why attendance has not improved and change or adjust the intervention where appropriate.

Here at _____ School we are determined to ensure that all our pupils have the opportunity to achieve success and have an excellent record of attendance. If following additional support attendance does not improve sufficiently, you will be invited to meet with the school and possibly an Inclusion Lead from North Northamptonshire Council at an Inclusion Meeting. Other professionals may also be invited where appropriate. This meeting is an opportunity to meet and discuss why your child has a high absence rate and seek solutions to any problems.

The meeting may result in several outcomes, which can include a further period of close monitoring with specified targets for attendance; issuing a £80 Penalty Notice, a Parenting Order, or seeking prosecution which could result in a fine of up to £2,500.

It is hoped that such measures will not be needed and that your child will have a good record of attendance, is happy and achieves the best possible outcomes.

Please find enclose a copy of our attendance policy where contact details are provided for key staff and where the processes for monitoring attendance and punctuality are detailed.

Thank you for your continued support,

Mrs Garnham

Executive Head Teacher

Meadowside Primary School

Letter 2- Initial concerns

Attendance Matters and You Can Help

Dear [parent/carer's name],

This is to inform you that [Pupil name] has missed more school than their classmates. [Pupil name] was absent for [number days] so far this school year which equates to attendance of [insert percentage here]. Pupils fall behind when they miss school – whether students are absent for authorised or unauthorised reasons. What does the attendance percentage really mean across a school year?

Attendance percentage	Days of learning missed	Sessions* missed
100%	0 days	0 lessons
97%	5 days	10 sessions
94%	10 days	20 sessions
90%	20 days	40 sessions
85%	30 days	60 sessions
80%	40 days	80 sessions

*a session equates to half a day- a morning/an afternoon

We would really appreciate your support in ensuring insert [pupil name] attends school regularly. If there is any support that you think the school can offer, please let us know [insert contact details of staff member to contact] here.

Yours sincerely,

Meadowside Primary School

Letter 3 - Attendance Improvement

Date:

Dear [parent/carer's name],

Thank you for your support in ensuring that [insert pupil name's] attendance is improving.

Their percentage attendance is currently XXX.

We really do appreciate your help as there is clear evidence that good school attendance improves a child's chance of success in life.

Please do contact us if you would like to discuss anything further: [insert name and contact details here.]

Yours sincerely,

Meadowside Primary School

Letter 4 - Invitation to Attendance Meeting

Date:

Attendance Matters and You Can Help

Dear [parent/carer's name],

_____ School is committed to ensuring our pupils achieve the best possible outcomes and good school attendance is key to achieving this aim.

Unfortunately, following our letter/meeting/discussion [child's name] attendance has not sufficiently improved. They have number absences which means that their attendance is currently X%.

We would really appreciate your help in improving this and are therefore inviting you to an attendance meeting at location on date, time.

This meeting will be attended by [insert details]. It is really important that you attend this meeting so that any issues or concerns which may be contributing to child's name non-attendance can be discussed and appropriate support put in place to improve their attendance. You are welcome to bring someone along with you.

Please email or telephone us to confirm receipt of this letter and your intention to attend the meeting by contacting insert name, e-mail address and telephone number.

Please be aware that North Northamptonshire's Inclusion Team may be informed of [child's name] current attendance.

Yours sincerely,

Meadowside Primary School

Letter 5 - Invite to Inclusion Panel

Date:

Attendance Matters and You Can Help

Dear [parent/carer's name],

_____ School is committed to ensuring our pupils achieve the best possible outcomes and good school attendance is key to achieving this aim.

Unfortunately, following our meeting, [child's name] attendance has not sufficiently improved. They have number absences and so their attendance is currently X %.

Parents/carers have a legal responsibility to ensure that their child is receiving an education and attends the school at which they are registered regularly.

You are therefore required to attend an Inclusion Panel on [date, time at venue]. You are welcome to bring someone along to support you. This meeting will also be attended by [insert name] the Inclusion Lead from North Northamptonshire Council. We value the working partnership we have with parents, and it is important that you attend this meeting so that any issues or concerns which may be contributing to [child's name's] non-attendance can be discussed. If you do not attend the meeting, we will discuss [child's name's] school attendance and a decision will be made, in your absence, on the appropriate action.

PLEASE NOTE: All further absences may be marked as unauthorised and all sickness absences should be supported with evidence such as a GP's appointment card or prescription, or hospital letter. Please telephone or email to confirm receipt of this letter, and your intention to attend the meeting by contacting name and phone number/email. North Northamptonshire Council has already been made aware of child's name's current attendance.

Yours sincerely,

Meadowside Primary School

Letter 6 - Failure to attend Inclusion Panel Meeting

Date:

Dear- [Parent/carer's name],

Failure to Attend – Name of Child – DOB

Following the Inclusion Panel on Date which you did not attend, please find enclosed the minutes of the meeting which include the actions and decisions of the panel.

Insert Minutes Inclusion Panel outlining the agreed actions.

Parents/carers have a legal responsibility to ensure that their child is receiving an education and attends regularly at the school at which they are registered. Parents/carers may be liable to prosecution under (s) 444 Education Act 1996 (as amended) if they fail to ensure that a child of compulsory school age attends regularly at the school at which the child is registered. You also have a responsibility to contact the school each day should the child be unable to attend for any reason.

PLEASE NOTE: All further absences may be marked as unauthorised and all sickness absences should be supported with evidence such as a GP's appointment card or prescription, or hospital letter.

We will continue to monitor [child's name's] school attendance closely, including arriving on time for school. At _____ School, we are determined to ensure that all our pupils have the opportunity to achieve their best and we want all our pupils to have an excellent record of regular and punctual attendance. We value the working partnership we have with parents and if you would like to discuss the Inclusion Panel minutes, please contact [name of person and contact details].

We hope to see a significant improvement in [child's name's] school attendance. It is only through excellent attendance that your child will achieve all that they are capable of achieving and have the best opportunity for a rewarding and prosperous adult life.

Yours sincerely,

Meadowside Primary School

Letter 7 - Lates Letter

Date:

Punctuality Matters and You Can Help

Dear [Parent/Carer's name],

At _____ School, we are determined to ensure that [name of pupil] has the opportunity to achieve their best and we want them to have an excellent record of regular, punctual attendance. [Pupil name] has been late on [number] days so far this school year. You can have a big effect on [pupil name's] punctuality this term, and we appreciate your help. We are sure that you are aware of the importance of punctual school attendance for pupil's name:

- When they are on time, [Pupil's name] will be part of all the important learning and hear all the instructions on how to complete a piece of work
- Social interaction with peers before school is important if [pupil's name] is to form friendship groups
- Arriving on time may be less embarrassing for [pupil's name]
- When [pupil's name] arrives on time they can settle more easily, this more likely to maintain a calm learning environment for them and their classmates

The school site is open for pupils to arrive from 8:40 and the children are expected to be in class ready to begin the school day by 8:45. Our registers open at 8:45and close at 8.50; arrival at school after these times is classed as late and after registers close is classed as absent.

We value the working partnership we have with parents so, if you would like to discuss any aspect of your child's attendance or punctuality with us please [contact insert details here].

Yours sincerely,

Meadowside Primary School

Letter 8 – Good attendance

Date:

Attendance Matters and You Have Helped!

Dear [parent/carer's name],

At _____ School, we are determined to ensure that pupils achieve and maintain a good level of attendance. We know that pupils only achieve that with your support. We would like to take this opportunity to thank you for helping your child over this academic year. [Pupil name] attendance is [insert percentage] which places them in the Green section of the attendance percentage. As a result, your child's name has been place in a prize draw for their Key Stage (Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) and they have the opportunity to win an Amazon gift voucher!

Attendance percentage	Days of learning missed	Sessions* missed
100%	0 days	0 lessons
97%	5 days	10 sessions
94%	10 days	20 sessions
90%	20 days	40 sessions
85%	30 days	60 sessions
80%	40 days	80 sessions

*a session equates to half a day- a morning/an afternoon

Thank you once again for your continued support.

Yours sincerely,

Meadowside Primary School

Example of an Attendance Action Plan

Pupil Name:

Year Group:

Address:

Name/s of parent/s:

Contact Number:

% Attendance during period of monitoring:

Sessions of unauthorised absence:

Details of supporting agencies:

Member of School Staff: Role:

The attendance action plan is a formal written agreement with the Parent(s), pupil, school, Local Authority and other agencies to support the following action to address the concerns we have around the school attendance of the pupil.

A meeting was convened to address the following issues:

1. The reasons for the pupil's non-attendance at school

2. Actions that can or need to be taken by any or all of the people involved, to ensure the pupil's improved attendance at school.

3. To identify an agreed level or attendance for the pupil to achieve during the review period.

4. The potential consequence of legal action should the pupil's school attendance not improve.

Date of action plan:

To be reviewed on:

Please note that if the issue of attendance (and punctuality) continues to be a problem, as a result of the action plan not being adhered to, this may be used as evidence in any legal action and may also be referred to social services.

Reasons for absence

Record of discussion

Meadowside Primary School

Action Plan

The parent/carer agrees to:

Action:	Agreement (tick/sign)
Make sure the pupil attends school every day	
Attend any further meetings regarding attendance.	
Notify the school on every day of absence, giving a reason and indicating an expected return date/time.	
Contact the school as soon as you become aware of concerns, issues or problems that you or the school have.	
Contact XXX if the pupil feels that the school is not dealing with an issue, or the pupil feels uncomfortable about discussing an issue with the school.	
Notify the school of any occasions when they know that the pupil will be late giving reasons.	
Keep the school updated with full contact details including, where possible, an additional phone number.	
Ensure that the pupil is seen by a GP when ill and provide medical evidence of any absence due to illness (i.e appointment cards, prescriptions, letters, etc.)	
Work with any professionals who are seeking to support the child/ family.	

Other actions (detail).	

Meadowside Primary School

The tables below summarises the attendance responsibilities for parents, schools, academy trusts and governing bodies, and local authorities which are outlined in the Working together to improve school attendance guidance. **This is guidance from the Department for Education (DfE).** This is guidance from the Department for Education (DfE). This guidance is statutory, and schools, trusts, governing bodies, and local authorities must have regard to it as part of their efforts to maintain high levels of school attendance. The guidance should be read alongside the statutory guidance documents on children missing education, supporting pupils at school with medical conditions, suspensions and exclusions, alternative provision, and Keeping Children Safe in Education. Working together Attendance is everyone's business.

All pupils

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

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Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of poor attendance. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority,

			continue to work with the school and partners.

Persistently absent pupils

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

	Where there are safeguarding concerns, intensify support through statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.		

Severely absent pupils

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

			conducting a full children's social care assessment and building attendance into children in need and child protection plans.

Support for cohorts of pupils with lower attendance than their peers

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

Support for pupils with medical conditions or SEND with poor attendance

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

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort. Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes. Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it. Through the work of Virtual School Heads, they should: • Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

Meadowside
Primary School

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for lookedafter children that support good attendance. Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance	Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single schoolwhenever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils

			to schools and parents – including their attendance

Monitoring

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

	Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.		