





Lumen Learning Trust

Learning together for a brighter future



Riverbridge Primary School Attendance & Punctuality Policy 2024

DATE APPROVED BY LUMEN LEARNING TRUST	19/08/2024		
REVIEW DATE Biennial	19/08/2026		
SIGNED EXECUTIVE PRINCIPAL	Mary Ellen McCarthy 	DATE	19/08/2024
SIGNED CHAIR OF DIRECTORS	Ray Vango 	DATE	19/08/2024

Introduction

The Lumen Learning Trust puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future. Therefore, the Lumen Learning Trust highly prioritise attendance and punctuality to ensure that all children are able to access a full education. In a Lumen school, attendance is everyone's responsibility for both statutory and non-statutory school aged children.

We want motivated enthusiastic learners who get to school on time, ready to learn and who thus establish good habits for lifelong learning.

Parents and carers have a legal responsibility to make sure that children come to school regularly and on time. Our schools have a legal duty to mark the register and record the attendance of every child on its roll and to specifically code which children are absent or late and the reasons why. There is a statutory requirement that schools publish statistics about their attendance rates.

This policy applies to children or compulsory school age and those of non-compulsory school age.

Every child is expected to achieve 100% attendance.

The Lumen Learning Trust are dedicated to promoting full attendance and understanding and supporting the root causes of absence. We aim to remove barriers to attendance by working collaboratively with families and local partners. To enable us to do this we:

- **Expect** high levels of attendance from all children and create a culture where children want to attend school every day
- **Monitor** attendance closely and analyse data to identify partners
- **Listen** to parents/carers and children to seek to understand barriers to attendance and agree next steps to enable improvement
- **Support** full attendance by removing barriers in school and help families access any support that they may need
- **Formalise** support when absence persists and voluntary support if not working or being engaged with
- **Enforce** attendance through statutory interventions when all other avenues have been exhausted

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (As amended)
- The Children (Performances and Activities) (England) Regulations 2014
- Children and Young Persons Act 1963
- DfE (2024) 'Working together to improve school attendance'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2023'
- DfE (2016) 'Children missing education'
- DfE (2023) 'Providing remote education'
- DfE (2024) 'Summary table of responsibilities for school attendance'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Behaviour Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

Definitions

The following definitions apply for the purposes of this policy:

Absence:

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

Authorised absence:

- Authorised absences involve children having time out of school for a particular reason.
- The school will need an explanation from parents/carers or guardians if they are to authorise the child's absence.
- For an illness absence parents/carers are required to call the school absence line and leave a message confirming the name of the child and a detailed explanation of the type of illness. The school is not obliged to accept the offered explanation as a valid reason for absence. If there are doubts about the explanation offered, or there is no explanation offered at all, the absence will be treated as unauthorised.
- Parents/carers are expected to make every effort to arrange routine dentists and GP appointments outside school hours. However, it is understood that specialist hospital or clinic appointments may have to be made during school hours.

Exceptional authorised leave (ELOA)

Parents/carers who wish to take their children out of school for any other reason during school time are asked to make this request to the Headteacher.

- For absence other than illness, an Application for Exceptional Leave of Absence (ELOA) must be completed for the relevant Headteacher to review. An application can be made via the school website (Parents>Online Forms>Request for Exceptional Leave of Absence) or by requesting a paper copy from the school office.
- It is important to make the request in good time – ***at least two weeks before the period of requested leave***. The Headteacher can only consider a request if it is made by a parent/carer with whom the child normally resides.
- Each request for exceptional leave will be considered as a separate case. If the Headteacher does not authorise the request, and the leave is still taken, this is always classified as unauthorised.

Unauthorised absence:

Unauthorised absences involve children having time out of school without explanation, or where the reason for absence is one that the school cannot authorise.

For example, the below reasons would typically not be authorised:

- shopping trips
- birthday celebrations
- baby-sitting for younger children
- tiredness
- a late night due to family celebration
- not realising a term had started
- because other members of the family are ill
- travelling abroad to look after a family member

This list is not exhaustive and alternative reasons may also be considered unauthorised.

Persistent absence (PA):

- Missing 10 percent or more of schooling across the year for any reason.
- If children are classed as persistently absent (under 90% attendance) the school may ask for medical evidence in order to authorise the absences. This will be asked for in writing and medical evidence explained. Please note that evidence does not have to be a medical certificate or another form of documentation which will incur a cost to a parent or guardian.

Severely absent

- When attendance falls below 50% it will fall into the category of severely absent

Missing education

- Not registered at a school and not receiving suitable education in a setting other than a school

Senior Attendance Champion

Each Lumen Learning Trust School has a Senior Attendance Champion who:

- sets out a clear vision for maintaining and improving school attendance
- establishes and maintains effective systems for tackling absence and makes sure these are followed by all staff.
- has a strong grasp on the absence data to focus the collective efforts of the school.
- supported by SLT and the Governors will regularly monitor and evaluate progress, including the efficacy of the school’s strategies and processes.
- The school’s Senior Attendance Champion is Paul Grimwood who can be contacted by emailing office.riverbridge@lumenlearningtrust.co.uk

School Day Timings

Punctuality is very important and sets important lifelong habits. The table below sets out the expectations for all children at Riverbridge:

Year group	Arrival from	Registers taken	Marked as ‘Late’ if arriving between	Registers closed
Knowle Green Base Reception & Y1	8.40am	9.00am	9.00-9.10am	9.10am
Knowle Green Base Nursery	8.45am	9.00am	9.00-9.10am	9.15am
Park Avenue Base Y2-6	8.40am	9.00am	9.00-9.10am	9.10am

All registers will be considered ‘closed’ at 9.10am. Any children arriving after this time and who do not have a good reason for doing so are marked as having an unauthorised absence for that session.

Reporting your child’s absence

Parents/carers are asked to telephone the school before 9.00am to inform staff that their child will not be attending and giving a clear reason for absence. Parents/carers are required to contact the school for every day of their child’s absence.

If a child is not in school and no parental contact has been made with the school, a member of the school staff will contact parents before 11.00am to establish why the child is not in school. If the school have not had any contact with a parent/carer after three days of absence the school will write to the main home address.

For any other support regarding attendance and punctuality parents/carers can contact the Home School Link Worker via to school office email.

Notes of phone calls received and made are kept in the school office.

Monitoring and analysing absence

The school will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address habitual absence at the first signs.

The school will collect data regarding punctuality and authorised and unauthorised absence, for:

- The school cohort as a whole.
- 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 at risk of PA.

The school will conduct a thorough analysis of the above data on a half-termly, termly and full-year basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.

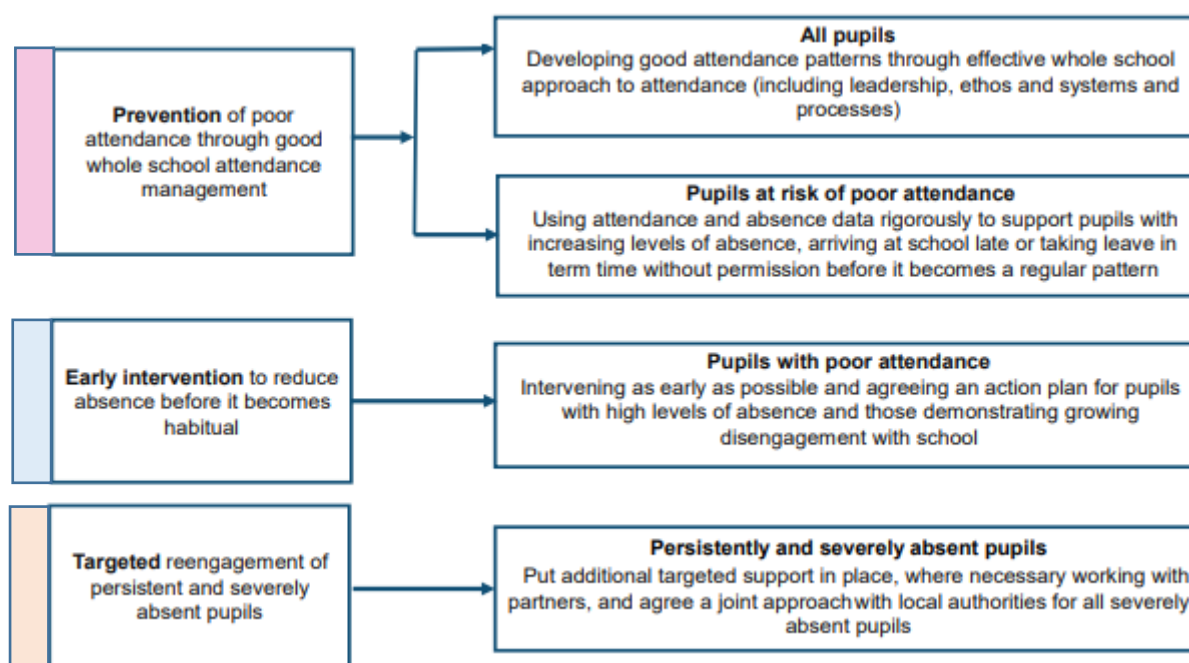
- Historic trends of attendance and absence.
- Barriers to attendance.

Regular reports will be provided to school stakeholders to enable them to track the attendance of pupils, implement attendance procedures and monitor how attendance data changes in response to any interventions implemented to increase attendance in future.

The governing board will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in prioritising areas of focus for attendance support based on this data. The school will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement, and will share practice which has been shown to be effective with other schools. The board of trustees will ensure staff from different schools within the trust regularly share expertise and collaborate on interventions.

Effective school attendance improvement and management

Improving attendance requires constant focus, and effective whole school approaches require regular ongoing support, guidance, and challenge. The school will follow the process of prevention, early intervention and targeted support in accordance with DfE guidelines as shown in the flow chart below.



Detailed support and the expectations on the school, parents/carers and the school governance team can be found in Appendix D.

Supporting Children with Health Needs and SEND

Lumen Learning Trust holds the same ambition for full attendance for all children, including those with SEND and health needs. The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

The School will ensure that the relevant pastoral support is in place and if applicable an Individual Healthcare Plan will be created. In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Schools will monitor these groups of children regularly. The School will use this data to ensure the right level of support is in place for all children and will work closely with relevant external agencies, such as the school nursing services and mental health support teams.

The School understands that mental health can affect attendance and will work closely with families to remove anxieties around school attendance, whilst also recognising in many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents/carers will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed.

If a pupil is unable to attend school for long periods of time due to their health, the school will:

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

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there has been signs of significant improvement.

Local Authority

Schools are advised by their local authority link Inclusion Officer (IO) in order to scrutinise their registers and advise the school staff in identifying children whose attendance and/or punctuality is causing concern.

The school also makes written referrals to the Inclusion Officer where there are considerable concerns about attendance or punctuality of a particular child and the support from the school has not had the desired impact or there is unwillingness from the responsible parent/carer to engage with the school to rectify the situation.

Notices to Improve

A Notice to Improve is a final opportunity for a parent to engage in support and improve attendance before a penalty notice is issued. If the national threshold has been met and support is appropriate but offers of support have not been engaged with by the parent/carer or have not worked, a Notice to Improve could be sent to give parents/carers a final chance to engage in support. A Notice to Improve does not need to be issued in cases where support is not appropriate and an authorised officer can choose not to use one in any case, including cases where support is appropriate but they do not expect a Notice to Improve would have any behavioural impact (e.g. because the parent/carer has already received one for a similar offence).

The Notice to Improve is expected to include:

- Details of the pupil's attendance record and details of the offences.
- The benefits of regular attendance and parents' duty under section 7 of the Education Act 1996.
- Details of the support provided so far.
- Opportunities for further support and the option to access previously provided support that was not engaged with.
- A clear warning that a penalty notice may be issued or prosecution considered if attendance improvement is not secured within the improvement period.
- A clear timeframe for the improvement period of between 3 and 6 weeks.
- Details of what sufficient improvement within that timeframe will look like. The grounds on which a penalty notice may be issued before the end of the improvement period.

National Framework for Penalty Notices

Working Together to Improve Attendance 2024 states that *Penalty notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school they are registered.*

The Inclusion Service, acting on behalf of the Local Authority may issue a Penalty Notice as an alternative to the prosecution of a parent/carer for their child's unauthorised absence from school and requires the recipient to pay a fixed amount.

Lumen Learning Trust considers each case individually when deciding to issue a penalty notice. The school will not have a blanket position of issuing or not issuing penalty notices and should make judgements on each individual case to ensure fairness and consistency. Where the threshold has been met the school will consider whether a penalty notice or other alternative support will be best placed to improve attendance for the child in question.

The threshold for a Penalty notice is:

- 10 sessions of unauthorised absence in a rolling period of 10 school weeks.
- A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks).
- These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks).
- The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

For full details of the Local Authority's threshold for a Penalty Notice and the charges incurred please refer to Appendix C.

APPENDIX A: Registration of pupils at Lumen Learning Trust schools.

- 1.1. Registration and attendance procedures are statutory requirements. Registers are legal documents which record whether parents have fulfilled their obligations and may be produced as the evidence for an offence. They must therefore be kept correctly.
- 1.2. Headteachers and governing bodies must ensure an Admission Register and an Attendance Register is kept. Every child should be on both registers. The Admission Register and the attendance registers at the school are electronic registers.
- 1.3. The Attendance Register must be marked at the beginning of each a.m. session by 9.10am and at the earliest time possible in the afternoon session by 1.10pm. The codes to be used are attached as Appendix B.
- 1.4. Lateness: Children enter the classrooms from 8.40am. Registration opens at 9.00am. Any child entering school after this time will be marked as late. Registration closes at 9.10am. After this time a child will be marked absent. Should a child enter school after 9.10am and the close of register they will then be marked in using the code (U) and a note of the exact time of entrance recorded.
- 1.5. Deletion of names from Admission Register
A pupil's name can only be deleted from the admission register for a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024. When any of the situations set out in regulation 9 occurs, the pupil's name must be deleted. A pupil's name must not be removed for any other reason and doing so could constitute off-rolling. The reasons are:
 - 1.5.1. Ground A - The pupil has been registered at another school;
 - 1.5.2. Ground B – The pupil has not continued at the school following completion of nursery education;
 - 1.5.3. Ground C – The pupil is also registered at one or more other schools and the other schools have agreed the deletion;
 - 1.5.4. Ground D – The pupil has a school attendance order which has been changed to name another school;
 - 1.5.5. Ground E – The pupil had a school attendance order which has been revoked;
 - 1.5.6. Ground F – The parent of a pupil has notified the school in writing that the pupil will be leaving the school to be educated otherwise than at a school;
 - 1.5.7. Ground G – The pupil no longer normally lives a reasonable distance from the school;
 - 1.5.8. Ground H – The pupil has not returned following a leave of absence;
 - 1.5.9. Ground I – The pupil has been continually absent from school for 20 school days;
 - 1.5.10. Ground J – The pupil is detained under a sentence of detention;
 - 1.5.11. Ground K – The pupil has died;
 - 1.5.12. Ground L – The pupil will be over compulsory school age and will not continue into the sixth form;
 - 1.5.13. Ground M – The pupil is a boarder at a school maintained by a local authority or academy and their boarding fees have not been paid;
 - 1.5.14. Ground N – The pupil has ceased to be a pupil at an independent school or non-maintained special school;
 - 1.5.15. Ground O – The pupil has been permanently excluded from the school.
- 1.6. Deletion the name of a pupil not of compulsory school age
The only reasons where the name of a pupil not of compulsory school age shall be deleted are:
 - 1.6.1. Ground A – The pupil is not a boarder and will not attend school again;
 - 1.6.2. Ground B – The pupil is a boarder and has ceased to be a pupil at the school;
 - 1.6.3. Ground C – The pupil has been continually absent from school for 20 school days;
 - 1.6.4. Ground D – The pupil has died;
 - 1.6.5. Ground E – The pupil has been permanently excluded from the school.
- 1.7. School are required to share attendance data with the Department for Education.

APPENDIX B: Attendance register

The school uses an electronic management information system (MIS) to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities, including the DfE on a daily basis.

Designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether pupils are:

- Present.
- Absent.
- Attending an approved educational visit.
- Unable to attend due to exceptional circumstances.

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

- # = planned whole or partial school closure
- / = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Leave of absence granted by the school for exceptional circumstances
- S = Study leave
- C1 = Leave of absence for participating in a regulated performance or employment abroad
- C2 = Leave of absence for part-time pupils
- E = Suspended or permanently excluded but no alternative provision made
- J1 = Leave of absence for job or education interviews
- H = Authorised holiday
- I = Illness
- M = Medical or dental appointments
- K = Attending provision arranged by the LA
- R = Religious observance
- B = Off-site education activity
- G = Unauthorised holiday
- O = Unauthorised absence
- U = Arrived after registration closed
- N = Reason not yet provided
- X = Not required to be in school
- T = Traveller absence
- Q = Absent due to a lack of access arrangements
- V = Educational visit or trip
- P = Participating in a supervised sporting activity
- D = Dual registered – at another educational establishment
- W = Attending work experience
- Y1 = Absent due to their regular transport not being available
- Y2 = Absent due to travel disruption
- Y3 = Absent due to part of the school premises being closed
- Y4 = Absent due to the school site being closed
- Y5 = Absent due to being in criminal justice detention
- Y6 = Absent due to public health guidance or law
- Y7 = Absent due to any other unavoidable cause
- Z = Pupil not on admission register

When the school has planned in advance to be fully or partially closed, the code '#' will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

Pupils who are absent from school but are receiving remote education for any reason will be marked as absent in the register.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

Every entry received into the attendance register will be preserved for three years.

Appendix C: Penalty Notices

[Updated September 2025] The Surrey Attendance Service, acting on behalf of Surrey County Council may issue a Penalty Notice as an alternative to the prosecution of a parent/carer for their child's unauthorised absence from school and require the recipient to pay a fixed amount.

Circumstances when a Penalty Notices may be issued

1. Pupils identified by police and Surrey Attendance Advice Officers engaged on Truancy Patrols and who have incurred unauthorised absences.
2. **The School Attendance (Pupil Registration) (England) Regulations 2024 state that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.**

Where a child is taken out of school for 10 sessions or more and the 'leave of absence' is without the authority of the head teacher, each parent is liable to receive a penalty notice for each child who is absent. In these circumstances, a warning will not be given where it can be shown that parents had previously been warned that such absences would not be authorised and that they will be liable to receive a Penalty Notice if the leave of absence is taken.

3. The issue of a Penalty Notice will also be considered where a pupil has incurred 10 or more unauthorised sessions during the preceding 10 school weeks. The parents' failure to engage with supportive measures proposed by the school will be a factor when considering the issue of a Penalty Notice. Unauthorised absence will include late arrival after the close of registration without good reason.
4. Section 103 of the Education and Inspections Act 2006 places a duty on parents to ensure that their child is not in a public place without justifiable cause during school hours when they are excluded from school. This duty applies to the first five days of each exclusion. Failure to do so will render the parent liable to a Penalty Notice. If the Penalty Notice is not paid, the recipient will be prosecuted for the offence under Section 103. Alternative education provision will be made from the sixth day of any exclusion and failure to attend such provision without good reason will be treated as unauthorised absence.

With the exception of unauthorised leave of absence taken in term time (Paragraph 2 above) parents will be sent a 'Notice To Improve' their child's attendance, warning them of their liability to receive such a notice before it is issued.

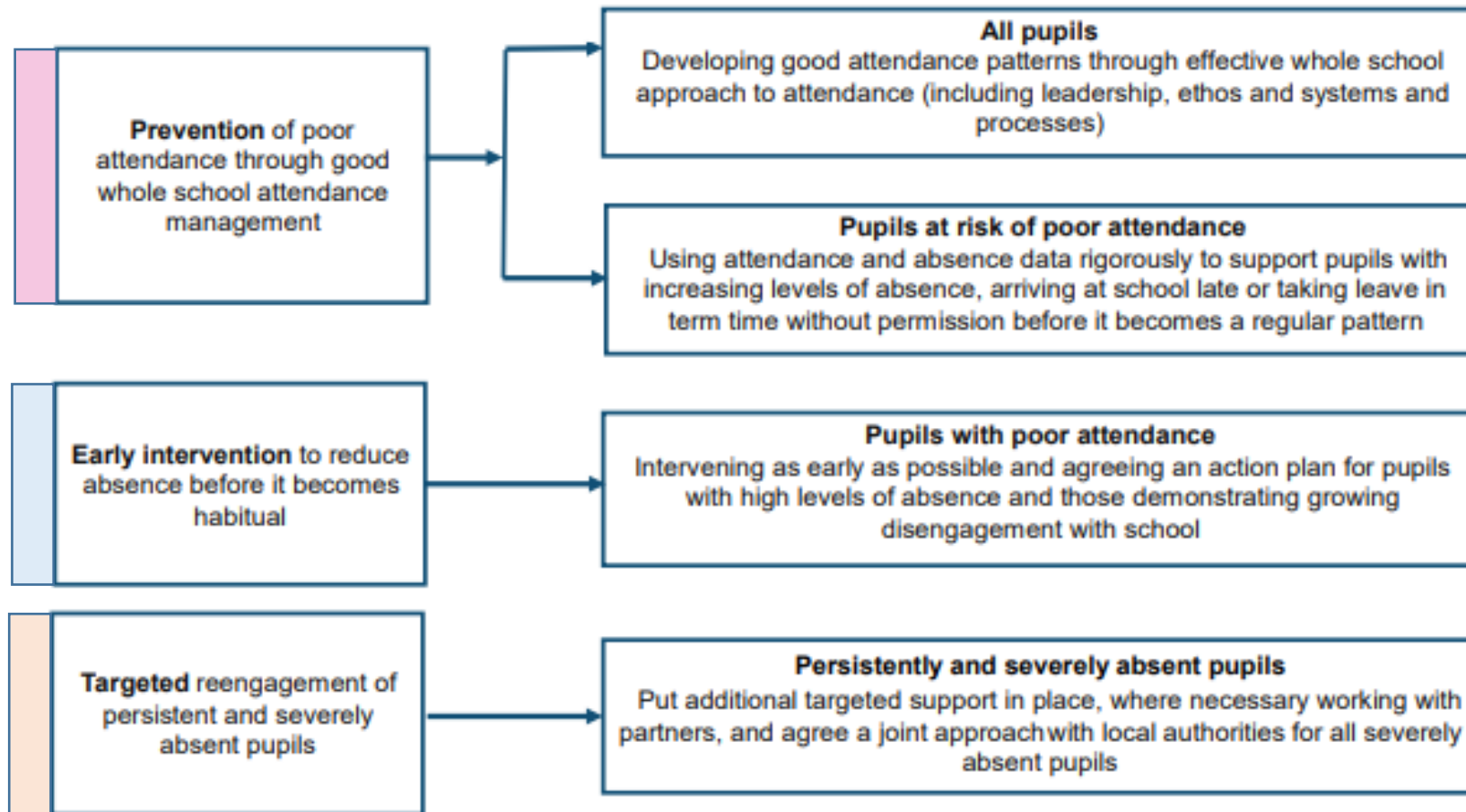
Amount Payable Under a Penalty Notice: The Education (Penalty Notices) (England) (Amendment) Regulations 2024

1. If a parent/carer has not incurred a penalty notice relating to the relevant child/children since 19 August 2024, then the penalty notice will be charged at the rate of £160.00, **per parent/carer per child**, if paid within 28 days. This will be reduced to £80.00 if paid within 21 days of receipt of the notice. Failure to pay the Penalty Notice will result in Surrey County Council considering legal proceedings against you in the Magistrates Court.
2. If you have incurred a penalty notice relating to this child/children since 19 August 2024, the rolling 3 year period will be activated from the date of the first penalty notice and the second penalty notice will be charged at the flat rate of £160.00, **per parent/carer per child**, if paid within 28 days. There will be no reduction for payment within 21 days. Failure to pay the Penalty Notice will result in Surrey County Council considering legal proceedings against you in the Magistrates Court.
3. If you have incurred 2 penalty notices relating to this child/children in the rolling 3 year period since the first penalty notice was issued, then you will NOT receive a third penalty notice – Surrey County Council

will have no option but to consider a prosecution, **per parent/carer per child**, in the Magistrates Court under s 444 Education Act 1996.

Appendix D: Stages of support and intervention

Improving attendance requires constant focus, and effective whole school approaches require regular ongoing support, guidance, and challenge. The school will follow the process of prevention, early intervention and targeted support in accordance with DfE guidelines as shown in the flow chart below.



Detailed support and the expectations on the school, parents/carers and the school governance team can be found at each stage of support in the tables overleaf.

Prevention of poor attendance through good whole school attendance management

All pupils		
Developing good attendance patterns through effective whole school approach to attendance (including leadership, ethos and systems and processes)		
<i>School will</i>	<i>Parents/Carers will</i>	<i>School Governance Team will</i>
<p>Have a clear school attendance policy, which is shared on our website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits and importance of good attendance.</p> <p>Accurately complete admission and attendance registers. A standardised system is used to record authorised and unauthorised absence (SIMS).</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated Senior Attendance Champion with overall responsibility for championing and improving attendance.</p> <p>Clear procedures for the reporting of absence by parents and carers.</p> <p>Clear late registration procedures (parents/carers to sign reason for lateness).</p> <p>Build strong relationships with parents/carers to promote good attendance. Continue to have a welcoming 'open door' policy where parents feel fully involved in the life of the school and feel able to come and discuss any concerns they have.</p> <p>Talk about attendance and expectations at induction meetings.</p> <p>Address attendance and punctuality in newsletters.</p>	<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Follow relevant guidance (e.g. is my child too ill for school) when making the decision about whether their child is able to attend school.</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Take an active role in attendance improvement, supporting the school prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Ensure school staff receive training on attendance.</p>

<p>Promote full attendance on the school’s website and staff handbook.</p> <p>Highlight attendance in PHSE curriculum and assemblies.</p> <p>Share a daily report with teachers advising of children’s reason for absence.</p>		
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<p style="text-align: center;">Prevention of pupils at risk of poor attendance</p> <p style="text-align: center;">Using attendance and absence data rigorously to support pupils with increasing levels of absence, arriving at school late or taking leave in term time without permission before it becomes a regular pattern</p>		
<p style="text-align: center;">School will</p>	<p style="text-align: center;">Parents/Carers will</p>	<p style="text-align: center;"><i>School Governance Team will</i></p>
<p>Analyse attendance data regularly to identify patterns of lateness and absence.</p> <p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Respond swiftly to unauthorised non-attendance and lateness using a regular and frequent reporting system to year group leaders.</p> <p>Class teachers or Home School Link Workers will engage with families.</p> <p>Have clear referral procedures and make best use of Home School Link Worker (HSLW) and Inclusion Officer (IO).</p> <p>Review attendance regularly and proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Year group leaders monitor trends in year group attendance.</p>	<p>Engage with school and be open to any support offered.</p> <p>Make the school aware of any difficulties or changes in circumstances that may affect their child’s attendance which will help the school identify any additional support that may be required.</p>	<p>Take an active role in analysing data provided by the school to promote full attendance.</p>

Early intervention to reduce absence before it becomes habitual or persistent

Pupils with poor attendance who are at risk of being Persistently Absent

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

<i>School will</i>	<i>Parents/Carers will</i>	<i>School Governance Team will</i>
<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents/carers to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>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.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p> <p>Inform parent/carers of the school's concerns.</p> <p>Communicate with parents of children who are consistently late arriving at school or have sustained periods of illness absence each half term.</p>	<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>

<p>If written correspondence does not lead to an improvement, invite parents/carers to meet with a member of SLT. At the Headteacher’s discretion, additional staff e.g. Inclusion Lead, Home School Link Worker, Class Teacher or Inclusion Officer may also be invited to this meeting.</p> <p>Involvement of HSLW, ELSA, Inclusion Lead, Pastoral Staff and teaching team.</p>		
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Targeted re-engagement of persistent and severely absent pupils

Persistently and severely absent pupils		
Put additional targeted support in place, where necessary working with partners, and agree a joint approach with local authorities for all severely absent pupils		
<i>School will</i>	<i>Parents will</i>	<i>School Governance Team will</i>
<p>Put in additional targeted support in place to remove any barriers.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents/carers and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Written referrals will be made where there are considerable concerns about attendance or punctuality and there is an unwillingness for parents to engage with the school.</p> <p>Concerns will not simply be due to relatively low attendance figures; if there are patterns e.g. taking holidays in term-time every year, regularly missing a particular day, taking long weekend breaks, persistent suspect illness or always</p>	<p>Work with the school and local authority to help them understand their child’s barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contracts or voluntary early help plan to prevent the need for legal intervention.</p> <p>Attend and engage with any other agencies in place to support to improve good attendance.</p> <p>When requested provide medical evidence for all absences.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>

<p>returning to school late after a school break then a referral can be made.</p> <p>Where there are safeguarding concerns, intensify support through statutory children’s social care. Referrals to other agencies (e.g. Children’s Services, Police) may also be made.</p> <p>When a child has been persistently absent over a number of days/weeks, welfare checks will be made by staff and/or Police.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p> <p>Support children to reintegrate after a period of absence, being sensitive to the individual needs and circumstances of returning pupils.</p> <p>Understand that poor attendance can be an indication of difficulties in a child’s life. This may be related to problems at home and/or in school.</p> <p>If absence becomes severe: continue support above support and agree a joint approach with the Local Authority.</p>		
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