

Key Stage 1 and 2: **Attendance and** **Engagement Policy** **2023 – 2024**



Valence Primary School

Version control

	Name	Signature	Date
Prepared by:	Alexander Jones		01/09/2023
Checked and reviewed by:	Lesley Cater		01/09/2023
Checked and reviewed by linked Governor:	Avril McIntyre		01/09/2023
Checked and reviewed by Attendance Lead:	Beth Vines		01/09/2023
Approved by Headteacher:	Richard November		01/09/2023
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For the purpose of this policy:

1. A parent means:

- All birth parents whether they are married or not;
- Any person who has parental responsibility for a child or young person; and,
- Any person who has care of a child or young person (i.e. lives with and looks after the child).

2. Regular attendance means:

- Children should attend every day the school is open and for all sessions available to them (AM and PM sessions).
- The school therefore expects all pupils to have 100% attendance.

3. Parental responsibility:

When registered at school, the parent is legally responsible to ensure their child regularly attends that school of which they are registered – [Education Act 1996, Section 7](#).

Linked strategies, policies, awards:

- Valence Primary School Attendance Improvement Strategy 2023 – 2024
- Early Years Foundation Stage Attendance and Engagement Policy 2023 – 2024
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Special Education Needs and Disabilities (SEND) Policy
- UNICEF Rights Respecting Schools Award

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Context

Impact – Pupil Absence

There are 190 days in a school year, which leaves 175 days for family activities including taking holidays. Pupil absence can have a detrimental impact on pupil attainment.

The Department for Education found that the pupils with the highest attainment at the end of Key Stage 2 and Key Stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.

Attendance (Academic Year)	Equals this many days absent	Equals this many weeks absent	Equals this many lessons missed
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95%	9 days	2 weeks	60 lessons
90%	19 days	4 weeks	120 lessons
85%	29 days	6 weeks	180 lessons
80%	38 days	8 weeks	240 lessons
70%	57 days	12 weeks	360 lessons

Impact – Punctuality

Pupils are expected to arrive on time, the school is legally obliged to record the attendances of all children – pupils must be on time for registration. Being late disrupts the rhythm for attending school and jeopardises all children’s learning (i.e. the late child and other children in their class).

Arriving to school late means children will miss:

- Important learning, which could affect their achievement. ▪
- Social time to settle in class.

5 minutes late each day	3 days lost
10 minutes late each day	6.5 days lost
15 minutes late each day	10 days lost
20 minutes late each day	13 days lost
30 minutes late each day	19 days lost

Section 1: Keys Stage 1 and 2 Attendance and Engagement Policy

1. Aim

- > To ensure every pupil has access to a full-time education of which they have a legal right.

- > To promote regular and punctual attendance.
- > To reduce absence, including persistent and severe absence.
- > To act early to address patterns of absence.
- > To ensure pupils have the right support, in the right place, at the right time.

2. Rationale

Attendance in Key Stage 1 and 2 is a legal requirement. When parents decide to register their child at school, they are legally responsible to ensure their child attends that school regularly. This legal underpinning ensures all children have every opportunity to fulfil their educational potential.

It cannot be more strongly emphasised that children can only receive the full benefit of the national curriculum if they are on time, and they regularly attend school – every session counts.

The national curriculum - Key Stage 1 and 2:

- English
- Maths
- Science
- Design and technology
- History
- Geography
- Art and design
- Music
- Physical education (PE), including swimming
- Computing
- Ancient and modern foreign languages

Children will also learn about:

- Relationships and health education
- Religious studies (RE)
- Personal, social and health education (PSHE)

3. School values

Valence Primary School is based on an ethos of openness and inclusion. We are ambitious to build a culture where all can, and want to be, in school, ready to learn by prioritising

attendance improvement across the whole school. To build this culture we value the contributions of all: children, parents, staff, stakeholders, partners, and the community.

We want an environment where children feel psychologically safe, able to take interpersonal risks, express themselves without fear of being judged, their talents nurtured, and where every child is able to thrive. This compassionate approach takes account of the needs of all children within our school community.

In establishing this whole school culture we will be guided by the Department for Education (DfE), local authority, research and best practice, staff and family feedback.

At Valence Primary School we promote punctual and regular attendance by:

- > Ensuring children attend all sessions available to them.
- > Requiring parents prepare their children for school, ensure they are on time, and they regularly attend.
- > Requiring parents contact the school if their child is going to be late or absent, and to provide reasons.
- > Communicating with parents and following up on lateness and/or absences where no reason has been provided, or where the school has specific concerns.
- > Encouraging parents take children on holiday outside of term time, thereby ensuring children have full benefit of their education of which they have a right.
- > Monitoring children's punctuality and attendance.
- > Routinely and systematically analysing data to look for absence trends, acting swiftly to support improved attendance.

This policy, therefore, provides a practical framework to inform the processes and operations for improving and sustaining good levels of attendance across the whole school, thus ensuring that no child is left behind.

4. Why regular attendance is important in Key Stage 1 and 2

Primary education is of key benefit to children's learning, it develops character, benefits children's physical and mental health, and provides skills for all subsequent learning (e.g. Secondary Education, Further Education, Higher Education). Regular attendance in primary school is therefore essential for children's education, wellbeing, and wider development. Summary benefits include:

Good habits

- Children learn how to prepare for school, including preparing clothes and school things, establishing a regular sleep pattern, travelling to/from school, being on time for school, and regularly attending.

Secure relationships

- Children find it easier to build and sustain a range of social relationships when they regularly attend school; social relationships are important for learning and play an important role in children's education (e.g. group discussions and learning).
- Attending school allows parents time for activities (e.g. going to work, training or for their own learning), restoring energy for time spent with children.

Self-esteem

- Children who are punctual and regularly attend school are more likely to feel good about themselves as a result of their contributions in class. Conversely, children who regularly miss school or who are generally late, often feel disconnected from other children, conversations, activities, and experiences. **Learning and development**
- Children's learning is enhanced by being with other children and by being in the company of adults, that is, teaching and non-teaching staff, who actively support their learning and development (e.g. by planning from one session to the next).

5. Pupil engagement

Valence Primary School's '*attendance for learning*' approach focuses on the interrelationship between attendance and attainment. A whole school approach ensures all aspects of the school promote and foster all dimensions of pupil engagement.

Dimensions of engagement:

- **Behavioural engagement:** focuses on a pupil's participation in their academic, social, and co-curricular activities.
- **Emotional engagement:** focuses on the extent and nature of a pupil's positive and negative reactions to teachers, peers, schoolfriends, and school.
- **Cognitive engagement:** focuses on a pupil's level of investment in their learning.

Where the school has concerns for a pupil's behavioural, emotional, or cognitive engagement we will work with the child, their family, all aspects of in-school support, and, where necessary and appropriate, support from a wider multi-disciplinary team – unmet pupil needs should not be a barrier to punctual and regular attendance.

6. Family engagement

Family engagement is an interactive process by which school staff, families and their children build positive and goal-orientated relationships, where the focus for children's growth and development are put at the centre. It demands a shared responsibility of families and professionals to achieve a mutual respect for the roles and strengths each has to offer. Family engagement means 'doing with', not 'doing to' or 'for families'.

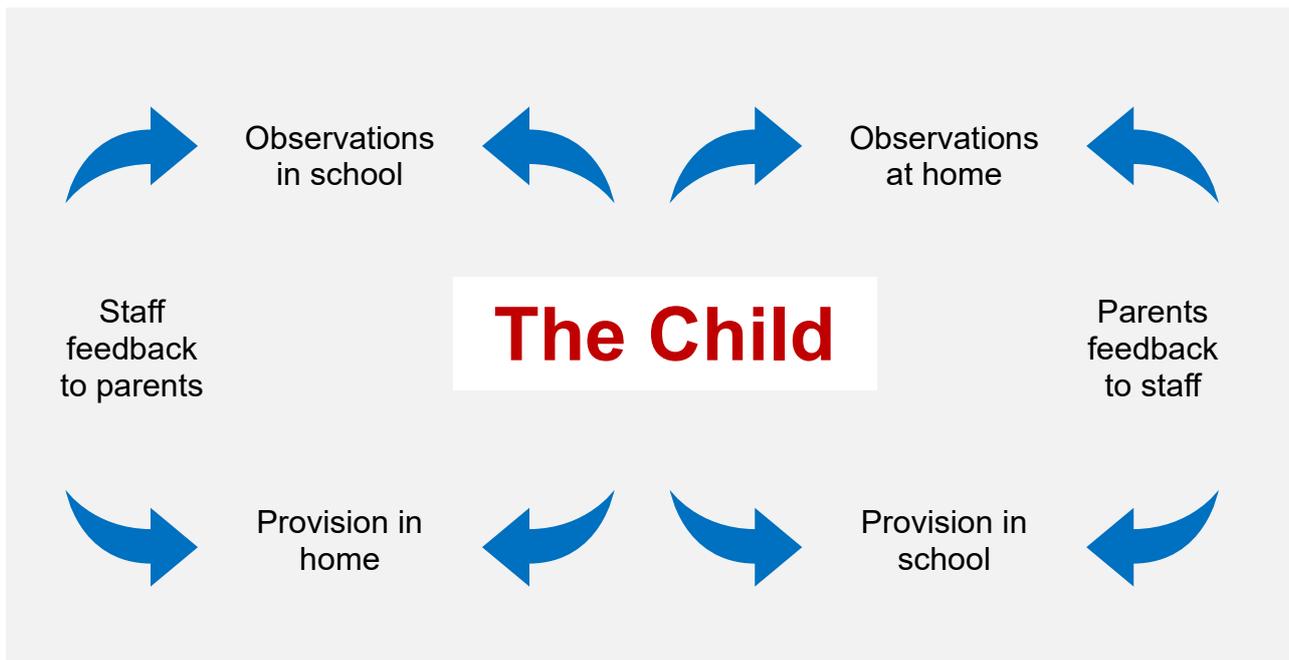
In an attendance context, family engagement involves parents' being engaged with staff as they work together toward improving and sustaining high levels of attendance to achieve good outcomes for children. Parents enter into relationships with staff on their child's behalf, and they deepen these relationships with their child in mind. They know their children better than anyone – their temperaments, personalities, strengths, vulnerabilities, talents, and special needs. When parents share their knowledge, they improve the experience of school for their child to achieve better outcomes for them (e.g. education, wellbeing, wider development).

6.1 The importance of information sharing between home and school

When there is a reciprocal exchange of information between home and school, children experience continuity and consistency of care – this helps children feel safe and secure. There is also a well-evidenced link between parents being involved in their child's life and academic attainment¹. It is therefore vital that school staff and parents work together to achieve good outcomes for children.

Diagram 1. This diagram shows the reciprocal exchange of information between home and school. This relationship and information sharing contributes to helping children feel safe and secure and ready to learn.

¹ Parentkind (2021) Parentkind's Blueprint for Parent-Friendly Schools.



6.2 Child outcomes

Family engagement is a mutual commitment between parents and staff to achieve goaloriented outcomes for children – this commitment strives to ensure children are

- safe;
- healthy and well;
- learning and developing;
- engaged in positive relationships; and ▪ successful in school and life.

Due to the varied nature of these outcomes, there may be a need to seek multi-disciplinary support from within the community to ensure all children’s unmet needs are met and they are achieving good outcomes (e.g. support from health, education, social, community and voluntary sectors).

6.3 Risks to achieving outcomes for children

Irregular attendance, persistent and severe absence, including frequent lateness, pose significant threats to children achieving good outcomes (as listed above). Some of these risks are as follows

- absence due to minor ailments;
- getting out of the habit to attend school;
- unauthorised leave of absence (e.g. family holidays in term time);
- extended trips overseas;
- appointments taken during the school day;
- absence for children’s and/or family birthdays;
- extended weekends – pupil absence before/after the weekend;

- looking after other children/relatives;
- parents working from home;
- parental/family background/experience of education; ▪ history of persistent or severe absence.

These types of absence are **avoidable** and require the commitment of parents to prevent the associated negative outcomes they pose to children (e.g. to children's welfare, wellbeing, safety, and educational attainment).

6.4 Genuine cause for concern

Where parents have genuine cause for concern about their children not meeting attendance expectations, we encourage them to be open and honest with the school so that early help can be provided to their child – this will prevent a worsening situation. By parents not seeking help a child's absence may become persistent and/or severe and contribute to negative outcomes for the child (e.g. poor mental health, social exclusion, and underachievement).

The school is here to help children and families through a variety of in-school support, and where necessary, the involvement of support from a multi-disciplinary team (e.g. Team Around the Family).

7. Legislation and guidance

Education occurs within a legal context; this policy meets the requirements of the Department for Education (DfE) guidance '*Working together to improve school attendance*' and refers to the DfE statutory guidance on school attendance parental responsibility measures. These guidance 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 guidance on the school census, which explains the persistent absence threshold.

8. Roles and responsibilities

8.1 The governing body

The governing body is responsible for:

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

The designated governor responsible for attendance is Avril McIntyre and can be contacted via the school office.

8.2 The Headteacher

The Headteacher 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.
- > Utilising all other measures to secure regular attendance (e.g. Education Supervision Orders, Parenting Orders, Prosecution).

The Headteacher is Richard November and can be contacted via the school office.

8.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- > Leading attendance across the school.
- > Offering a clear vision for attendance improvement.
- > Evaluating and monitoring expectations and processes.
- > Having an oversight of data analysis.
- > Devising specific strategies to address areas of poor attendance identified through data.
- > Arranging calls and meetings with parents to discuss attendance issues.
- > Delivering targeted intervention and support to pupils and families.

The designated senior leader responsible for attendance is Beth Vines and can be contacted via the school office.

8.4 The attendance manager

The school attendance manager is responsible for:

- > Overseeing the day-to-day functions for attendance, including First Day contact, continuous absence, and 10 days absence procedures.
- > Monitoring and analysing 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 designated senior leader responsible for attendance and the Headteacher.
- > Working with Education Welfare Officers (EWOs) to reduce persistent and severe absence.
- > Advising the Headteacher when to issue fixed-penalty notices, or other legal measures to secure regular attendance.

- > Performing the addition and deletion of pupils to/from the school's registers.

The attendance manager is Lesley Cater and can be contacted via 0203 006 9888 or lmouatt.301@valenceprimaryschool.com.

8.5 Class teachers

Class teachers are responsible for:

- > Recording attendance on a daily basis, using correct codes, and submitting this information to the school office by 09:30.
- > Promoting, encouraging and modelling punctual and regular attendance for their class.
- > Speaking with parents about attendance related issues and forwarding relevant information to the school office and/or attendance manager.
- > Supporting attendance interventions for their pupils, including appraising the impact absence has on children's academic progress (e.g. regarding attainment, wellbeing, wider development).

8.6 School administration/office staff

School administration/office staff will:

- > Take telephone calls from parents about absence on a day-to-day basis and record information on the school MIS database.
- > Operate day-to-day functions for attendance, including First Day contact, continuous absence, and 10 days absence procedures.
- > Provide information and advice to parents about school attendance, including advice related to pupil absence (e.g. minor ailments, when to keep children off from school), thereby mitigating the need for children's absence.
- > Transfer calls from parents to the relevant member of staff in order to provide them with more detailed support on attendance.

8.7 Parents/carers

Parents/carers are expected to:

- > Know the school's start and finish times, daily routines.
- > Ensure their child attends every session the school is open.
- > Ensure effective lines of communication with the school (e.g. by providing current telephone numbers and/or additional names and contact numbers).
- > Establish a good rapport with their class teacher – visibility of this rapport helps children feel safe and secure, thereby promoting learning.
- > Be responsible for preparing their child for school, including ensuring they have a good night's sleep, preparing clothing, school things, and having breakfast.
- > Show an interest in their child's learning and extend learning at home (guidance and support is available for this).
- > Do not keep children away from school due to minor ailments or unnecessary reasons.
- > Notify the school as soon as possible when their child has to be unexpectedly absent.
- > Where possible, make appointments (e.g. medical/dental) after school. If unable to do this, ensure children attend sessions before or after the appointment.
- > Take family holidays **outside of school time** – find out the school's term time dates and plan around these dates. NB. Parents should only request leave of absence in exceptional circumstances and in advance by the right process (i.e. formal application).
- > Proactively engage with the support offered to prevent the need for more formal support.
- > Where parents are separated, to work in partnership in the best interests of the child.

8.8 Pupils

Pupils are expected to:

- > Be prepared and organised for school.

> Attend all sessions available to them.

> To be on time for school.

> Discuss worries or concerns about school with their class teacher, parents, and carers.

9. Recording attendance

9.1 Attendance register

The school will keep an attendance register and place all pupils onto this register.

We will register the attendance of pupils at the start of the first session (AM) on each school day and once during the second session (PM). We will mark whether every pupil is:

> Present.

> Attending an approved off-site educational activity.

> Absent.

> Unable to attend due to exceptional circumstances.

Any amendment to the attendance register will include:

> The original entry.

> The amended entry.

> The reason for the amendment.

> The date on which the amendment was made.

> The name and the position of the person who made the amendment.

See appendix 1 for the Department for Education (DfE) attendance codes.

We will also record:

- > Whether the absence is authorised or unauthorised.
- > The nature of the activity if a pupil is attending an approved educational activity.
- > The nature of circumstances where a pupil is unable to attend due to exceptional circumstances.

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

Pupils must arrive in school by 08:45 on each school day.

The register for the first (AM) session will be taken at 09:00 and will be kept open until 09:30. The register for the second (PM) session will be taken at 13:00.

9.2 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 09:30 or as soon as practically possible by calling the school using the following procedures:

- Contacting the school office, or
- By emailing office@valenceprimaryschool.com

We will mark absences due to 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, the school may ask the pupil's parent to provide medical evidence, such as a doctor's note, an appointment card, or other forms 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 will be notified of this in advance.

9.3 Planned absence

Attending a medical or dental appointment will be counted as authorised absence if the pupil's parent notifies the school in advance of the appointment. Pupils must attend school before or after their appointment unless the appointment is of significant distance from school (e.g. at a specialist hospital). Wherever possible, appointments should be arranged outside of school hours.

Parents should request leaves of absence by completing a leave of absence form, which is available from the school office, or from the website:

<https://www.valenceprimaryschool.com/images/PDF/Attendance/Request%20for%20Leave%20of%20Absence%20Form.pdf>

For all other term-time absence, the pupil's parent must apply in advance for requests to be considered. NB. Term-time absence will only be granted in exceptional circumstances. More information about this can be found in section 9.1.

9.4 Lateness and punctuality

A pupil who arrives late:

> Before the register has closed will be marked late, using the L code

> After the register has closed will be marked as absent, using the U code*

*NB. This is an unauthorised code as the pupil was not present at the time of registration.

The school responds to ongoing lateness by:

- Parents logging lateness in the late book (i.e. time of arrival and the reason for their child's lateness).
- Monitoring lateness and bringing continued incidences to the attention of the parent(s) (e.g. to take appropriate action to prevent further lateness).
- Inviting parents into school to discuss reasons for lateness and to action plan to prevent further incidences.
- Taking legal action, as and when required, if lateness occurs after registration has closed.

9.5 Following up unexplained absence

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

> Call the pupil's parent on the morning of the first day of unexplained absence to understand the reason. If the school cannot reach any of the pupil's emergency contacts, the school may undertake a home visit, contact the police and/or social services.

> 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 has been established – this will be no later than 5 working days after the session.

> Call the parent on each day that the absence continues without explanation to ensure safeguarding action is taken where necessary. If absence continues, the school will consider involving specialist support (e.g. an Education Welfare Officer).

9.6 Reporting to parents

The school will regularly inform parents about their child's attendance and absence levels via half-termly reports, or, more frequently where pupil absence rates are of particular concern.

10. Authorised and unauthorised absence

10.1 Approval for term-time absence

The Headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the Headteacher's discretion, including the length of time the pupil is authorised to be absent for.

The school considers each application for term-time absence individually, considering the specific facts, circumstances, and relevant context behind the request.

Any request should be submitted at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via: <https://www.valenceprimaryschool.com/images/PDF/Attendance/Request%20for%20Leave%20of%20Absence%20Form.pdf>

The Headteacher will require evidence to support any request for leave of absence.

Valid reasons for **authorised** absence include:

> Illness and medical/dental appointments.

> Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart.

> Traveller pupils travelling for occasional purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occasional boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending an educational provision.

10.2 Legal sanctions

Pupil absence can be a symptom of wider child and/or family support, the school and Local Authority will always work together with other local partners to understand the barriers to attendance and provide support. Where this is not successful, or it is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents, or by other legal measures.

Parents can be issued a **Fixed Penalty Notice** by the Local Authority for their child's nonattendance. The school, via the local authority, can fine parents for the unauthorised absence of their child from school, and where the child is of compulsory school age.

If issued with a penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

NB. A penalty notice provides an alternative to prosecution. The Headteacher will decide if they wish to fine unauthorised absences from school by issuing a Fixed Penalty Notice.

The decision whether or not to issue a penalty notice may consider the following:

- > The number of unauthorised absences occurring within a rolling academic year.
- > One-off instances of irregular attendance, such as holidays taken without permission.
- > Frequent lateness, especially when late after the close of registration (U code).
- > Where an excluded pupil is found in a public place during school hours without a justifiable reason.

There is no right of appeal against a Fixed Penalty Notice. If this is not paid, the Local Authority can proceed to prosecution or withdraw the notice. The Local Authority can also prosecute parents for non-attendance without issuing a Fixed Penalty Notice.

If a registered pupil of compulsory school age fails to attend school regularly, the parent could be guilty of an offence under section 444 Education Act 1996.

The Supreme Court determined that attending school '*regularly*' means attendance in accordance with the rules prescribed by the school (e.g. the school policy).

Valence Primary School expects all pupils to attend school every day the school is open and for all sessions available to them (i.e. AM and PM sessions), failure to do this may lead to the commission of an offence (by parents).

There are two offences:

1. [Section 444\(1\) Education Act 1996](#) – if the child is absent without authorisation, then the parent is guilty of an offence. This is a strict liability offence evidenced by a lack of regular attendance. Sanctions can include a fine of up to £1,000.
2. [Section 444\(1A\) Education Act 1996](#) – this is an aggravated offence. If the child is absent without authorisation and the parent knew about the child's absence and failed to act, then the parent is guilty of an offence. Sanctions can include a fine of up to £2,500 and a prison sentence of up to 3 months.

Other measures to secure regular attendance by legal measures include a Parenting Order; School Attendance Order; Education Supervision Order. Information about these can be found in appendix 2.

11. Strategy for promoting attendance

The school will use a whole school approach to promote attendance. This will include:

- > Implementation of a whole school approach, thereby ensuring the contributions of pupils, parents, staff, governors, stakeholders, and partners.
- > Training of staff about the importance of attendance (e.g. regarding pupils' education, wellbeing, wider development) and to help understanding about staff responsibilities to improving attendance and supporting pupils.
- > Focusing efforts to include disadvantaged and vulnerable children where national data shows these pupils to have higher levels of pupil absence (e.g. children with SEND, children in receipt of Free School Meals, children with a social worker) and risk (e.g. welfare and attainment).
- > The use of data to identify those children and groups of children (e.g. pupil cohorts) where concerns are had (e.g. due to higher levels of absence) and risks may be present (e.g. welfare, safety, underachievement).

11.1 Support for children with medical conditions or SEND

Where children have medical conditions or SEND, we will work to the same ambition for attendance and work with children and parents to maximise attendance. Specifically we will,

- Ensure join up with pastoral support, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the child's Education, Health and Care Plan (EHCP) is accessed.
- Consider any additional support from wider services and external partners.

- Regularly monitor data for such groups, including at governing body meetings and with the local authority.

Regarding parents of children that may have medical conditions or SEND, we expect parents to,

- Work with the school and local authority to help them understand their child's possible barriers to achieving full attendance (i.e. punctual and regular attendance).
- Proactively engage with the support offered.

11.2 Support for children with a social worker

Where a child has a social worker, we will inform the social worker of any unexplained absences and if the child's name is to be deleted from the register. Regarding support, we will regularly review attendance data to help school leaders focus support on children who need it.

We expect all parents to work with the school and local authority to help them understand any possible barriers to their child achieving full attendance (i.e. punctual and regular attendance).

12. Procedures

12.1 Sharing information

Valence Primary School will make attendance and punctuality expectations known to parents by:

- Sharing information and expectations for attendance and punctuality prior to admission (e.g. by sharing its policies on attendance, punctuality and engagement).
- Sharing our systems and procedures to address children's absence and lateness, including the use of standardised letters to parents (e.g. that address specific aspects of attendance and/or punctuality).
- Uploading policies to the school's website.

12.2 Daily Registration

The school will ensure that:

> Registration will be completed at the start of each session within 10 minutes of the start time.

> Registers will be recorded accurately, indicating clearly when a child is late, present, or absent.

- > Appropriate attendance codes are used.

12.3 Systems to monitor attendance and punctuality

The school will:

- > Telephone parents to establish the reason for children's absence.
- > Telephone parents regarding all unexplained absences beyond five days.
- > Send parents a letter when contact cannot be established by telephone.
- > Undertake home visiting when attendance is irregular and/or punctuality is a concern.
- > Initiate an Attendance Improvement Meeting (AIM) when support needs to be formalised.
- > Liaise with social services (Multi-Agency Safeguarding Hub - MASH) if no contact has been established with parents.

12.4 Monitoring and evaluation of attendance data

The school will:

- > Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level.
- > Identify whether or not there are particular groups of children whose absences may be a cause for concern.

Pupil-level absence data will be collected each term and published at national and local authority level through the Department for Education (DfE) school absence and national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average and share this with the governing body.

12.5 Analysing attendance

The school will:

- > Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance and use this analysis to provide targeted support to these pupils and their families.
- > Use data to monitor and evaluate the impact of any support put in place to review their success and/or to modify them for future support.

12.6 Using data to improve attendance

The school will:

- > Provide regular attendance reports to class teachers, and other school leaders, to provide context for when discussing attendance with pupils and parents.
- > Use data to monitor and evaluate the impact of any support put in place on an individual and group level to review their success and/or to modify them for future support.
- > Use data to provide information and context for school displays and noticeboards when comparing attendance in school (e.g. between classes and year groups) and against national and local positions.

12.7 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. Both categories provide concern for pupil welfare and educational progress.

The school will:

- > Use attendance data to find patterns and trends of persistent and severe absence.
- > Hold regular meetings with the parents of pupils who the school and/or local authority considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school.
- > Provide access to wider support services to remove the barriers to attendance.

> Initiate safeguarding measures when having concerns about children’s safety and welfare.

12.8 Performance Monitoring

This school will monitor all children and those with unique characteristics. Performance monitoring will help understand the extent to which our policy and procedures are improving or exacerbating equity amongst children (e.g. helping or preventing fair access to education).

Whole School	All school, both sites (i.e. Bonham Road and St George’s)
KS1 and KS2	All children in KS1 and KS2
Girls	All girls in KS1 and KS2
Boys	All boys in KS1 and KS2
Ethnicity	All ethnicities
Year Groups 1 - 6	Children aged 5 upwards
Additionally Resourced Provision (ARP)	Onsite provision for children with long term special education needs
SEN N	No special educational need
SEN K	Children with Special Educational Need (SEN) support
SEN E	Education, Health and Care Plan
EYPP	Early Years Pupil Premium
Disadvantaged	Children that, <ul style="list-style-type: none"> ▪ have received free school meals (FSM) in the last 6 years; ▪ is in the care of the Local Authority (LA) as a child looked after or was in care; ▪ is adopted; ▪ is the child of a family in the armed forces.

12.9 Safeguarding

Valence Primary School has a duty to keep registered children safe and to ensure they are free from harm. Irregular attendance can be an indication of neglect, which may initiate safeguarding activity.

The school will:

> **Recognise:** the signs of abuse and neglect.

> **Respond:** appropriately to concerns about abuse and neglect.

> **Report:** concerns to the appropriate person (e.g. Designated Safeguarding Lead) and to the appropriate authorities (e.g. social services and/or to refer concerns to the local Multi-Agency Safeguarding Hub).

> **Record:** information accurately and appropriately (e.g. on CPOMS).

> **Review:** safeguarding practices regularly to ensure they are effective.

13. Monitoring arrangements

This policy will be reviewed as guided by the local authority or Department for Education (DfE), and as a minimum of one year by the Headteacher. At every review, the policy will be reviewed by the full governing body.

14. Additions and deletions from the Register

The school will add and delete pupils from our school roll in line with the Pupil Registration Regulations. In most circumstances, we will know in advance about pupils leaving our school; this will be planned and discussed with the parent in advance of the pupil leaving.

At Valence Primary School we will always work with families to gain information about the pupil's next school and/or address before the pupil leaves to reduce the risk of pupils becoming a child missing education through lack of shared information.

We follow [Barking and Dagenham Local Authority's Children Missing Education procedures](#) and will inform the Children Missing Education Team of all removals from our school roll no later than the date the child is removed in line with statutory responsibilities.

If a child is removed from roll to home educate, we can only de-register the child if we receive, in writing, the parent's intention to educate their child other than at school. The pupil will be de-registered on receipt of such a letter and Barking and Dagenham Local Authority will be informed of the removal from roll as outlined above.

Appendix 1: Absence and Attendance Codes

Code / \	Present in school / = am \ = pm
Code L	Late arrival before the register is closed
Authorised absence means that one of a specific set of circumstances applies. Parents should be aware that is only the school that can authorise an absence:	
Code C	Leave of absence granted by the school
Code H	Leave of absence for the purpose of a family granted by the school
Code E	Excluded but no alternative provision made
Code I	Illness (not medical or dental appointment)
Code M	Medical or dental appointment
Code R	Religious observance
Code S	Study leave
Code T	Traveller absence
Unauthorised absence is where the reason for a pupil's absence has not been provided and cannot be established:	
Code G	Holiday not granted by the school or in excess of the period determined by the school
Code N	Reason for absence not yet provided
Code O	Absence without authorisation
Code U	Arrived in school after registration closed
Attending another school at which the pupil is registered:	
Code D	Dual registered at another school
Attending an educational activity that takes place outside of the school:	
Code B	Off-site educational Activity
Code J	At an interview with prospective employers, or another educational establishment
Code P	Participating in a supervised sporting activity
Code V	Educational visit or trip
Code W	Work experience
Unable to attend due to exceptional circumstances:	
Code Y	Unable to attend due to exceptional circumstances
Administrative codes:	
Code X	Non-compulsory school age pupil not required to be in school
Code Z	Prospective pupil not an admission register
Code #	Planned whole or partial school closure

Appendix 2: The law on school attendance and the powers of the Local Authority in enforcing school attendance

1. Compulsory school age

A child is of compulsory school age at the beginning of the 1st term after their 5th birthday, so:

- Children who turn 5 between 1st January and 31st March will be of compulsory school age at the beginning of the school term after 31st March;
- Children turn 5 between 1st April and 31st August will be of compulsory school age at the beginning of the school term after 31st August;
- Children who turn 5 between 1st September and 31st December will be of compulsory school age at the beginning of the school term after 31st December.

A child remains of compulsory school age until the last Friday in June in the year that they turn 16 years old. Young people are then required to remain in education, employment or training until their 18th birthday.

2. Suitable education

Under section 7 of the Education Act 1996, parents have a legal duty to ensure their child of compulsory school age receives a suitable education. This can be by regular attendance at school, alternative provision or by elective home education. The education must be:

- **Full-time;**
- **Efficient** – the education must achieve what it sets out to achieve;
- **Suitable** – to their age, ability and aptitude and any special educational needs they may have. The education must equip the child for life within the community and must not limit a child's options in later life.

3. The law on school attendance

All schools, including independent schools, must maintain an Admission Register and all schools except boarding schools must have an Attendance Register. The Registration (Pupil Registration) (England) Regulations 2005 require a school to put the child's name on the Admission Register on the first day that the child is expected to attend school, if the pupil does not attend, they will be recorded as absent – this can be authorised or unauthorised:

<https://www.legislation.gov.uk/ukxi/2005/1437/contents/made>

Schools have to regularly inform the Local Authority of any pupils who are regularly absent from school, have irregular attendance, or have missed 10 school days or more without the school's permission. Only exceptional circumstances warrant a leave of absence. Schools are required to consider each application individually considering the specific facts and circumstances behind the request. If a leave is granted, it is for the Headteacher to determine the length of time the pupil can be away from school.

Schools also have a safeguarding duty under Section 175 Education Act 2002 to investigate any unexplained absences: <https://www.legislation.gov.uk/ukpga/2002/32/section/175>

4. Parenting Order

A court can impose a Parenting Order following a successful prosecution for irregular attendance or failure to follow a School Attendance Order. A Parenting Order can also be made up to 6 months after a Parenting Contract has been entered into.

The court can also impose an order on its own if the Local Authority or governing body apply within 40 school days of a child's misbehaviour or review of a child's exclusion. The order will:

- Require parents to attend parenting classes for up to 3 months to support them in their child's behaviour;
- Require parents to comply with other conditions for up to 12 months.

Parents have a right to appeal against an order to the Crown Court.

A responsible officer from the school or Local Authority will supervise the order. A breach of the order without responsible excuse can lead to a fine of up to £1,000. The police can enforce the order.

5. School Attendance Order

If the Local Authority is not satisfied that the parents are providing a suitable education to a child of compulsory school age and it is appropriate for the child to attend school, they can apply for a School Attendance Order under Section 437(3) Education Act 1996: <https://www.legislation.gov.uk/ukpga/1996/56/section/437/1999-08-31>

The order will require the child's parents to register the child at a named school. Failure to comply with a School Attendance Order amounts to an offence which the parent can be prosecuted for.

If parents do not register the child at a school after the School Attendance Order has been issued, the Local Authority may choose to prosecute. The case will then proceed to the Magistrates Court and the parent(s) will be given the opportunity to show that a suitable education is being provided.

If the Court find that the education provided is not suitable, parents can face a fine of up to £1,000. If the parent(s) are acquitted, the Court can direct the School Attendance Order be discharged and no longer in force.

6. Education Supervision Order

The Local Authority can apply for an Education Supervision Order under Section 36 Children’s Act 1989 if it believes a child of compulsory school age is not being properly educated. This can include irregular attendance at school:
[https://www.legislation.gov.uk/ukpga/1989/41/section/36#:~:text=\(1\)On%20the%20applicati on%20of,order%20under%20subsection%20\(1\)](https://www.legislation.gov.uk/ukpga/1989/41/section/36#:~:text=(1)On%20the%20applicati%20of,order%20under%20subsection%20(1))

Examples of circumstances where an Education Supervision Order could be used:

- Inability to exercise appropriate level of authority due to parental needs/contexts (e.g. drug and alcohol abuse, physical or mental health needs).
- Child is beyond control in respect of school attendance and parents have difficulties with commanding their (parental) influence.
- Parents can exercise authority but need constant reminding and direction to sustain this.
- Parents are unable to sustain appropriate boundaries and the child or young person is engaging in antisocial and/or risk-taking behaviour.

Under the Education Supervision Order, a supervisor will be appointed for the child who will advise, assist, befriend and give directions to the child and their parents to ensure they are properly educated.

The directions of the supervisor will override* any obligation placed on the parents under Section 7 and Section 444 of the Education Act 1996:
<https://www.legislation.gov.uk/ukpga/1996/56/section/7>

*A parent cannot be autonomous in exercising their legal responsibility to ensure their child’s regular attendance, they must take directions from the supervising officer.

Where parents persistently fail to comply with the directions given under the Education Supervision Order, they may be guilty of an offence. Local Authorities can prosecute in the Magistrates Court for persistent non-compliance with the Order and parents (upon conviction) will be liable to a fine up to £1,000.

Appendix 3: Sharing concerns in school

Whole School Approach - This form is completed in partnership with the child and family to share attendance related concerns within the confines of the school to achieve early help from within the universal support of the school.

In-school Early Help Form - Attendance

Date of contact		Time of contact	
Contact type: school/home/telephone			

1) Identifying details

Name of person completing form	
Role of person completing form	

Pupil's name		Present?	Y/N
Year Group			
Class Teacher		Present?	Y/N
Name of Parent 1		Present?	Y/N
Name of Parent 2		Present?	Y/N

2) Reasons for unexplained/unauthorised absence and/or lateness

Identify absences and/or lateness on attendance certificate (print out). Discuss these with the pupil and their parent(s) to determine their reasons.
Reasons explained by child:
Reasons explained by parent(s):

3) Barriers to achieving punctual and regular attendance

Discuss pupil barriers for achieving punctual and regular attendance.
Barriers explained by child:
Barriers explained by parent(s):

4) Impact on attainment

What has been the impact of absence and/or lateness on the pupil's academic progress?

Teacher comments:

Child's views:

Parent(s) views:

5) Concerns

As a group, discuss and agree your overall concerns for the pupil achieving punctual and regular attendance.

Our concerns are:

We think these might be happening because:

We will know when things have improved when:

6) Support

Agree support to improve attendance and/or punctuality with pupil and their parent(s).
In-class support:
What can the pupil do differently:
What can the parent(s) do differently:
Is there a requirement for additional in-school support? If so, provide details:

7) Review

First review
Date:
Time:
Attending:
Second review
Date:
Time:
Attending:

8) Signed

Pupil	
Parent 1	
Parent 2	

Purpose and Information Sharing

This form is to be completed by teaching and non-teaching staff when discussing attendance related difficulties with children and their families. With reference to the Department for Education guidance *'Working together to improve attendance'* (May 2022) the emphasis is on 'support' and finding solutions together with children and families.

Use Arial font size 12. Once completed the form should be uploaded to the school's MIS database (CPOMS) – this is to share information with other school staff in the interest of supporting the child, and for compliance with data protection law (as below).

A copy of this form should be provided to the parent(s) or carer(s).

Record keeping and confidentiality

This form is to be completed in accordance with how Valence Primary School manages the retention and deletion of records. Valence Primary School's use of this personal data is to support the best interests of the child and is recorded in accordance with data protection law (i.e. Data Protection Act 2018) and the General Data Protection Regulations (GDPR). Valence Primary School has published a privacy notice on its website which explains how the school uses and keeps personal data. This can be found at:

<https://www.valenceprimaryschool.com/en/privacy.html>

Safeguarding

Valence Primary School has a duty to share information, where relevant, to safeguard children. This includes:

- to prevent harm;
- promote the welfare of children; and
- identify risk in order to prevent harm.

The school will share information, as appropriate and identified, should a need to safeguard children become apparent/known through the completion of this form. This will be done in accordance with Valence Primary School's Child Protection and Safeguarding Policy found at:

<https://www.valenceprimaryschool.com/en/statutoryu/statutory-policies.html>

Appendix 4: Sharing concerns with parents

1. Meeting with parents

Parents' reactions may vary when concerns are raised about their child. It is therefore important to put parents at ease. Discussions of a sensitive nature should always be conducted somewhere private, comfortable, and accommodating (e.g. by the inclusion of

playthings for children, drinking water, tissues, etc.). Parents should be listened to, and silences tolerated – parents are more likely to appreciate conversations that give space and time to understand concerns presented.

A ‘case’ relates to support given to a child in the interests of improving their attendance and/or reducing lateness. The emphasis is on support, thereby ‘casework support’ is the activity of working in partnership with families to improve the child’s attendance and punctuality - parents should be encouraged and enabled to take part in their child’s improvement journey.

2. Casework Support

a)	Parents have a right to be treated with respect. Valence Primary School works with parents in the interests of the child. School staff should be encouraging parents to understand that a good education is of benefit to the child and how parents can be actively engaged in their child’s learning.
b)	When meeting with parents the standard letters should be used (see Appendix 4).
c)	Parents should know that notes of discussions will be taken in accordance with the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Parents are entitled to have copies of notes taken. This allows parents to check the accuracy of what has been recorded and to take direction from what may have been agreed.
d)	The purpose of meeting parents is to share concerns about the child’s attendance and/or punctuality, to gather factual information, offer advice and guidance, and to plan for improvements.
e)	All adults should be identified, and their status established (e.g. who has Parental Responsibility). Similarly ‘significant others’ (e.g. grandparents, aunts, uncles) should also be established, as this will establish those other adults who provide regular and consistent care to the child and who may be in a position of influence and/or to provide support.
f)	At the meeting, the family composition should be established, and an assessment made of the support required. Arrangements should be made for follow up meetings, where appropriate, at dates and times that suit the family (e.g. there may be a need to accommodate working parents).
g)	Meeting notes should show attempts by the member of staff to offer help and advice. It is important to establish that parents know of the absences and to evidence attempts by the member of staff to identify barriers to achieving full attendance and suggest how those barriers might be removed. Attendance summaries and (academic) progress information should therefore be used to help parents understand: <ul style="list-style-type: none"> ▪ the child’s overall attendance ▪ the degree of absence and/or lateness
	<ul style="list-style-type: none"> ▪ the trend/profile of absence and/or lateness ▪ the impact absence may have on the child’s learning
h)	Meeting notes should avoid the use of judgemental language.

i)	For each open case there should be a S.M.A.R.T* plan based on the % of attendance at the time of when the attendance concern was first presented with a clear understanding about the improvement required (e.g. what changes are required, by whom, and by what date).
j)	All open cases will be 'case managed' in regular one-to-one support sessions at no longer than six weekly intervals.
k)	At casework support sessions the member of staff will need to bring for each case discussed a case file containing: <ul style="list-style-type: none"> ▪ an up-to-date attendance summary filed chronologically; ▪ an up-to-date chronology; ▪ copies of all contact records filed chronologically; ▪ copies of other correspondence filed chronologically.
l)	Casework discussion will be uploaded to CPOMS.

*S.M.A.R.T: Specific, Measurable, Achievable, Realistic, Timebound.

Appendix 5: Standard letters to parents

Template letter 1: N Code

Dear <parent's name>

Child's name:

DOB:

Class:

Year Group:

Re: Section 175 Education Act 2002, safeguarding duty to investigate unexplained pupil absence

According to our records, <child's name> has been absent from school without a reason provided. <child's name> absence has therefore been marked with **Code N: Reason for absence not yet provided**.

To provide a reason why <child's name> has been absent from school, please complete the below tear-off slip and return this to <name of person/department> as soon as possible.



Unauthorised Absence from School

After a two-week period unexplained absence is converted to **Code O: Absent without authorisation**.

If you wish to discuss this letter, then please contact me on <telephone number>.

Yours sincerely,

Lesley Cater - Attendance Manager

Please complete this slip and to return to <name of staff/department>.

Child's name:

Dates of unexplained absences: <dates of N codes>

Explanation for dates of unexplained absence:

Parent Signature

Template letter 2: Meeting letter

Parents name and address

Valence Primary School
St George's Road
Dagenham
Essex
RM9 5AH

Date: XX/XX/XXXX

Our ref: Attendance/XX

Contact telephone number: [NUMBER]

Dear [parent name]

Re: School Attendance – [name of child]

I would like to meet with you to discuss concerns about [child's name] attendance.

There may be problems at home that the school are unaware of, and I may be able to offer you some advice or support. You may also have concerns about [child's name] experience of nursery school.

I would therefore like to meet with you in school/ visit you at home [delete as appropriate] on:

Date:

Time:

Venue:

If you are unable to meet me at that time, please let me or the school know as soon as possible to avoid unnecessary journeys.

I have enclosed a copy of the attendance summary for your information.

I look forward to seeing you soon.

Yours sincerely,

Name of school staff

Enc. Attendance summary.

Template Letter 3: Lateness

<Address>

<Address>

<Address>

Dear [parent's name]

Re: School Attendance / Lateness – named of child

This letter is about the home-school agreement in place for <child's name> and our commitment to ensuring they regularly attend school.

Having reviewed <child's name> attendance we are concerned about the number of late marks they have had (i.e. Code L).

Being late negatively impacts children's learning and disrupts teacher time and their organisation. The table below shows how much time can be missed over a year by being late to school.

5 minutes late every day = 3 days lost learning
10 minutes late every day = 6.5 days lost learning
15 minutes late every day = 10 days lost learning
20 minutes late every day = 13 days lost learning
30 minutes late every day = 19 days lost learning

I have enclosed a copy of <child's name> Attendance Summary for your information.



If <child's name> arrives 30 minutes after the close of registration, they will be marked with **Code U: Arrived in school after registration closed**, this is an unauthorised absence mark.

To ensure <child's name> has every opportunity of educational success please make sure they regularly attend school, and they are on time.

If you have any queries or would like to discuss <child's name> attendance, please contact <named school person> on <telephone number>.

Yours sincerely,

Lesley Cater – Attendance Manager.

Template Letter 4: Illness & Medical Absence

<Address>

<Address>

<Address>

Dear [parent's name]

Re: School Attendance: Authorised Absence – named of child

Regular and punctual attendance is important to ensure children fulfil their educational potential, it is also a legal requirement when a child is registered at a school.

When looking into the reasons why <child's name> has been absent from school, most of their absence has been due to illness and/or medical reasons.

If <child's name> has any further absence from school, then medical evidence must be obtained and provided to the school from a medical professional (e.g. a doctor). Information can be a doctor's note or an appointment card.



Only a Head Teacher can authorise a child's absence and only in **Exceptional Circumstances**.

If evidence is not supplied when <child's name> returns after an illness or medical absence, they will be marked **Code O: Absent without authorisation**. This means the school is not satisfied with the reason given.

I have enclosed a copy of the Attendance Summary for your information.

If you have any queries or would like to discuss <child's name> attendance, please contact <named school person> on <telephone number>.

Yours sincerely

Lesley Cater – Attendance Manager.

Template Letter 5: Attendance Improvement Meeting (AIM)

<Address>
<Address>
<Address>

Dear <Name of Parent>

Re: School Attendance - <child's name>

Following my letter sent to you dated <date of letter> we have ongoing concerns about <child's name> attendance and/or punctuality.

I enclose <child's name> most recent Attendance Summary for your information.

There may be some problems that we are unaware of, and I may be able to offer some advice or support. I am therefore inviting you to discuss <child's name> attendance as follows:

Meeting: Attendance Improvement Meeting (AIM)
Date: Thursday 20 June 2023
Time: 09:15AM
Venue: Valence Primary School – Bonham site

This is a supportive measure to understand the reasons behind <child's name> absence and/or punctuality difficulties, and to improve their attendance over time in partnership with you.

If you have any queries or would like to discuss <child's name> attendance, please contact <named school person> on <telephone number>.

Yours sincerely,

Lesley Cater – Attendance Manager.

Template letter 6: Referral to Education Welfare Service

Dear <Name of Parent>

Re: Referral to Education Welfare Service

[school's name] Attendance Target	
%	
Child's name	
Overall attendance %	Overall absence %
Number occasions late:	

I write to inform you that we have referred your child to the Education Welfare Service who will shortly be making contact with you.

We have referred [child's name] due to his/her overall attendance, as this is likely to have a detrimental effect on his/her educational attainment.

You may require help to ensure that [child's name] regularly attends [school's name] and an Education Welfare Officer will discuss this with you.

If you would like to discuss [child's name] schooling, then please do not hesitate to contact me.

Yours sincerely,

Head Teacher – Valence Primary School

Appendix

6: Assessment following Initial Meetings with Families

Assessment following Initial Meetings with Families
Assessment of Way Forward [include aggravating/mitigating factors]
Current attendance and brief account (bullet points) of barriers to attendance and outline of casework to date:
Aggravating factors (e.g. parentally condoned absence, lack of parental engagement):
Mitigating factors (e.g. sickness or unavoidable cause):
What is your recommendation?
Time Limited Plan (who is going to do what and by when)
Parent(s) will:
1.
2.
3.
Child will:
1.
2.
3.
School will:
1.
2.
3.
Practitioner will:
1.
2.

3.
Agreement
We commit to the actions as listed. We will achieve these by working together to help [child's name] achieve full attendance (i.e. to be punctual and to regularly attend).
Name and signature of Parents(s):
Date:
Name and signature school representative:
Date:
Name and signature of practitioner (e.g. School Nurse):
Date:
Review date:

Information Sharing and Consent

We need to collect the information in this assessment so that we can understand what help you may need. If we cannot provide support to all your needs, we may need to share some of this information with other agencies, so they can help us to provide the services you need. If we need to share information with any other agencies, we will ask you about this before we do it.

We will treat your information as confidential and will not share it with any other agency unless we are required to do so by law, or unless you or any other person will come to some harm if we do not share it. All information will be kept in compliance with the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

I/we agree to the sharing of information, as agreed, between agencies that are providing me with a service or those that may need to see my assessment to plan, monitor, or measure outcomes. I understand the information recorded in this assessment will be stored and used for the purpose of providing services to my family and may also be used for monitoring and auditing.

Name	Signature	Date

Is there any individual or agency you do not wish information to be shared with?	Yes		No	
--	-----	--	----	--

Appendix

If yes, please give details:

7: Contact Record (for recording contact with families)

Name of staff:

Date of contact:

Time of contact:

Type of contact [phone/home/office/school]:

Name of child/ren		Present?	
Name of Parent 1		Present?	
Name of Parent 2		Present?	
Name of others present			

Record of contact

What actions were agreed and by whom? What is the timescale?

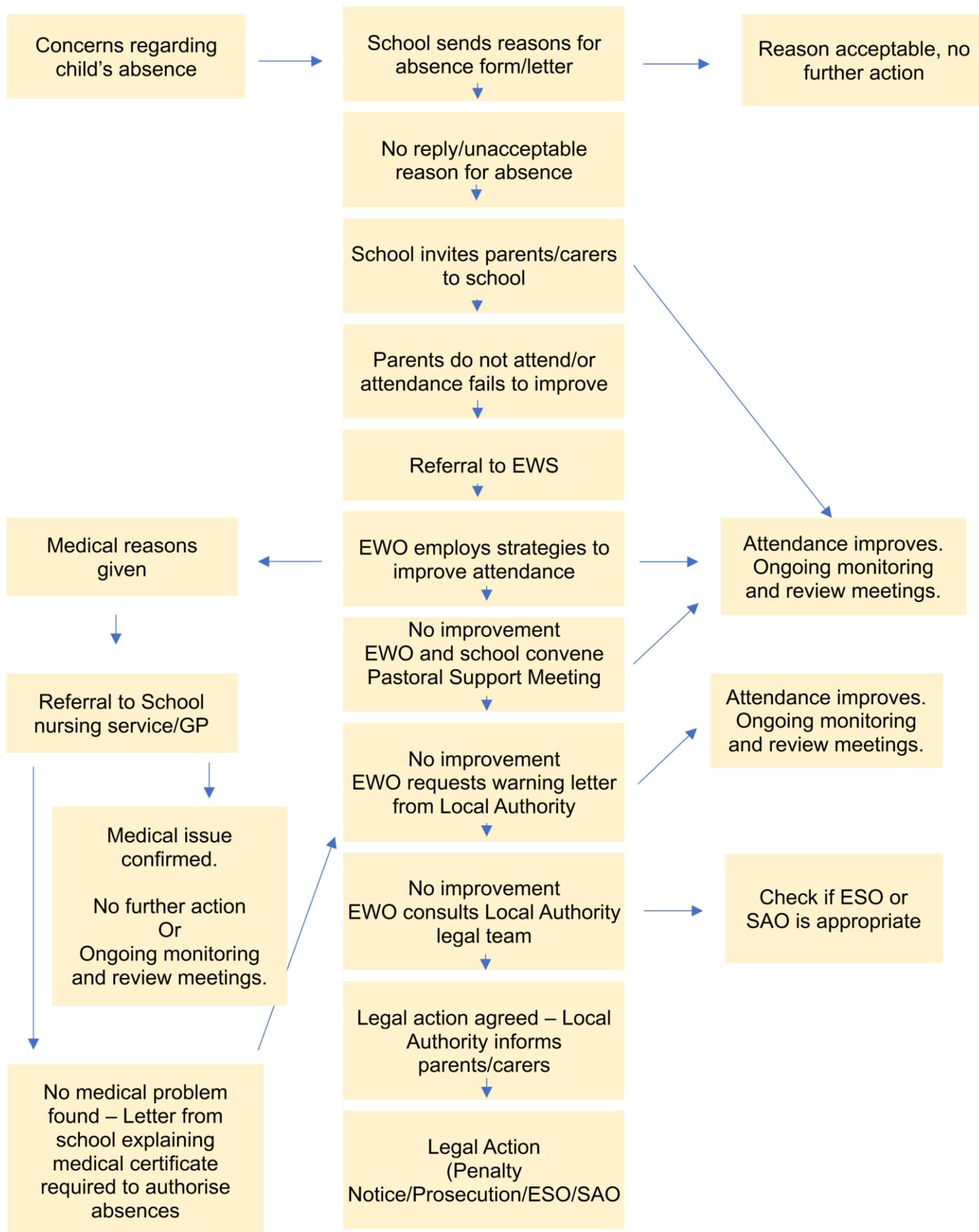
Date and time for review of agreed actions:

Printed name:
Signed:

Date:

Appendix 8: Procedures for non-attendance - flowchart

Appendix



9: Checklist for casework prior to requesting legal intervention

Action	Yes	No	Date
Attendance has been reviewed and there are ongoing unauthorised absences, despite attendance issues having been addressed.			
Parents have been notified of concern i.e. irregular attendance and reminded (in writing) of their legal responsibilities to ensure their child's regular and punctual attendance at school.			
Ascertainable wishes of child/young person via 'Voice of the Child' have been obtained.			
Parents have been invited to meet to discuss/address irregular attendance/absences.			
Information has been provided to parents i.e. to explain/remind parents about their legal responsibilities to ensure their child's regular attendance and the legal consequences of unauthorised absences.			
Consideration has been given to school and multi-agency support.			
Any medical / health matter has been followed up with respective service/professional (GPs/consultants/School Nursing) and considered regarding child's attendance.			
Agency involvement has been checked:			
- Social Care			
- Educational Psychology			
- Medical/Health			
- PCAMHS/CAMHS			
- Police			
- Youth Offending			
- Inclusion Services/Behaviour Support			
- Substance Abuse			
- Bereavement			
- Other			
Any actions taken to support the child/young person's broader social, emotional, and behavioural needs have been taken, including:	Yes	No	Date
- CAF / Early Help assessment			
- Transport assistance investigated			
- Reduced timetable			
- Alternative provision			
- Altered curriculum			

Appendix

- Time within school inclusion			
- Help with catching up missed schoolwork			
- Rewards/Sanctions			
- Behaviour Support			
- Pastoral Support Plan			
- Managed Move			
- Change of Tutor group			
- Bullying resolution			
- Mentoring/buddying			
- School Nurse input			
- Counselling			
- Parenting help/referral			
- Other			
Minutes of meeting sent to parents, or letter sent confirming parent/s did not attend.			
Review meeting* held to discuss progress/set new targets/other.			
Meeting notes sent to parents, or letter sent confirming parent did not attend.			
Attendance does not show sufficient improvement and a formal written warning has been sent to parents explaining they are at risk of legal action being instituted against them.			
Application to request Local Authority has been completed and sent to the respective person with responsibility for legal action if attendance has not improved or satisfactory reasons have not been provided within 10 days.			
Pupil Attendance Record (attendance summary), copies of all letters and meeting notes have been sent with the above application.			

* a minimum of 1 review meeting should be offered, but more may be appropriate e.g. where there is some improvement, but a satisfactory level has not been reached, where multiagency support is required, or where new emergent support needs are required.

10: Overview – roles and responsibilities

Governing Body	Headteacher	Attendance Lead	Attendance Manager	Class teachers	Administration
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Promote importance of school attendance across the school's policies and ethos.	Implementation of policies at the school.	Lead attendance across the school.	Oversee day to-day functions for attendance.	Record attendance on a daily basis.	Take calls from parents about absence and record information on the school MIS database.
Make sure school leaders fulfil expectations and statutory duties.	Monitor school level absence data and report it to governors.	Offer a clear vision for attendance improvement.	Monitor and analyse data.	Promote and encourage punctual and regular attendance for their class.	Operate First Day contact, continuous absence, and 10 days absence procedures.
Regularly review and challenge attendance data.	Support staff with monitoring the attendance of individual pupils.	Evaluate and monitor expectations and processes.	Benchmark attendance data to identify areas of focus for improvement.	Speak with parents about attendance issues; forward information to school office and/or attendance manager.	Provide information and advice, constructive challenge, to parents about school attendance.
Monitor attendance figures for the whole school.	Monitor the impact of any implemented attendance strategies.	Have an oversight of data analysis.	Provide regular attendance reports to staff and report concerns to Attendance Lead / Headteacher.	Support attendance interventions for their pupils.	Transfer calls from parents to the relevant staff.
Make sure staff receive adequate training on attendance.	Issue fixed penalty notices, where necessary.	Devise specific strategies to address areas of poor attendance identified through data.	Work with Education Welfare Officer to reduce persistent and severe absence.		
Hold Headteacher to account for the implementation of policies.	Utilise all other statutory measures to secure regular attendance.	Arrange calls and meetings with parents to discuss attendance issues.	Advise Headteacher when to issue fixed-penalty notices / other legal measures to secure regular attendance.		
		Deliver targeted intervention and support to pupils and families.	Perform admission and deletions of pupils to/from the registers.		

Appendix
11: Graduated Whole School Support

Appendix

Performance Cycle	Tier 1 Class Teacher / HLTA	Tier 2 Attendance Manager	Tier 3 Attendance Lead	Tier 4 Strategic Intervention (Triage)
Understand	<ul style="list-style-type: none"> Number of pupils in their class: <ul style="list-style-type: none"> o frequently late; o with 95% attendance and below, including Persistently Absent and Severely Absent pupils. 	<ul style="list-style-type: none"> Review attendance related concerns of Class Teachers – support as appropriate. Profile whole school absence by type (e.g. Disadvantaged, Vulnerable, Unique characteristics). 	<ul style="list-style-type: none"> Analyse school's attendance data in comparison with national, and LA. Evaluate effectiveness of in-school support and processes to improve attendance. 	<ul style="list-style-type: none"> The volume, distribution (e.g. by year group) and specific needs of those pupils where support has not achieved attendance improvements.
Plan	<ul style="list-style-type: none"> Whole class activities to promote and encourage punctual and regular attendance. Parent-teacher reports to: <ul style="list-style-type: none"> o review individual pupil attendance; o explain interrelationship between pupil absence and attainment; o initiate discussions about barriers to attendance. 	<ul style="list-style-type: none"> Benchmark school's attendance data with national and LA positions. Prepare and distribute 'Attendance Performance Report' through cycles of reporting (e.g. HT1 to HT6). With the Designated Attendance Lead, agree priorities for whole school and meeting with individual pupils and their families. 	<ul style="list-style-type: none"> Devise specific strategies to address poor attendance, including: <ul style="list-style-type: none"> o Staff development. o In-class and whole school approaches. o Communication with pupils, parents, and the community. o Targeted Support from partners and/or contractors. 	<ul style="list-style-type: none"> Determine type and urgency of support for pupils with complex attendance related difficulties and/or that have co-occurring conditions, including: <ul style="list-style-type: none"> o Behavioural difficulties. o Pastoral needs. o Medical conditions. o Welfare/social needs. o SEND. o SEMH.
Do	<ul style="list-style-type: none"> Record pupil attendance daily. Promote, encourage and model punctual and regular attendance for their class. Speak with parents about attendance related issues. Record discussions and actions had with parents and pupils. Forward any attendance and/or welfare concerns to the Designated Attendance Lead and/or Safeguarding Lead. Recognise and celebrate individual and class improvements. 	<ul style="list-style-type: none"> Meet with children and families as prioritised with Designated Attendance Lead. Meet with Education Welfare Officer (EWO) to discuss pupils with little or no engagement from families and/or no attendance improvement. Refer cases to EWO for Targeted Intervention by them. Forward any attendance and/or welfare concerns to the Designated Attendance Lead and/or Safeguarding Lead. 	<ul style="list-style-type: none"> Provide a clear vision to the school community about expectations for punctual and regular attendance. This should explain types of support, rewards, and sanctions. Arrange calls and meetings with parents to discuss attendance issues. Profile and organise information to triage support for pupils and families at Tier 4. Prepare reports for Senior Leadership Team/Governors. 	<ul style="list-style-type: none"> Prepare reports to refer acute, chronic, and complex cases to the LA 'Staged Approach to Improving Attendance', including: <ul style="list-style-type: none"> o Stage 2: Vulnerable Pupils Hot Clinic (VPHC). o Stage 3: Statutory Intervention. <p>Acute: resulting from a single issue. Chronic: repeated and prolonged. Complex: varied and multiple issues.</p>
Review	<ul style="list-style-type: none"> Effectiveness of class-based attendance related activities. Share effectiveness of activities with year group/whole school. 	<ul style="list-style-type: none"> Attendance trends over the academic year (HT1 to HT6). Effectiveness of in-school Early Help and Targeted Support. 	<ul style="list-style-type: none"> Information from Attendance Manager in relation to effectiveness of in-school Early Help and Targeted Support. 	<ul style="list-style-type: none"> Effectiveness of in-school triage process for difficult cases. Effectiveness of LA Staged Approach.

Appendix

12: Relevant legislation and guidance

Relevant legislation

[The Education Act 1996](#)

[The Children Act 1989](#)

[The Children Act 2004](#)

[The Childcare Act 2006](#)

[The Crime and Disorder Act 1998](#)

[The Antisocial Behaviour Act 2003](#)

[The Education and Inspections Act 2006](#)

[The Sentencing Act 2020](#)

[The Education \(Pupil Registration\) \(England\) Regulations 2006](#)

[The Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)

[The Education \(Penalty Notices\) \(England\) Regulations 2007](#)

[The Early Years Foundation Stage \(Welfare Requirements\) Regulations 2012](#)

Relevant government guidance

[Statutory framework for the early years foundation stage](#)

[Parental responsibility measures for attendance and behaviour](#)

[Children missing education](#)

[Keeping children safe in education](#)

[Working together to safeguard children](#)

[Working together to improve school attendance](#)

[Elective home education](#)

[Alternative provision: statutory guidance for local authorities](#)

[Exclusion from maintained schools, academies and pupil referral units in England](#)

[Supporting pupils at school with medical conditions](#)

[Ensuring a good education for children who cannot attend school because of health needs](#)

[Promoting and supporting mental health and wellbeing in schools and colleges](#)

[Approaches to preventing and tackling bullying](#)