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Holywell Primary School

Attendance Policy

(based on Herts Model Policy issued November 2022)

Status:	Statutory
Approval Body:	Governing Body
Review Frequency:	Annually
Last Review:	May 2022
Next Review:	Summer 2023

Brought in line with new Herts model – some tweaks on these areas.

- 10. Role of Leadership and Management in including Governors**
- 11. Role of the Headteacher**
- 12. Role of the Attendance Champion SLT**
- 14. Pupils who are severely absent**



Holywell Primary School

Attendance Policy

1. Introduction

- 1.1 Holywell School aims to work closely in partnership with all parents and carers to achieve excellent levels of school attendance and punctuality for all pupils. Attendance and punctuality together with high levels of parental support are two of the most influential factors in determining children's achievements at school.
- 1.2 Ofsted expects a minimum of 96% attendance over the school year and attendance below this level will raise concerns, which may then trigger a school inspection. Historically, achieving this level of attendance at Holywell has been a significant challenge and the school is therefore constantly focused on doing all it can to improve attendance, working alongside the Local Authority and other relevant external agencies.
- 1.3 We set attendance targets each year. The targets are challenging yet realistic, and based on attendance figures achieved in previous years. The school considers carefully the attendance figures for other similar schools and schools nationally when setting its own targets.
- 1.4 We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend, and to put in place appropriate procedures to support this. At the heart of our policy, we believe that the most important factor in promoting good attendance is the development of positive attitudes towards school. To this end we strive to make our school a happy, memorable and rewarding experience for all children. We will also make the best provision we can for those children who, for whatever reason, are prevented from coming to school.
- 1.5 We believe that children cannot learn if they are absent from school. Therefore, we aim to ensure that all our children and young people take full advantage of the educational opportunities available to them and to raise standards by promoting regular attendance and punctuality of all pupils.

2. Aims of the policy

- To create a culture in which good attendance is accepted as the norm.
- To demonstrate that good attendance and punctuality is valued by the school.
- To maintain and develop effective communication regarding attendance between home and school.

3. The School encourages good attendance by:

- Using clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Makes sure these systems are inclusive and appropriate for all pupils.
- publicising good attendance during assemblies, newsletters and the termly report to the Governing Body.
- awarding good attendance badges to pupils when they have achieved 100% attendance.
- Offering other school incentives to celebrate good attendance including prize draws and stationery gifts etc.

4. Attendance Registers

- 4.1 We recognise that attendance registers are legal documents which may be required as evidence in court cases.
- 4.2 At Holywell School we ensure that registers are taken at the beginning of each morning and afternoon session.
- 4.3 Class teachers record whether each pupil is present, absent or engaged in approved educational activity.
- 4.4. Registers remain open for 30 minutes in the morning: from 9.00am to 9.30am
- 4.5. If a child is absent after 9.30am and the parent/carer has not provided an acceptable reason, we will record it as unauthorised.
- 4.6. Class registers are recorded on SIMS. We ensure any correction made is in such a manner that the original entry and correction are both clearly distinguishable.
- 4.7. We will keep registers in a secure place for a period of not less than three years.
- 4.8. Class teachers complete class registers directly onto SIMS, following LA guidance and procedures.

5. Authorised and Unauthorised Absence

5.1 Authorised absence

An absence is classified as authorised when a child is away from school for a legitimate reason and the school receives a satisfactory reason from a parent/carer, for example, if a child is unwell and the parent/carer writes a note or telephones the school to explain the absence.

Where pupils/carers are bona fide adherents of an organised religion and require leave for their child/children for the purpose of an official holy day, the school will allow up to 2 days authorised absence per academic year.

Only the school can authorise an absence. Parents/carers do not have this authority. Consequently not all absences supported by parents/carers will be classified as authorised. For example, if a parent/carer takes a child out of school to go shopping

during school hours, the absence would be unauthorised. The fact that a parent has provided a note or other explanation (telephone call or personal contact) in relation to a particular absence does not, of itself, oblige the school to accept it, if the school does not accept the explanation offered as a valid reason for absence.

If, after further investigation doubt remains about the explanation offered – or when no explanation is forthcoming at all – the absence will be treated as unauthorised and the parent informed.

- Leave of absence can be applied for in advance. It is the school's decision as to whether this is granted because of exceptional circumstances relating to the application (parents cannot expect, as of right, that the school will grant leave of absence).
- Leave of absence to allow a pupil to take part in a performance within the meaning of s37 of the Children and Young Persons Act 1963 © for which a child performance licence has been issued. HCC will not issue a child performance licence where absence is required without the written permission of the Headteacher.

Absences will be authorised if:

- The pupil is absent with leave as agreed by the Headteacher.
- The pupil is ill and has not been asked to provide proof of absence.
- The absence occurs on a day exclusively set aside for religious observance by the religious body to which the pupil's parent belongs
- The pupil is the child of Traveller parents who are known to be travelling for occupational purposes and have agreed this with the school but it is not known whether the pupil is attending alternative provision.
- There is a close family bereavement.
- Leave of absence has been applied for in advance and has been granted because of exceptional circumstances relating to the application (parents cannot expect, as of right, that the school will grant leave of absence).
- Leave of absence to allow a pupil to take part in a performance within the meaning of s37 of the Children and Young Persons Act 1963 © for which a child performance licence has been issued. HCC will not issue a child performance licence where absence is required without the written permission of the Headteacher.
- Leave of absence has been applied for in advance and has been granted because of exceptional circumstances relating to the application (parents cannot expect, as of right, that the school will grant leave of absence).
- Leave of absence to allow a pupil to take part in a performance within the meaning of s37 of the Children and Young Persons Act 1963 © for which a child performance licence has been issued. HCC will not issue a child performance licence where absence is required without the written permission of the Headteacher.
- **Holidays during term time** – *changes to legislation which came into force in September 2013 made clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. If there are exceptional circumstances behind your request you should discuss these with the Headteacher.*
- **Medical, Dental or Hospital Appointments** – *please ensure these appointments take place out of school time in order not to disrupt your child's education.*

5.2 Unauthorised absence

An absence is classified as unauthorised when a child is away from school without the school's permission. Therefore the absence is unauthorised if a child is away from school without good reason, even with the support of a parent/carer.

Absence will be unauthorised if:

- No explanation is forthcoming
- The school is dissatisfied with the explanation
- The pupil stays at home due to a parent being unwell
- The pupil stays at home to mind the house or look after siblings
- The pupil is shopping during school hours
- The pupil is absent for **unexceptional** special occasions (e.g. birthday)
- The pupil is on family holiday during term time or leave of absence without the permission of the Headteacher (see also Para 10)

6. Punctuality

- 6.1. The start of the school day is an important routine for all pupils and learning happens as soon as pupils come into school. We take steps to actively encourage excellent levels of punctuality, so that pupils arrive on time and are ready to start their learning. We monitor and follow up lateness on a regular basis.
- 6.2. Children are expected to be on site by 8.45am and the bell is rung at 8.50am promptly and the children line up to go into class. If a child is not present to answer their name in the register, they are considered to be late. (With the exception of those pupils who are in school but are taking part in learning outside of the classroom with a member of staff during registration, in which case the teacher would know where they are and mark them present). Registers will be called promptly at 8:55am and 1.05pm or 1.35pm at the latest. If a pupil is persistently late, the parents will be contacted.
- 6.3. When a pupil arrives late and the register is still open, he/she will be marked as 'late' (L) but counted as present for that session.
- 6.4. When a pupil arrives after the register has closed and provides a satisfactory explanation, he/she will be marked as 'authorised absent' for that session.
- 6.5. When a pupil arrives after the register has closed and fails to provide a satisfactory explanation, he/she will be marked as 'unauthorised late' (U) for that session.
- 6.6. When a pupil arrives late having missed registration, his/her presence on site will be registered on the Inventory system in the reception area for the purposes of emergency evacuation, and to monitor reasons given for lateness.

The office staff monitor lateness and inform:

- the Head/SLT/Teachers of patterns of lateness.
- parents of the school's concerns and arrange a meeting so that the problem can be addressed.
- The School doors are opened at 8:45am and pupils are then expected to enter the school building and make their way to their classroom.

- Children who arrive after 8.55 am must be signed in by school for purposes of emergency evacuation etc.
- Pupils who arrive between 8.55 am and 9.30 am will be marked as 'late' but counted as present for that session (Code L).
- Pupils who arrive after the register has closed at 9.30 am and parent provides a satisfactory explanation will be marked as 'authorised absent' for that session.
- Pupils who arrive after the register has closed and parent fails to provide a satisfactory explanation will be marked as 'unauthorised absent' for that session (Code U).

7. **Approved Educational Activity**

Pupils who are engaged in off-site educational activities will be recorded as **approved educational activity**. For statistical purpose, such pupils will be counted as present even though they are physically absent.

A pupil will be recorded as approved educational activity he/she is on:

- A field trip or educational visit
- A sporting activity
- A link course

We recognise the key features of **approved educational activity** as being:

- Educational and directly linked to the our school's programme
- Approved by the Head
- Supervised by the school or someone authorised by the school

8. **Requests for Leave of Absence during Term Time**

We believe that children need to attend school regularly, so that they can make the most of the educational opportunities available to them. Parents/carers do not have an automatic right to take their children away on a holiday during term time and school will only authorise a request for a leave of absence in exceptional circumstances. Applications should be made to the Headteacher.

9. **Rewards for good attendance**

The school will celebrate classes with high attendance or improving attendance by mentioning them during whole school assembly (usually on a Monday), and inviting them to take part in an additional sports club or similar reward activity (usually on a Friday).

10. **Pupils at risk of Persistent Absence**

Persistent absence occurs when a child's attendance falls below 90%. Absenteeism at this level will considerably damage a pupil's educational prospects and the school will work alongside parents/carers to tackle this issue by:

- establishing robust escalation procedures which are initiated before absence becomes a problem, for example by:
 - sending letters to parents and carers

- having a weekly tutor review
- creating attendance clinics
- engaging with local authority attendance teams and/or independent attendance organisations
- using fixed penalty notices
- engaging with children’s social care staff, including Virtual School Heads and social workers where appropriate
- establishing a range of evidence-based interventions to address barriers to attendance
- monitoring the implementation and quality of escalation procedures (and intervention), for example:
 - having a review and clinic drop in
 - sampling of case files
 - evaluating the impact of escalation procedures and seeking robust evidence of the escalation procedures that work and that reflect the school context best
 - attending or leading on attendance reviews and clinics in line with escalation procedures
- engaging governors in attendance panels to reinforce messages and outline relevance in terms of training and employment.

15. Pupils who are persistently absent

- We seek to support pupils by establishing clear and effective service level agreements with external partners to support pupils with persistent absence, including:
 - local authority attendance services
 - independent attendance organisations
 - alternative providers
 - school nursing and mental health professionals
 - children’s social care staff where appropriate
 - establish good relationships with a network of voluntary organisations and charities to support vulnerable pupils including those with persistent absence, for example:
 - mental health charities
 - mentoring organisations
 - young carers association
 - engage in or lead on attendance reviews and clinics in line with escalation procedures

16. Pupils who are severely absent

Severe absence occurs when a child’s attendance is at or falls below 50%.

School is expected to:

- Continue support as for pupils who are persistently absent.
- Agree a joint approach for all pupils who are severely absent with the Local Authority.

The school is especially conscious of any potential safeguarding issues ensuring joint working between the school, children's social care services and other statutory safeguarding partners.

Often severely absent pupils have additional needs and therefore it is vital that school ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.

17. Working in partnership with the Local Authority

17.1 Our school works in partnership with the Statutory Attendance & Participation Team to devise a strategic approach to attendance.

17.2 The Headteacher or Attendance Champion (SLT) will meet with the link LAAO when required to discuss and improve attendance for all persistently absent or severely absent pupils.

17.3 Action Plans will be developed for all persistently and severely absent pupils. The school may request support from the LAAO for advice and guidance with the implementation of these action plans.

17.4 If parents do not proactively engage with support offered through the action plan, then formal intervention may be requested from the LAAO.

17.5 If parents do not engage with formal support, the school may request statutory intervention from the Local Authority.

17.6 Statutory intervention can include:

- Parenting Contract
- Fixed Penalty Notice application from school
- Parenting Order
- Education Supervision Order
- Prosecution

18. Intervention

18.1 Deliver intervention in a targeted way, in response to data or intelligence.

18.2 Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking)

18.3 Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.

18.4 Create action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services. Commission or deliver interventions to improve attendance

- 18.5 Monitor the impact of any intervention, making adjustments if necessary and using findings to inform future strategy.
- 18.6 Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention.
- 18.7 Follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention when interventions have not resulted in improved attendance and relevant triggers / thresholds are met.

19. Fixed Penalty Notices

- Identified pupils with unauthorised absence will be closely monitored and if the number of unauthorised absences exceeds 21 sessions (each half-day counts as 1 session), we will request that the Local Authority issue a Penalty Notice.
- We expect parents/carers to work with us to address attendance problems.
- If a pupil has at least 15 sessions (half day= 1 session) unauthorised absence in the current and/or previous term (including unauthorised holidays), the Head Teacher may ask the Local Authority to issue a Penalty Notice.
- The penalty is £60 if paid within 21 days of receipt of the notice, rising to £120 if paid after 28 days.
- If the penalty is not paid the Local Authority may prosecute parents/carers for their child's irregular attendance.

20. Role of Leadership and Management in including Governors

- 20.1 Ensure an effective whole school culture of high attendance is underpinned by clear expectations, procedures and responsibilities.
- 20.2 Offer a clear vision for high attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families.
- 20.3 Have a clear, written school attendance policy based on the expectations set out in this model policy.
- 20.4 Regularly review and understand attendance data, discussing and challenging trends and helping school leaders to focus improvement efforts on individual pupils or cohorts who need it the most within school.
- 20.5 Ensure school leaders fulfil expectations and statutory duties.
- 20.6 Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.

- 20.7 Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance.
- 20.8 Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.
- 20.9 Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.
- 20.10 Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.
- 20.11 Make sure staff receive training/professional development and support to deploy attendance systems effectively.

21. Role of the Headteacher

The Head/Principal is responsible for:

- Having a clear, written school attendance policy based on the expectations set out in this model policy and ensuring the implementation of this policy – ensuring
- compliance with DfE Guidance for maintained schools, academies, independent schools and local authorities – Working together to improve School Attendance – September 2022 - [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/107222/Working_together_to_improve_school_attendance.pdf)
- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2022, Statutory guidance for schools and colleges – September 2022 - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/107222/Keeping_children_safe_in_education.pdf)
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/107222/Supporting_pupils_with_medical_conditions_at_school.pdf)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and the pupil body as a whole.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Be especially conscious of any potential safeguarding issues ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all

appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.

- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area, LA's and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.
- Ensuring all staff members:
 - treat pupils with dignity
 - build relationships rooted in mutual respect and observe proper boundaries
 - take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively
 - understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity.
 - communicate effectively with families regarding pupils' attendance and well-being
 - deliver clear messages about expectations, routines and consequences to new pupils and families through prospectus and admission/transition events
 - use physical presence to reinforce routines and expectations on arrival and departure
 - regularly communicate expectations for attendance and punctuality and school performance through regular channels of communication with staff, pupils and parents
 - establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness.
- Monitoring implementation of policy and practice, for example through form time, drop in, shadow late gate, planner checks
- Engaging community businesses, partners and residents to promote attendance and report non-attendance.

- Monitoring of whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions
- Establishing and ensuring implementation and robust monitoring of arrangements to identify, report and support children missing education (CME) or at risk of becoming CME

Ensuring compliance with guidance regarding Children Missing Education - see Herts Grid

<https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/children-missing-from-education>

- Engaging pupils in consultation on attendance policy, practice, rewards and sanctions

22. Role of the Attendance Champion SLT

The School Attendance Champion is responsible for:

- Implementing the policy with the Head.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring practice is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis –
 - Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children’s social care and early help services which are working with families.
 - Robust school systems which provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
 - children who have a social worker including looked-after children
 - young carers
 - children who are eligible for free school meals
 - children who speak English as a second language
 - children who have special educational needs and disabilities
 - Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures
 - compiling attendance data for the Head, the Governing Body and the Local Authority Attendance Officer (LAO).
- Ensuring a positive working relationship with the LAO is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents

- School attendance, safeguarding and pastoral support policies which should clearly outline:
 - the key principles
 - rules pupils need to follow
 - routines
 - consequence systems

- If required, holding regular meetings with the parents of pupils who the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.
- The escalation of procedures to address absence needs to be:
 - understood by pupils, parents and carers
 - implemented consistently
 - reviewed regularly

- ensuring that the Local Authority is notified of any pupil who fails to attend school regularly via a **10 Day Absence Form**.

See guidance on HCC Grid for form

<https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/attendance-guidance-and-statutory-responsibilities>

23. Role and Responsibilities – Teaching Staff

16.1. We, at Holywell Primary School, are responsible for supporting the attendance of our pupils and for dealing with problems which may lead to non-attendance.

Teachers are responsible for:

- setting an example of punctuality and good attendance.
- implementing the policy;
- ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date;
- monitoring class and individual attendance patterns;
- informing the school office of any concerns;
- Informing the school attendance champion/line manager of any concerns;
- emphasising with children the importance of punctuality and good attendance.
- reminding parents of their commitment to this policy.
- Building respectful relationships with all staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.

- Communicating openly and honestly with all staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Modeling respectful relationships and appropriate communication for all staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture.
- All staff members should:
 - treat pupils with dignity
 - build relationships rooted in mutual respect and observe proper boundaries
 - take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence handling confidential information sensitively
 - understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils particularly for children with a social worker and those who have experienced adversity
 - communicate effectively with all families regarding pupils' attendance and well-being

16.2. When dealing with absence we set out to:

- rehearse and reinforce attendance and punctuality expectations continually in school newsletters and parents meetings
- emphasise the importance of attendance and its impact on attainment
- promote rewards and celebrate progress but continue to outline sanctions
- apply rewards and sanctions consistently
- follow up on absence and lateness with pupils to identify barriers and reasons for absence
- contact parents and carers regarding absence and punctuality
- review class attendance weekly to share data, identify issues, intervene early and help set targets
- periodically review practice and consistency both across and between departments
- proactively promote attendance practice as part of staff induction
- consider the individual needs and vulnerabilities of pupils

16.3. Pupils at risk of persistent absence

- welcome pupils back following an absence and provide good catch-up support to build confidence and bridge gaps.
- This could include:
 - lesson resources
 - buddy support
 - one to one input
- support action plans to remove barriers, provide additional support and set targets. This could include:
 - lunchtime arrangements
 - support with uniform, transport, wake up routines or emotional wellbeing

- lead daily or weekly check-ins to review progress and the impact of support
- make regular contact with families to discuss progress
- consider what support for re-engagement might be needed, including for vulnerable groups

16.4. Pupils who are persistently absent

For persistent unauthorised absences, we will consider using sanctions such as penalty notices; the process is set out below:

- Attendance data will be reviewed regularly by the Headteacher or Deputy Headteacher, often alongside the Attendance Improvement Officer.
- Pupils with poor attendance will be noted and parents or carers of these pupils will be invited to a meeting in school to discuss their child's attendance. At this meeting if parents/carers are unable to provide any satisfactory explanation for their child's poor attendance, they will be informed that we are no longer willing to authorise any further absences for their child without medical evidence that their child is unfit to attend school.
- Identified pupils with unauthorised absence will be closely monitored and if the number of unauthorised absences exceeds 21 sessions (each half-day counts as 1 session), we will request that the Local Authority issue a Penalty Notice.
- If a parent is issued with a Penalty Notice, they are required to pay a fine of £60 within 15 days. If this fine is not paid within the time limit the penalty rises to £120 which must be paid within 28 days. If the parent does not pay the fine they will be liable for prosecution for failure to secure their child's regular attendance at school under Section 444 of the Education Act 1996.
- In addition teachers will take the following actions to support pupils
 - prepare supporting resources to ensure pupils can access learning when they return
 - develop targeted intervention to address gaps and build pupils' confidence (including considering small group additional support)
 - contribute to action plans which attendance staff draw together where appropriate
 - provide tailored praise and encouragement when pupils attend and arrive on time

17. **Responsibilities – Attendance Officers, Pastoral Staff & Family Intervention Workers**

17.1 The Behaviour and Attendance Team fulfils the statutory duty of the Local Authority in enforcing regular school attendance. In doing so, it enables schools and parents to meet their respective responsibilities.

17.2 In working in partnership with the Local Authority attendance officers we will set out:

- To ensure the recording of attendance and absence data is accurate.
- To ensure robust day-to-day processes are in place.

- To track and follow up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
- Provide appropriate support and challenge to establish good registration practice.
- Carry out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identify any absences that are not explained for each session and contact parents to understand why and when the pupil will return.
- Where absences are recorded as unexplained in the attendance register the correct code should be inputted as soon as the reason is ascertained, but no later than 5 working days after the session.
- Where reasonably possible, ensure school holds more than one emergency contact number for each pupil.
- Keep parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
- Hold regular meetings with the parents of pupils who the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Undertake home visits in line with your safeguarding responsibilities to engage families and ensure children are safe.
- Identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies.
- Implement children missing education (CME) procedures when appropriate -
- See guidance on HCC Grid regarding Children Missing Education, <https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/children-missing-from-education>
- Where pupils have additional vulnerabilities, which may require multi-agency meetings try to arrange those meetings outside of lesson time, where possible.
- Engage with feeder schools or organisations to access absence information in order to identify target cohorts prior to transfer, including mid-year transfers and managed moves.

17.3. Pupils at risk of persistent absence

The pastoral and inclusion team will:

- provide regular attendance reports to the headteacher to facilitate weekly reviews with for monitoring and evaluation purposes
- initiate and oversee the administration of absence procedures. This could include:
 - letters home
 - attendance clinics
 - engagement with local authorities and other external agencies and partners

- work with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and find methods that work and are understood
- consideration if further interventions are required in line with the statutory guidance on parental responsibility measures
- provide regular reports to leaders on the at-risk cohort
- provide regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

17.4. Pupils who are persistently absent

The pastoral and inclusion team will:

- develop and implement persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines
- identify tailored intervention which meets the needs of the pupil, for example:
 - mentoring
 - out of hours learning
 - alternative provision where appropriate
- lead daily or weekly check-ins to review progress and impact of support
- make regular contact with families to discuss progress
- hold regular meetings or reviews of caseload with the local authority attendance team, external partners and alternative providers to check on welfare and review progress
- liaise with school leaders (designated safeguarding, special educational needs coordinator and pastoral leads) on referrals to external agencies and multi-agency assessments
- coordinate and contribute to multi-agency meetings to review progress and agree on actions
- work in partnership with local authority attendance team and other agencies to ensure the appropriate use of statutory parental responsibility measures
- provide regular reports to leaders on the impact of action plans and interventions

18. Responsibilities – Parents and Carers

18.1 Regular and punctual attendance is a legal requirement for all school age pupils registered at Holywell Primary School and is essential if pupils are to maximise the educational opportunities available to them.

18.2 Parents have a responsibility to ensure that their children arrive at school on time, properly dressed and in a condition to learn.

18.3 Parents are responsible for informing the school if their child is absent. This should be on the first day of absence and should also give an explanation for the absence.

18.4 On a daily basis, if a child is going to be absent from school for any reason we ask parents to do one of the following:

- Telephone or e-mail the school as soon as possible before 9.30 am
- Send a written note to the school
- Inform the School Office in person

A member of admin staff will note the reason in the child's class register.

- 18.5 A note may be sent to the school prior to the day of absence. For example, if a child has a medical appointment.
- 18.6 Parents should avoid if at all possible, making medical/dental appointments for their child during school hours. Pupils who do need to attend medical appointments during the school day (e.g. audiology) should not be absent for more than the necessary amount of time for the appointment.
- 18.7 Pupils will have individual records of attendance/punctuality analysed by the school.
- 18.8 Pupils who have been sick (vomiting and/or diarrhoea) are to be kept home for 48 hrs from the last time of sickness.
- 18.9 Parents are responsible for:
- instilling in their children an appreciation of the importance of attending school regularly.
 - impressing upon their children the need to observe the school's code of conduct.
 - taking an active interest in their children's school career, praising and encouraging good work and behaviour and attending parent's evenings and other relevant meetings.
 - working in partnership with the school to resolve issues which may lead to non-attendance.
 - not booking holidays during term-time.
 - treating staff with respect
 - actively supporting the work of the school
 - calling on staff for help when they need it
 - communicating as early as possible circumstances which may affect absence or require support

19. **Part-time Timetables**

- 19.1. As part of the framework for the inspection of services for children in need of help and protection, children looked after, and care leavers (Ofsted June 2015) local authorities are required to provide detailed data on school age children in their area who are not in receipt of full-time education and schools are similarly expected to maintain data on students of compulsory school age who are on their roll but attending on a part-time timetable.
- 19.2. The Local authority has published guidance for all maintained school, academies, free schools, studio schools, UTCs, ESCs and PSBs on the use of part-time timetables for pupils of compulsory school age (the term after their fifth birthday to the last Friday in June following their 16th birthday)
- 19.3. All schools are required to return information on children who are on part-time tables within five days of the pupil starting or ending a part -time timetable.

20. **Monitoring and review**

- 20.1 It is the responsibility of the Governors to monitor overall attendance and they will receive a termly report from the Headteacher. The Governing Body also has the responsibility for this policy, and for seeing that it is carried out. The Governors will

therefore examine closely the information provided to them, and seek to ensure that our attendance figures are as high as they should be.

- 20.2 The rates of attendance will be reported to parents/carers in the annual Headteacher & Governors' report.
- 20.3 This policy will be reviewed by the Governing Body annually, or earlier if considered necessary.