



**Holbrook Primary**



**HOLBROOK PRIMARY SCHOOL**  
Attendance Policy

**This policy should be read alongside:**

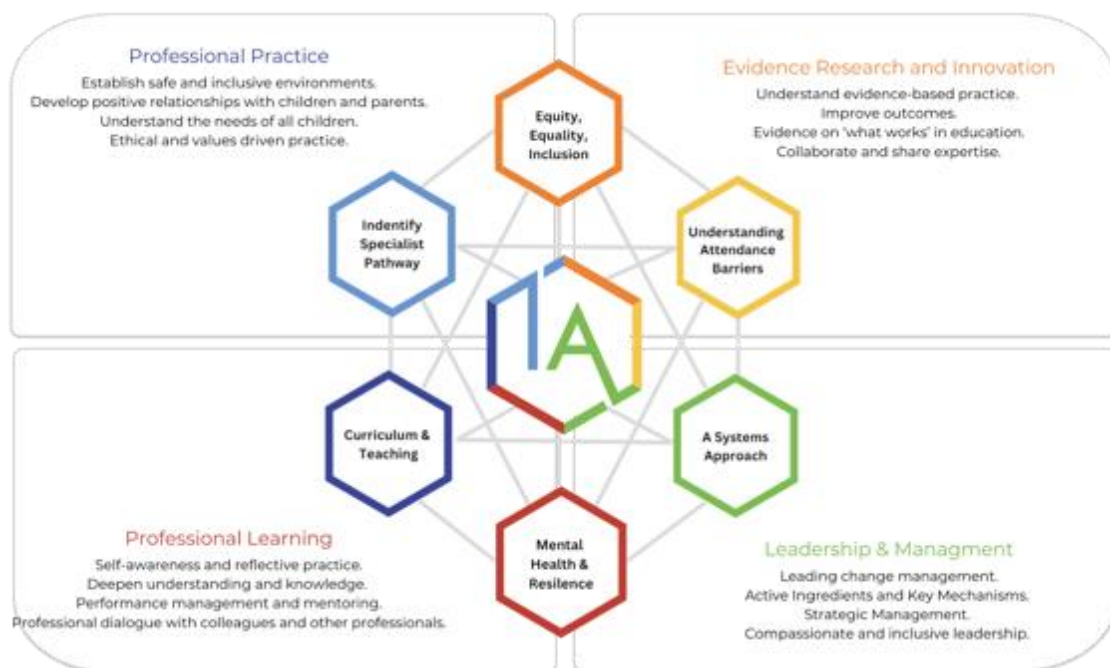
- [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- <https://www.coventry.gov.uk/attendance-inclusion/attendance>
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

**Introduction**

Holbrook Primary School is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around our vision for every child to benefit from, and to be, the very BEST they can be. Our work in supporting families with attendance is rooted in child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

**Inclusive Attendance Professional Development Model**

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



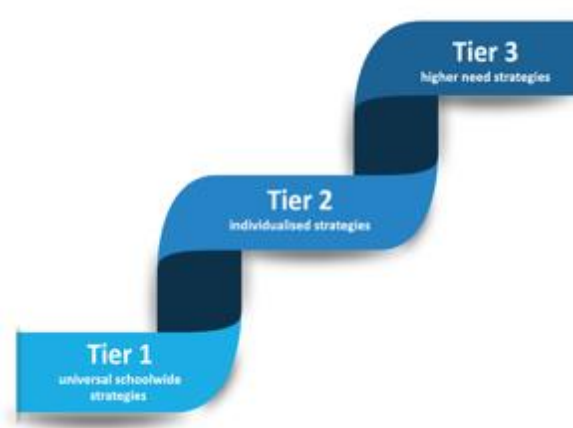
**Annual Inclusive Attendance 7-Month Development Programme**

Year after year, we review and further enhance our attendance practices through dedicated participation in the Inclusive Attendance 7-month development programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible assistance.

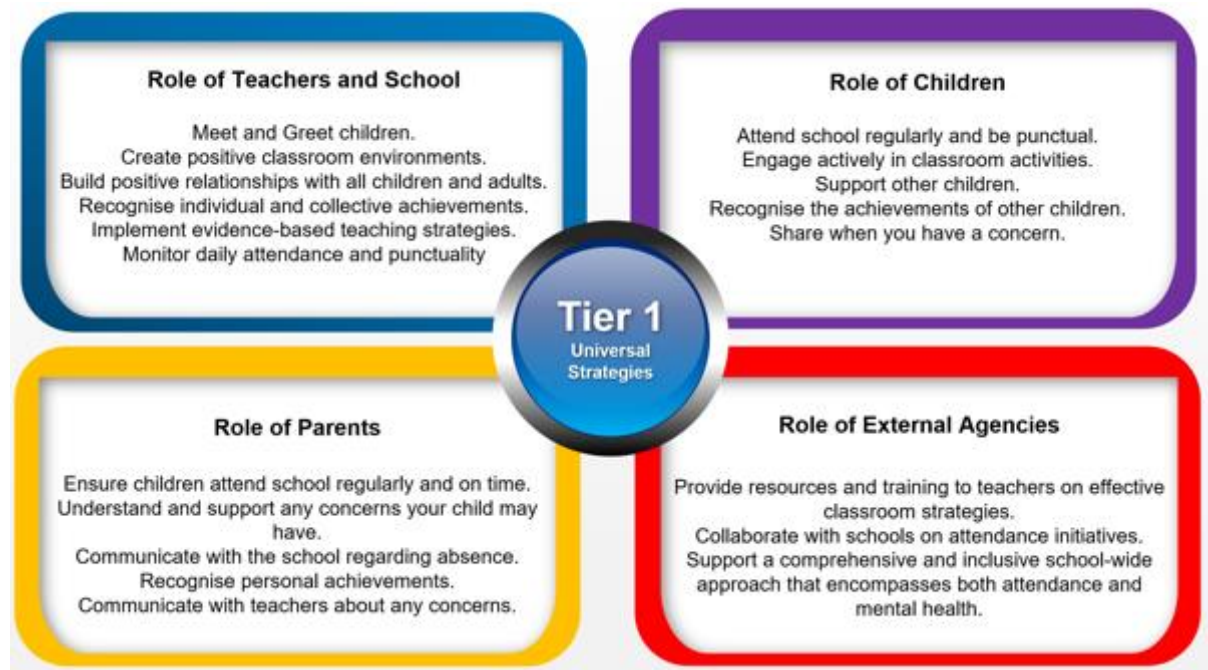
**Multi-Tiered System of Support**

To guarantee a comprehensive approach to attendance, we implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of

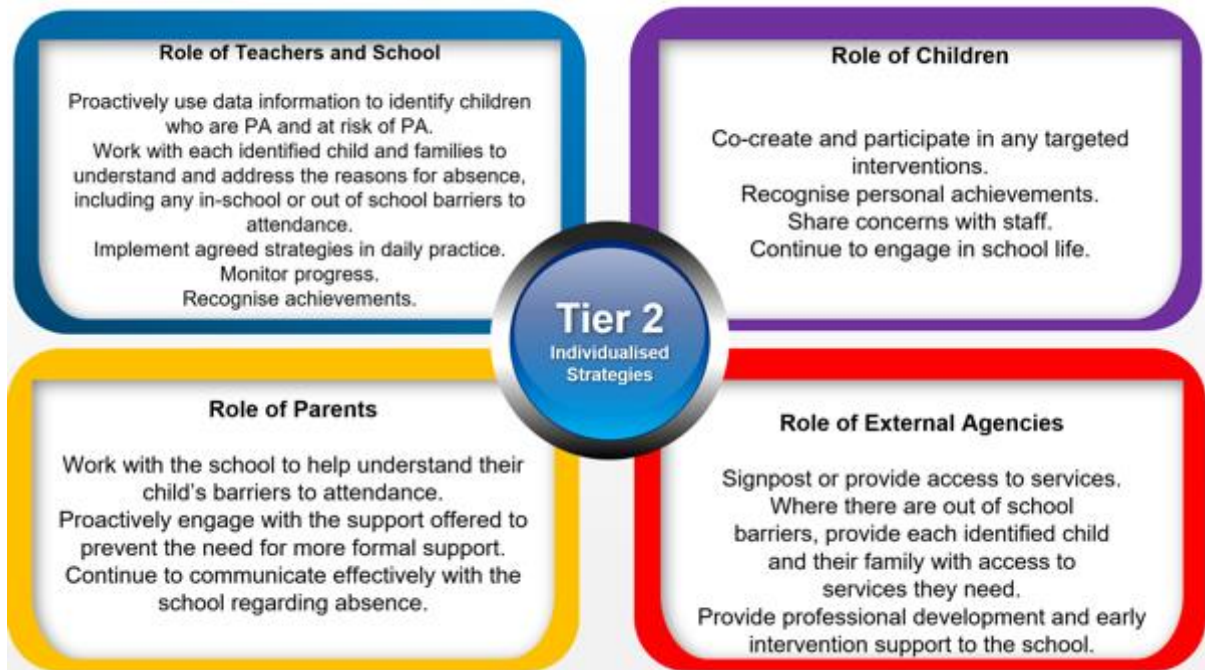
intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of the system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" guidelines.



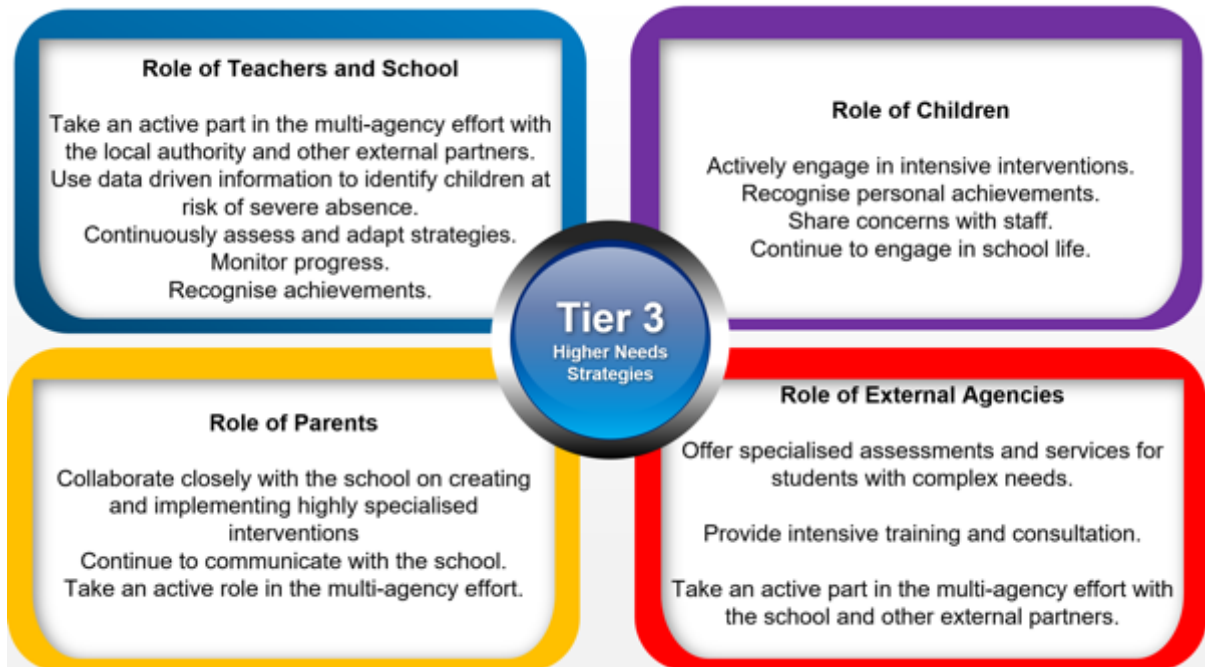
**Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.**



**Tier 2 - Individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.**



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



## **Rewarding improved attendance**

Our attendance philosophy is rooted in a recognition-based approach that recognises improvements for individuals, families and groups. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

## **The Importance of School Attendance**

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system.

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

## **Factors Influencing Attendance:**

**Health Issues:** Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.

**Family Circumstances:** Family-related factors such as bereavement, family illness, family living abroad, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.

**Religious observance:** The school acknowledges the multi-faith nature of British society and recognises that, on some occasions, religious festivals may fall outside school holiday periods or weekends and is recognised as such by a relevant religious authority. Where this occurs, the school will consider either authorising the absence or making special leave for religious observance. Parents are requested to give advance notice to the school.

**Traveller Pupils:** Traveller pupils travelling for occupational purposes covers Roma, English and Welsh Travellers, Irish and Scottish Travellers, Circus workers, Bargees (occupational 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 Head but it is not known whether the pupil is attending educational provision.

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

**Special Educational Needs (SEN):** Students with special educational needs may require additional support and accommodations to attend school regularly. Failure to provide appropriate support can lead to absences. Difficulty in accessing transportation to school can affect also attendance.

**School Climate:** A positive and inclusive school climate can encourage attendance, while a negative or unwelcoming environment can have the opposite effect. Students who feel disconnected or unsupported at school may skip classes or stay home.

**Engagement and Motivation:** Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may skip school.

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

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

**Attendance Policies:** Schools' attendance policies and practices, including punitive measures for non-attendance, can affect students' decisions to attend or skip school. Excessive punitive measures may deter some students from returning to school.

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

COVID-19 Pandemic: The COVID-19 pandemic has had a significant impact on school attendance, with periods of lockdowns, remote learning, and concerns about health and safety affecting students' ability to attend school regularly.

Understanding the specific factors affecting attendance for individual children is crucial for developing targeted interventions and support systems to improve attendance rates. To address attendance issues effectively, schools and Coventry local authority implement a range of strategies such as:

- early intervention
- support for vulnerable families
- intervention programmes
- creating a positive and inclusive school environment

Further information about attendance from Coventry LA can be found here:

<https://www.coventry.gov.uk/attendance-inclusion/attendance>

### **Policies and Practice:**

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

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

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

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

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

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

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

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

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

*Section 19 of the Education Act 1996 (England and Wales)* outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age. This section of the Act places several responsibilities on local authorities, including:

1. Duty to Ensure Suitable Education:

Local authorities have a statutory duty to ensure that children of compulsory school age within their area receive a suitable education. This duty applies to all children, including those who are unable to attend school due to illness or other reasons.

2. Power to Issue School Attendance Orders:

Local authorities have the power to issue a School Attendance Order if it appears that a child within their area is not receiving a suitable education. A School Attendance Order compels parents to send their child to a specified school or receive education in some other manner.

3. Duty to Investigate and Take Action:

If a local authority has reason to believe that a child is not receiving a suitable education, they must make enquiries to ascertain the child's situation. If it is determined that the child is not receiving a suitable education, the local authority may take action, which may include issuing a School Attendance Order.

4. Duty to Provide Education for Children Unable to Attend School:

Local authorities have a responsibility to make suitable educational provision for children who, by reason of illness or other reasons, are unable to attend school.

5. Regular Monitoring and Reporting:

Local authorities are required to monitor the educational provision made for children in their area. They must report annually to the Secretary of State on their work related to children missing education.

6. Support for Parents:

Local authorities should offer support and advice to parents who are educating their children at home. They should also consider the child's wishes, as far as possible, in determining what constitutes suitable education.

**Additional Policies aligned to the Attendance Policy:**

- Behaviour Policy
- Anti-Bullying Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health Policy



- SEND statement

### **Effective Interventions and signposting:**

- Develop and maintain a whole school culture that promotes the benefits of good attendance
- Excellent pastoral support, including learning mentor allocated to each phase across the school
- Individual support meetings with families of children whose attendance is irregular
- Forensic monitoring of attendance data
- Additional support and adjustments for SEND pupils such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed
- Work in partnership with the local authority at a strategic and individual level

### **Roles and Responsibilities**

#### ***Senior Attendance Champion***

Responsible for ensuring policy is in place and to ensure the policy is delivered effectively

#### ***All staff***

**Positive Relationships:** TAs/LMs can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.

**Reinforcing Expectations:** TAs/LMs can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.

**Supporting Students with Special Needs:** TAs/LMs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.

**Promoting Engagement:** TAs/LMs can engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.

**Safeguarding:** TAs/LMs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.

**Role Modelling:** TAs/LMs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.

**Professional Development:** Continuous professional development can enhance TAs/LMs skills in addressing attendance issues and supporting children effectively.

**Collaboration:** Collaborating with teachers and other school staff is essential. TAs/LMs can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.

**Recognition of Attendance:** TAs/LMs can participate in recognising children's attendance.

**Teachers:** In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children. Teachers' responsibilities include:

**Monitoring Attendance:** Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.

**Promoting Punctuality:** Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

**Taking Immediate Action:** When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the Learning Mentor or Deputy Headteacher to report the absence.

**Early Intervention:** Teachers should work the pastoral team to identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.

**Maintaining Communication:** Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should ensure that learning mentors inform parents of any concerns about a child's attendance or punctuality.

**Providing Support:** Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

**Setting Expectations:** Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.

**Creating a Welcoming Classroom Environment:** Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

**Identifying Barriers:** Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.

**Implementing School Policies:** Teachers should adhere to and implement the school's attendance policies and procedures.

**Attendance Records:** Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).

**Collaboration:** Collaborating with other school staff, such as pastoral team, SLT and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.

**Supporting Positive Behaviour:** Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

**Safeguarding:** Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.

**Professional Development:** Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.

**Role Modelling:** Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

***Class-based staff:***

**Monitoring Attendance:** work closely with children and have a good understanding of individual attendance patterns. Staff should be vigilant in monitoring attendance and promptly report any concerns to teachers or learning mentors.

**Attendance Support:** Staff can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.

**Communication:** Staff can maintain open lines of communication with children's parents or guardians. They can inform parents of any attendance concerns and collaborate with them to find solutions.

**Attendance Interventions:** Staff can collaborate with teachers, pastoral team, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.

**Identifying Patterns:** Staff can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.

***Pastoral team: (Learning Mentors and SLT)***

The role of the pastoral team in improving children's attendance in UK schools is critical in ensuring that students attend school regularly and achieve their educational potential. They have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates. These responsibilities include:

**Developing and Implementing Attendance Policies:** Work closely with school leadership and staff to develop and implement effective attendance policies and procedures.

**Data Analysis:** Collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

**Early Intervention:** Recognising that early intervention is crucial, the pastoral team identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

**Supporting Families:** Work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.

**Mentoring and Coaching:** Learning mentors offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.

**Providing Resources:** Connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

**Monitoring and Reporting:** Continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.

**Interventions and Incentives:** Design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.

**Staff Training:** Provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

**Legal Compliance:** Maintain secure knowledge about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.

**Safeguarding:** Vigilance for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

**Community Engagement:** Collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

**Continuous Improvement:** Regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.

**Promoting a Positive School Culture:** Contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

**Governors:** School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance. These responsibilities include:

**Policy Development:** Governors collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

**Statutory Compliance:** Governors ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.

**Strategic Oversight:** Governors take a strategic approach to attendance. They consider attendance as

a key performance indicator and monitor trends and patterns in attendance data.

**Monitoring Attendance Data:** Governors review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

**Accountability:** Governors hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

**Policy Implementation:** Governors ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

**Setting Targets:** Governors collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

**Reviewing Interventions:** Governors assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

**Parental Engagement:** Governors support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.

**Training and Development:** Governors ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

**Safeguarding:** Governors are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

**Community Links:** Governors may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.

**Challenge and Support:** While supporting school leadership in attendance improvement efforts, governors also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

**Continuous Improvement:** Governors regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

**Parents:** Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates. Parents can help by:

**Establish a Routine:** Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.

**Communicate with the School:** Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.

**Ensure a Healthy Lifestyle:** Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

**Positive Attitude Towards Education:** Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

**Set Expectations:** Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.

**Be Involved in Homework:** Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.

**Attend parents' evenings:** Participate in parent meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.

**Monitor Progress:** Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

**Address Bullying or Safety Concerns:** If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.

**Promote a Love for Learning:** Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.

**Lead by Example:** Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.

**Stay Informed:** Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

**Seek Support if Needed:** If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.

**Encourage Peer Relationships:** Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

**Celebrate Achievements:** Celebrate your child's achievements and milestones at school. Recognise their efforts and successes to boost their self-esteem and motivation.

**Collaborate with the School:** Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

**Children:** Children also play a significant role in attending school regularly and ensuring their educational success.

**Commitment to Learning:** Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.

**Punctuality:** Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

**Positive Attitude:** Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

**Responsibility:** Children can take responsibility for their own education by completing homework on time. They should also ensure they have the necessary materials and supplies for school.

**Peer Relationships:** Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

**Participation:** Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

**Safety Awareness:** Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.

**Respect for Teachers and Staff:** Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.

**Problem-Solving:** Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.

**Goal Setting:** Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

**Healthy Lifestyle:** Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

**Attendance Awareness:** Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

**Ownership of Learning:** Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

**Seeking Support:** If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, learning mentors, or trusted adults.

## **Safeguarding Children**

The school has a duty to safeguard the welfare of all students. Any concerns about a child's

attendance will be investigated promptly to ensure their well-being.

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

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

### **Removal from roll**

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

### **Grounds for Deleting a Pupil for the School Admission Register**

Please use the link below for a full explanation of the regulations. Children missing education - GOV.UK ([www.gov.uk](http://www.gov.uk))

	<b><u>Grounds for deleting a pupil from school admission register</u></b>
A	The pupil has been registered at another school
B	The pupil has not continued at the school following completion of nursery education
C	The pupil is also registered at one or more other schools and the other schools have agreed deletion
D	The pupil has a school attendance order which has been changed to name another school
E	The pupil had a school attendance order which has been revoked
F	The parent of a pupil has notified the school in writing that the pupil will be leaving the school to be educated otherwise than in school
G	The pupil no longer normally lives a reasonable distance from the school
H	The pupil has not returned following a leave of absence
I	The pupil has been continually absent from school for 20 school days
J	The pupil is detained under a sentence of detention
K	The pupil has died
L	The pupil will be over compulsory school age and will not continue into sixth form
M	The pupil is a boarder at a school maintained by a Local Authority or academy and their boarding fees have not been paid
N	The pupil has ceased to be a pupil at an independent school or non-maintained special school
O	The pupil has been permanently excluded from the school

### **School Times of the Day**

Doors open before school starts at 8.40am and close at 8.50am.

The school day begins at 8.45am and ends at 3.20pm.

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



## **Coding of Attendance**

Attendance will be recorded using the DFE's statutory attendance codes.

## **Requesting Absence Leave**

Parents or carers must request leave of absence for their child in writing at least 5 school days in advance wherever possible by completing an absence request form.

## **Reporting a Child's Absence**

Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence and every day thereafter. This can be done via email, the My Child at School app, Study Bugs, text message or telephone call.

## **Holiday Request**

Holidays during term time will not be authorised. Requests must be made by completing an absence request form.

## **Definitions**

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

### **Persistent Absence (PA):**

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

**Threshold:** In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions. For most children during the academic year this will amount to 19 days absence.

### **Risk of Persistent Absence:**

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

**Threshold:** While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently below 95% but has not yet reached the 90% threshold for persistent absence. As the school communicates to parents in days, we identify 18 days to 12 days as risk of PA.

### **Severe Absence (or Severe Persistent Absence):**

**Definition:** The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most

serious cases of non-attendance.

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

### **Review**

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.