



ATTENDANCE POLICY



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Success Starts by Being at School

1.0 Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

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

1.2 The Importance of Regular School Attendance

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and non-teaching staff in school, the trust or governing body, the local authority, and other local partners.

1.2 Legislation and guidance

The legal framework governing attendance is set by the Education Acts and their associated regulations. The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

Section 7 of the Education Act 1996 states that:-

The parent of every child of compulsory school age shall cause him/her to receive efficient, full-time education suitable to his/her age, aptitude and ability and to any special educational needs he/she may have either by regular attendance at school or otherwise.

Section 444 further states that: - “The parent of a child of compulsory school age registered at school and failing to attend regularly is guilty of an offence punishable in law. An offence is **NOT committed if it can be demonstrated that:**

- The pupil was absent with leave (authorised absence),
- The pupil was ill or prevented from attending by unavoidable cause,
- The absence occurred on a day set aside for religious observance by the religious body to which the pupil/parents belong,
- The school is not within the prescribed walking distance of the child's home and no suitable transport arrangements have been made by the LA. 'Walking distance' is defined as two miles for pupils under eight and three miles for all other pupils. Telford & Wrekin Council have, however, chosen to define these distances as two miles for infant, junior and primary pupils and three miles for other pupils. Distances will be measured by shortest available walking route.
- A limited defence is available to the parents of travelling children (see appendix 3).

The Act also places a legal obligation on:

- The LA to provide support to enforce regular school attendance with legal intervention relating to non-attendance offences.

- Schools to register attendance and notify the Nominated Attendance Person within school of a child who is absent from school without authorisation for 10 or more days. The LA must be notified of any episodes of absence of 10 days or more under the 'Child Missing Education/Children Not Receiving Education (CME/CNRE)' protocol.
- The Headteacher and the governing body are to ensure that two school registers are kept, one for attendance and one for admissions (under the Pupil Regulations Education (Pupil Registration) (England) Regulations 2006)

1.3 Philosophy

Hollinswood Primary School & Nursery is committed to providing a full and efficient educational experience to all pupils. We believe that, if pupils are to benefit from education, punctuality and good attendance is crucial. As a school, we will organise and do all we can to ensure maximum attendance for all pupils. Any problems that impede punctuality and regular attendance will be identified and addressed as speedily as possible.

It is the policy of our school to celebrate achievement. Attendance is a critical factor to a productive and successful school career. Our school will actively promote and encourage the goal of 100 per cent attendance for all our pupils.

Our school will give a high priority to conveying to parents and pupils the importance of regular and punctual attendance. We recognise that parents have a vital role to play and there is a need to establish strong home-school links and communication systems that can be utilised whenever there is concern about attendance.

If there are problems which affect a pupil's attendance we will investigate, identify and work in partnership with parents and pupils to resolve those problems as quickly and efficiently as possible. We will adopt a clearly focused approach aimed at the pupil resuming full attendance and consistent punctuality.

1.4 Principles

The school will:

- Ensure that all staff are aware of the registration procedures and receive in-service training on registration regulations and associated education law,
- Complete registers accurately at the beginning of each morning and during the afternoon session,
- Stress to parents/carers the importance of contacting staff early on the first day of absence,
- Display attendance rates around the school and reward good and improved attendance of all pupils,
- Promote positive staff attitudes and support to pupils returning after absence,

- Consult with all members of the school community and the Attendance Support Team in developing and maintaining the whole-school attendance policy,
- Ensure regular evaluation of attendance procedures by senior managers and the school governors,
- Send regular newsletters to parents and pupils informing them of attendance rates and related issues, additionally maintain and update information on the school website with any attendance related issues,
- Work towards ensuring that all pupils feel supported and valued. We will send a clear message that, if a pupil is absent, she/he will be missed,
- Have in place procedures which allow absentees to catch up on missed work without disrupting the learning of other class members, consider remote learning opportunities where necessary,
- Take responsibility for Children not Receiving Education (CNRE), so that school are in regular contact with the pupil and parent, ensuring the pupils safety, working together so that the pupil can resume full time education,
- Monitor and regularly review those pupils subject to a modified timetable, ensuring it is a short-term intervention and have a clear plan for reintegration back into full time attendance at school.

The school will recognise the importance of good practice by:

- Keeping and maintaining registers accurately
- Maintaining a consistent approach to marking registers
- Regularly analysing attendance data & comparing it against both the local and national average, and considering the performance of key groups in comparison to the national data for that particular group.
- Ensuring prompt follow-up action in cases of non-school attendance
- Liaising closely with the school's NAP/EWO, if appropriate
- Recording (and retaining) carefully, all telephone messages/email or contact from parents
- A signed copy of any correspondence to parents is retained by the school
- A referral is made to AST (the Attendance Support Team) for intervention using the electronic ASTR form

1.5 Attendance training

Improving attendance requires knowledge of guidance and regulations but also expertise in working with families to remove barriers to attendance and safeguard pupils. Just as those barriers are regularly evolving, so too is the training that school staff require to address them. All trusts and governing bodies should therefore ensure that:

- Training on attendance is included in the school(s)' continued professional development offer for all staff, and that attendance is covered in any trust/federation wide induction packs. As a minimum this should include all

staff understanding: o the importance of good attendance and that absence is almost always a symptom of wider circumstances,

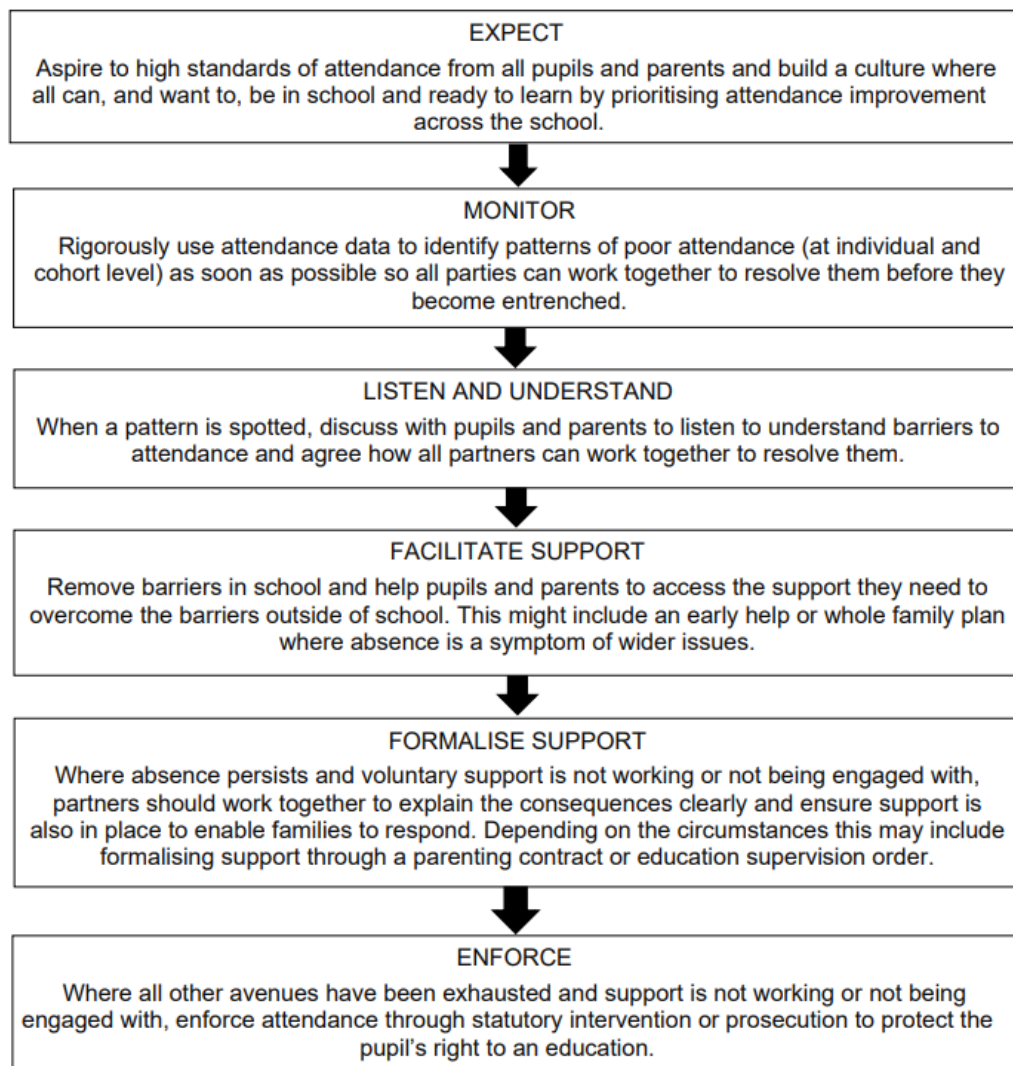
o the law and requirements of schools including on the keeping of registers, o the school/trusts' strategies and procedures for tracking, following up and improving attendance,

o and the processes for working with other partners to provide more intensive support to pupils who need it.

- Dedicated attendance training is provided to any staff with a specified attendance function in their role, including administrative, pastoral or family support staff and senior leaders. In addition, this should include:
 - o the necessary skills to interpret and analyse attendance data,
 - o and any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance.

2.0 Roles and Responsibilities

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:



All stakeholders have a responsibility to ensure children regularly attend school. All expected actions from stakeholders are outlined in our Roles and Responsibilities document. (Appendix 1)

2.1 The Governing Body

The Governing Board 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 Governing Board will appoint a link Governor for attendance.

2.2 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

2.3 The Designated Senior Leader responsible for attendance: 'Nominated Attendance Person' (NAP)

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
- Liaising with the school EWO

The designated senior leader responsible for attendance is Emma Morris (Deputy Headteacher) and can be contacted via the school telephone number.

2.4 The Attendance Officer (EWO)

The Attendance Support Team (AST) form part of the Telford & Wrekin Councils support services to schools and liaise where appropriate with school staff to help secure pupils' good attendance. Legal action to enforce attendance can only be taken by the LA.

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 6)
- Contacting parents and making first day calls/ home visits where no explanation has been given for absence
- 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 to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

The attendance officer is Helen Carolina and can be contacted via 01952 381881.

2.5 Class teachers

Class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office [insert when this needs to be done, e.g. on the same day].

Class teachers are also responsible for having initial conversations with parents regarding their child's absence, supporting parents to recognise the value of education by promoting the curriculum through class dojo, monitoring trends in absence and reporting these to Team Leaders and the Nominated Attendance Person (NAP).

When a child returns from a period of absence, it is important for them to be provided with catch up work in the form of interventions or changed provision to ensure no gaps in learning develop.

2.6 School admin staff

School admin staff will:

- Check the registers and make first day contact calls.
- Enter 'U' code into register for children who arrive after 9:30 and 'L' code for children who arrive between 9 – 9:30.
- Enter reason for lates onto Bromcom
- Updates MIS system on first day of attendance for new arrivals.
- Attend EWO attendance meeting to monitor children punctuality and children with attendance of 90% and below.
- Print attendance certificates to be distributed in parents' meetings.

2.7 Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 8:45am on the day of the absence and each subsequent day of absence and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child

- Ensure that, where possible, appointments for their child are made outside of the school day

2.8 Pupils

Pupils are expected to:

- Attend school every day on time

3.0 Procedures

3.1 Attendance register

The register is a legal document which can be maintained in paper or electronic format. Registers, attendance & absence codes must be recorded accurately, and any paper copies must be marked in ink. The register, or content recorded within it, may be requested in a Court of law as evidence in a prosecution for non-attendance. It may also contribute data to pupils' end-of-term reports, to records of achievement, and to leavers' references.

An accurate, timely and consistent registration system is crucial if poor attendance and punctuality within a school are to be addressed. It is vital that pupils are aware that registration is a significant part of the school day.

Registration may be perceived as a task to be completed as quickly as possible. All staff involved with the registration process should be aware that the law is very specific regarding the keeping of registers. Marking and keeping the register is of the utmost importance. Teachers should not relegate it to the bottom of the list of priorities.

Every entry on the admission register and attendance register must be preserved for a period of three years after the date in which the entry was made, N.B every amendment to the admissions register and attendance register must include: the original entry; the reason for the amendment; the date on which the amendment was made; and the name and position of the person who made the amendment.

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

We will take our attendance register at the start of the first session of each school day and once during the second session. It 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 position of the person who made the amendment

See appendix 2 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- 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 8:50 (Foundation Stage and Key Stage One) and 8:45 (Key Stage Two) on each school day. The register for the first session will be taken at 9:00 and will be kept open until 9:30. The register for the second session will be taken at approximately 1pm.

We will ensure:

- No pupil will be marked present unless actually present in the room when the register is taken or unless he or she has been given permission to be absent by the registering teacher.
- Spaces are not be left in the register.
- Registers are closed at an agreed time each day (30 minutes after the register is opened)
- Where a pupil arrives late but the register is still open, the pupil will not be marked as late 'L' – code, but counted as present for that session.
- Where a pupil misses registration (arrives after registration has closed) absence will be marked as an unauthorised absence – 'U' code.
- Where a pupil misses registration but provides an adequate explanation, s/he will be recorded as late if arriving before the register closes, but coded as an authorised absence for the session e.g. M for dental or medical appointment if arriving after the register closes.
- Pupils will not mark the register under any circumstances.
- Attendance data from registers will be monitored appropriately.
- The decision to authorise an absence will be made within a maximum of ten school days from the date of the absence. If no reason has been provided during this time the absence should be recorded as unauthorised.

Using an MIS system will not by itself improve attendance. It does, however, provide an accessible, accurate and easy to use record of data and information relating to the individual pupil or whole school attendance in the form of data reports, these may include:

A daily report of all absentees

- A register over any given time which codes all absences allowing the reader to quickly identify patterns and trends in authorised and unauthorised absences,
- An individual registration certificate per pupil which can be produced at any time in the school year and includes information on total percentage attendance, absence and punctuality,
- An absence-mapping facility which can be used to check a pupil's attendance against another pupil, or a group of pupils' attendance if there is a suspicion of multiple truancy,
- A record of attendance for each class over any given period of time which will provide a percentage attendance figure for each session and data which could identify patterns of absence for individuals as well as the whole class.
- Individual reports for vulnerable pupils and vulnerable groups of pupils.
- A list of all pupils who are persistent absentees (90% or below)

The school should follow up any absences to:

- Ascertain the reason,
- Ensure the proper safeguarding action is taken,
- Identify whether the absence is approved or not; and,
- Identify the correct code to use before entering it on to the school's electronic register, or management information system which is used to download data to the School Census.

3.2 Deletion of names from the admission register

A pupil's name can only be deleted from the admission register for a reason set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended. A pupil's name must not be removed for any other reason and doing so would constitute off-rolling.

In accordance with regulation 12(6) of the Education (Pupil Registration) (England) Regulations 2006 as amended, a school must notify the local authority when a pupil's name is to be deleted from the admission register under any of the reasons set out in regulation 8, as soon as the pupil's name is to be deleted. This does not apply where the pupil's name is deleted after they have completed the school's final year (for example, pupils who leave primary school at the end of Year 6), unless the local authority requests such information.

Where a school notifies the local authority that a pupil's name is to be deleted from the admission register, as set out in regulation, the school must provide the local authority with the following information:

- the full name of the pupil;
- the full name and address of any parent the pupil normally lives with;

- at least one emergency telephone number of any parent the pupil normally lives with;
- if applicable, the full name and address of the parent who the pupil is going to live with, and the date the pupil will start living there;
- if applicable, the name of the pupil's other school and when the pupil began or will begin to attend the school;
- the reason set out in regulation 8 under which the pupil's name is to be deleted from the admission register.

The only reasons where a pupil's name shall be deleted are:

Ground A - a pupil has a School Attendance Order which has been changed to name another school or revoked. Where the pupil is registered at the school as a result of a school attendance order, but another school has now been named on that order or the order is revoked because arrangements have been made for the child to receive suitable full-time education for their age, ability and aptitude somewhere other than at a school. Where a school attendance order remains in force, the pupil's name must not be deleted for other reasons until the order is revoked or the name of the school amended. This includes a request to electively home educate. If a parent has had their child registered at the school to comply with an order but the pupil does not attend, the school should discuss the case with the local authority and where appropriate take steps to secure the regular attendance of the child as they would with any other case of non-attendance.

Ground B - a pupil has been registered at another school - regulation 8(1)(b) 158. Where a pupil has been registered at another school, unless:

- a school attendance order naming the school is in force in relation to the pupil;
- the pupil is a child of no fixed abode and the school is their main school (see further details below); or
- the school has agreed that the pupil should be a registered pupil at more than one school.

Ground C - pupil is also registered at one or more other schools and the other schools have agreed the deletion. Where a pupil is registered at one or more other schools, and:

- the pupil has ceased to attend the school;
- each school where the pupil is registered has given consent to the deletion; and
- none of the following apply:
 - o the pupil is a child of no fixed abode, and the school is their main school; or
 - o the pupil has died (in this case the pupil's name is deleted under regulation 8(1)(j)); or

o the pupil has been permanently excluded from the school (in this case the pupil's name is deleted under regulation 8(1)(m)).

Ground D - the parent of a pupil has notified the school in writing that a pupil is receiving education otherwise than at a school. Where a pupil has ceased to attend the school and the pupil's parent has informed the school in writing that the pupil is receiving education otherwise than at a school, unless a school attendance order naming the school is in force in relation to the pupil.

Ground E - a pupil no longer lives a reasonable distance from the school. Where a pupil has ceased to attend the school and no longer normally lives a reasonable distance from the school, and the pupil is not a boarder at the school. In circumstances where parents are withdrawing their child but are unable to say how their child will continue with their education, for example, the family are relocating but have not been able to secure a place at a new school in advance, once the pupil has completed their final day at school and moved out of the area, the school must delete the pupil's name from the admission register and the pupil's information should then be transferred to the Lost Pupil Database via the S2S system.

Ground F - a pupil has not returned following a leave of absence. Where a pupil has been granted a leave of absence (under regulation 7) and the pupil has not attended school within the ten school days immediately after the end of the period granted, and:

- the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause; and
- the school and the local authority have jointly made reasonable efforts to find out the pupil's location, but they have not succeeded. DfE's guidance on Children Missing Education sets out the expectations for schools and local authorities in respect of making reasonable enquiries.

Ground G - a pupil is unlikely to return to school before ceasing to be of compulsory school age due to health reasons. Where a pupil is certified, by the school medical officer, as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither the pupil nor their parent has indicated to the school of any intention to continue attending the school after the pupil ceases to be of compulsory school age.

Ground H - a pupil has been continually absent from school for 20 school days. Where a pupil has been continuously absent from the school for a period of 20 school days or more and:

- at no point has the absence been authorised by the school (under regulation 6(2));
- the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause; and
- the school and the local authority have jointly made reasonable efforts to find out the pupil's location, but they have not succeeded. DfE's guidance on Children

Missing Education sets out the expectations for schools and local authorities in respect of making reasonable enquiries.

Ground I - a pupil is in custody and detained for a period of more than 4 months. Where a pupil is detained in pursuance of a final order made by a court or of an order of recall made by the Secretary of State, and:

- that order is for a period of more than 4 months; and
- the school does not have reasonable grounds to believe the pupil will return to the school at the end of that period.

Ground J - a pupil has died. A pupil's name should only be deleted from the admission register when the school is informed of the death. This would normally come from the pupil's parent but it is possible that notification comes from another source, such as relatives or the police. Once the school receives the information it should immediately delete the pupil's name to prevent inadvertent and unnecessary contact with the family about the child.

Ground K - pupil will cease to be of compulsory school age and will not continue into the sixth form. A pupil will no longer be of compulsory school age by the next time the school meets, and:

- the pupil's parent has indicated that the pupil will no longer attend the school; or
- the pupil does not meet the academic entry requirements for admission to the school's sixth form.

Ground L - a pupil has ceased to be a pupil at an independent school or non-maintained special school. Where a pupil has ceased to be a pupil and the school is not maintained by a local authority, an academy, a city technology college or a city college for the technology of the arts.

Ground M - a pupil has been permanently excluded from the school. Where a pupil has been permanently excluded from the school. A pupil's name cannot be deleted from the admission register until the outcome of any consideration of reinstatement and independent review (in the case of a maintained school, pupil referral unit, or academy) or appeal (in the case of a city technology college or city college for the technology of the arts) is known.

Ground N - a pupil has not continued at the school following completion of nursery. Where a pupil has been admitted to the school to receive nursery education and on completing such education has not transferred to reception or a more senior class at the school.

3.3 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8:45am or as soon as practically possible by calling the school admin staff (see also section 4)

If no contact is received from the parents/carers of an absent pupil on the **first morning of absence** we will follow the procedures outlined in the N code flowchart (Appendix 3):

- Follow 'first day contact' procedures and contact the parent by telephone
- Refer to the school's 'Nominated Attendance Person' (NAP) or Education Welfare Officer (EWO), to follow up absence if no response is received on day one of absence. If no response is received after 3 days of absence and refer to the family social worker or to 'Family Connect' if there are additional concerns regarding the family and no contact can be made with the parent
- Where there are safeguarding or similar concerns regarding the pupil/family additional services should be contacted immediately if the school is unable to make contact with the family. (e.g social care, strengthening families)

Where the reason for absence is known, we will:

- Invite the parents into school for an 'Attendance Concern Meeting' (ACM), where there has been a maximum of 10 consecutive days absence unless other action is planned. This meeting should include parents, pupil, NAP and EWO. The aim of this meeting will be to identify and resolve the difficulties which are preventing the pupil from attending school. Parents/ carers will be informed of this meeting via telephone and an Attendance Concern Meeting letter will issued. (Appendix 4). The parents/carers will be made aware of the legal requirements regarding school attendance.
- Support the pupil's re-integration where a pupil is returning to school after an absence of longer than two weeks. In the event of a pupil returning after a long-term absence then an Action Plan can be implemented. The plan should include all members of the school staff and will be designed to be as supportive of the pupils needs as possible (Appendix 5)
- Provide Early Help advice and support to the family, undertaking an Early Help Assessment if appropriate and make a referral to Strengthening Families if it is felt the family would benefit from additional support.

We will mark absence 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/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

In order to ensure the success of this policy every member of the school staff will make attendance a priority and convey to the pupils the importance of their education.

3.4 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. Parents can request leave of absence by filling in a leave in term time request form (Appendix 6).

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 4 to find out which term-time absences the school can authorise.

3.5 Lateness and punctuality

A pupil's punctuality is a legal requirement and the parents/carers of a pupil who is persistently late after the register closes are guilty of an offence. The law treats persistent lateness in the same way as irregular attendance and parents can be prosecuted if excessive late arrival is unresolved.

Persistent lateness can be as damaging to a pupil's school career as persistent absence. Pupils who arrive late disrupt not only their own education but that of others and being persistently late may also lead to truancy. Poor punctuality may be an indicator of more complex problems within the pupil's home which the pupil may need help to deal with; chronic lateness may result in a pupil losing his/her attendance mark for the session and the absence will be noted as unauthorised. For some pupils, arriving punctually may be beyond their control. Often lateness is a symptom of another issue such as a disorganised parent and the child is confused and often left to cope alone at a very young age or a parent where the management of firm boundaries is challenging. A punctuality letter will be sent to parents to outline the importance of attending school on time when a child has been late on 5 days (Appendix 7).

A pupil who arrives late:

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

We follow a step process to respond to ongoing lateness, which is outlined in our Punctuality flowchart (Appendix 8). Younger children often have no control over the time they arrive at school and it is important to remember that the pupil may be arriving in school feeling distressed about the potential of being in trouble for something beyond their control. All children, who present as late (after 9am), will be greeted by admin staff in the office. Admin staff will speak to the parent to ascertain the reason for lateness and this will be recorded.

We ensure there is a careful balance struck between being too punitive and too accepting of a pupil's lateness. Once the reasons for lateness have been established, the parents, pupil and school will work in partnership to resolve the difficulties. The dilemma for schools is that, if action is not seen to be taken against latecomers, other pupils may follow suit thereby exacerbating the problem.

Where a situation at home makes it difficult for the pupil to arrive on time, consideration will be given to an appropriate referral to an outside agency or voluntary service. An Early Help Assessment could be considered to support punctuality.

3.6 Reporting to parents/carers

The DfE expects schools to report to parents regularly regarding their child's attendance. We will regularly inform parents about their child's attendance and absence levels by:

- Discussing attendance at termly parent meetings. Class teachers will follow a suggested script to ensure all aspects of attendance are discussed. These will differ depending on the child's attendance. (Appendix 9)
- Termly attendance certificates given to parents/carers, which detail attendance percentage
- Final end of year reports detail yearly attendance percentage
- Teachers and Nominated Attendance Person (NAP) will contact parents, via Class Dojo, phone call or face to face meeting, if there is a risk of their child becoming persistently absent to inform them of support available to prevent attendance decreasing further

4.0 Types of Absence

4.1 Authorised and Unauthorised Absences

Only a school can authorise an absence. Parents and the LA do not have the power to authorise absences. The Headteacher has ultimate responsibility for the registers.

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.

Unauthorised absence is absence without approval from an authorised representative of the school and includes all unexplained absences.

4.2 Leave in Term Time

Parents wishing the school to consider granting leave in term time should read these notes carefully and then complete and send to the Headteacher the request form below. This form should be sent to the school in time for the request to be considered **before** the desired period of absence. (Parents are strongly advised not to finalise any planned absence before receiving the school's decision regarding their request). In any event the request form must be received by the school at least four weeks before the leave in term time requested dates to allow sufficient time for appropriate consideration.

The granting of leave of absence in term time is, by law, a matter for consideration and decision by the Headteacher. There is no automatic right to any leave in term time. The Department for Education (DfE) and Telford & Wrekin Local Authority (LA) policy is that leave should not be taken in school term time. Where such requests are made, for the leave to be granted, the Headteacher should decide if there are **exceptional circumstances**.

Each case will be considered individually and on its own merits. Parents therefore, need to consider very carefully before making any request for leave in term time, the demands of the National and wider School Curriculum especially at the Key Stage assessment stage. In considering a request, the school may also take account of: -

- the **exceptional** circumstances stated that have given rise to the request;
- the age of the child;
- the stage of the child's education and progress and the effects of the requested absence on both elements;
- the overall attendance pattern of the child;
- the nature of the trip.
- whether the same trip could be taken during the 13 weeks school is closed to pupils?
- students/pupils on examination courses or due to take SATS will **not** normally be granted leave of absence.

Where parents have children in more than one school a separate request must be made to each school. The Headteacher of each school will make their own decision based on the factors relating to the child at their school. However, there is an expectation that all schools involved will communicate and all agree a decision whether to authorise or not. It is hoped that if this situation arises parents will be

persuaded to accept the reasons for refusal given and, thereby, withdraw any other requests.

Where requests for a grant of leave in term time are received from only one parent the response letter – agreeing or refusing – will be either addressed to both/all parents where they live at the same address or to each where they do not. This is to ensure, particularly in the case of a refusal, that both or all parents are fully aware of the consequences of ignoring a refusal as the refusal letter clearly states that each parent may receive a penalty notice.

Should the school decide to grant the leave. but the child **does not return to school at the time s/he was expected to** (i.e. following the expiry of the granted leave in term time period) and, no information is available to the school to explain/justify the continuing absence or, make known the whereabouts of the child, **his/her place at the school could be lost.**

Should the School decide **not to grant the leave** and parents still take their child out of school the absence will be recorded as **unauthorised** which may be subject to a Penalty Notice fine of £60 per parent per child. This fine will increase to £120 if not paid within 21 days. Failure to pay the £120 fine within the period 22 to 28 days may lead to Court proceedings, which could ultimately result in a fine of up to £2500 and/or imprisonment of up to three months.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. We will follow the leave in term time flowchart to determine any actions following a leave in term time request. **(Appendix 10)**

The Headteacher will respond to all requests for leave in term time by a written letter. See **Appendix 11** for examples of these.

4.3 Parentally Condoned Absences

Parentally condoned absence is, in many ways, more difficult to identify than any other form of pupil absence. This form of absence is equally as damaging to the pupil's educational experience as any other form of absence. The parents, in many cases, perceive that they are keeping their child away from school for legitimate reasons; they may feel that they are protecting their children. It is essential that, when school staff feel that a worrying pattern of non-attendance is emerging, they work closely with the educational, social and health support services to ensure that the most appropriate and effective intervention is available to the pupil and parents.

Parents of children from different cultures may feel that the school is not a safe, or proper, environment for their child. It is vital that schools investigate and endeavour to recognise cultural issues, which may prevent a pupil from attending school. There is a range of specialist support services, which will assist and advise schools and parents on ways forward when these difficulties arise.

Factors which may contribute to 'Parentally Condoned Absences' are:

- The parent may not value education, they may have had a negative experience of school themselves and condone their own child's poor attendance at school because of this belief.
- Separation anxiety: The parent and/or child may experience anxiety when separated from each other.
- The parent may be a victim of domestic abuse.
- The child may be illegally contributing to the family income by working either within the home or outside.
- The child may be a victim of child exploitation and involved in gang culture.
- The child may be the only significant carer within the family.
- The parent or child may be experiencing physical or mental health issues.
- There may be social issues which parents may feel are of more importance than educational issues.
- Financial restraints, the parent may be unwilling or unable to provide lunch or appropriate clothing (uniform, shoes and coats).

4.4 Extended Overseas Trips

When making judgements about extended absence for pupils schools should ensure that full account has been taken, not only of the regulations and DfE guidelines, but also of the situation of black and ethnic minority families in general and the particular circumstances relating to each individual case. There is no automatic right to any parent to remove their child from school during term time.

Schools should ensure that all parents are aware of the school's policy on absence. In the case where English is an additional language (EAL), special care should be taken to ensure that the regulations are fully explained and understood. Interpreters may be necessary. Where a number of parents are concerned, the school may wish to consider organising a special meeting for these parents taking into account the schools 'Leave in Term Time' policy.

Schools should take account of the following:

- A visit involving family overseas has an entirely different significance from the normal associations with 'holiday' which is the category recognised by the DfE
- Visits may be very important in terms of children's identity and self-esteem as they grow up
- Parents may feel that the planned visit outweighs the importance of their child's uninterrupted attendance at school - maintaining family links may involve greater

significance and greater pressure in some societies than it does in many western societies

- The reasons for parents making a visit may be similar to those for indigenous parents, e.g. family illness, bereavement, etc.

However, schools should explain to parents that:

- Leave in term time is disruptive and detrimental to a child's learning and attainment
- Advanced permission must be requested and agreed
- The absence should be planned carefully with the school
- Wherever possible, extended visits should be made during school holidays
- Leave of absence during examination time should be avoided
- Children who miss school for six weeks or more fall behind in their school work by a full term
- Some children never catch up and will under-perform in their examinations
- Their child's name may be removed from the register if he or she has not returned to school within twenty school days of the expected date of return

If absence is agreed, schools should consider:

- The potential educational value of the visit
- The amount of school work missed and how parents and school can help their child catch up on his/her return to school
- Preparing a study pack
- Asking pupils to make notes/observations in relation to a current or forthcoming class topic
- Going through any work that has been completed by the pupil on return to school
- Sharing experience with other pupils - class teacher could ask child to bring into school postage stamps and other memorabilia from country visited.

4.5 Removal from Roll

Schools must inform the LA within 5 days of any intended deletion from roll using the A/D 1 form. Pupils should only be removed from the school roll and class registers under the following circumstances:

a) Where a parent informs the school that they are moving out of the area and give a new address and school where they intend to register the child. Following the date given for the re-location the school will contact the new school/LA to ascertain that the child is, in fact, living in the area and has been registered at a school. If confirmed, the Headteacher can remove the pupil from school roll and registers, retrospectively from the date given for the move. If the pupil cannot be located in the area, after 10 days, the parents have given the school should complete a CME/CNRE referral form and submit it to the childrenmissingeducation@telford.gov.uk inbox.

b) Where a parent informs the school that they will be pursuing a place in another school in the local area the parent should complete the online in-year transfer request section of their 'My Telford' account and the Admissions Team at Telford & Wrekin Council will process the application and inform both schools of the transfer. The Admissions Team will inform the parent that a place is available to them at the new school. Once admission is confirmed at the new school the original school can remove the child from roll and submit an A/D1 form (within 5 days).

c) Where a parent informs the school that they wish their child's name be removed from the school roll as they intend to teach the child **otherwise than at school**, the school must inform the LA by completing the 'Pupil Passport' and submitting it to the accessandinclusion@telford.gov.uk inbox. Once the child's name is removed from the school roll the LA Advisory Teacher for Elective Home Education will write to the parent and monitor the educational provision from that point.

d) Where a pupil has been continuously absent for not less than 4 weeks and the school has made reasonable enquiries which have failed to locate the pupil. In such cases a school representative or, once a referral from the school has been received, an attendance & pupil tracking officer will make home visits and other enquiries to ascertain that the family are no longer living at their last known address. Removal of a pupil from the school roll should only be undertaken when authorised by the Headteacher after these enquiries have taken place. **The school must notify the LA in all cases of a pupil being removed from the school roll where a family has moved and cannot be traced in line with DfE guidance 'Children Missing Education' – September 2016'. This information should be submitted via an A/D1 form. The school should also complete a CME/CNRE referral form and forward it to childrenmissingeducation@telford.gov.uk the Attendance & Pupil Tracking Officer will then ensure the pupil is tracked.** Schools may be contacted and asked to keep the pupil on roll whilst further investigations are made. Schools can liaise directly with the Attendance & Pupil tracking officer.

e) Where a pupil is registered in accordance with a school attendance order and the LA substitutes another school.

f) Where a pupil has been granted leave of absence e.g. for the purpose of a holiday but has failed to attend school within the twenty school days immediately following the expiry of the leave (except by reason of sickness or other unavoidable cause). Reasonable enquires must be undertaken by the school in these circumstances to trace the pupil, prior to removal from the school roll. If the pupils' whereabouts is known the school cannot remove the child from the school roll. **The school must liaise with the LA in all cases of a pupil being removed from the school roll in circumstances relating to non-return from leave of absence e.g. for a holiday.**

g) Where a pupil is certified by the School Medical Officer as unlikely to be in a state of health to attend before ceasing to be of compulsory school age.

h) Where the pupil has died.

i) Where the pupil has been permanently excluded. The Pupil Discipline Committee must have met. 15 school days will then be allowed for a possible independent review panel before the pupil is removed from the school roll.

It is illegal for a school to remove a pupil from a school roll simply because the pupil has a poor behaviour or poor attendance record.

4.7 Children Transferring into and from Schools in Telford & Wrekin and Other Local Authorities

The LA Admissions Team co-ordinate all school transfers and an 'in year' transfer application should be completed by the parent online. The parent will need to use the Telford & Wrekin website/admissions to complete an online application form. This can be found under 'Changing schools – how do I apply'.

The LA Admissions Team should be notified of all pupils transferring to schools outside Telford & Wrekin, using the A/D1 form. The LA will then liaise with the Authority in the area the child is transferring to. Schools should not remove a child from their roll until the deletion is agreed by the admissions team.

The Attendance & Pupil Tracking Officers will track children that have not been admitted into an alternative school after four school weeks. Schools will need to complete Child Missing Education form and submit it to childrenmissingeducation@telford.gov.uk

Guidance is available in '*Protocol for Identifying and Maintaining Contact with Children Missing Education*'

These forms should not be completed for those pupils who are subject to whole cohort transfers during normal transition (Reception, between infant and junior school and primary to secondary school).

Schools should not delay making a referral if they have a concern for the wellbeing of the child.

5.0 Strategies for promoting attendance

AST will liaise/support school with the following matters to seek to enhance the climate in which good attendance may flourish:-

- The school's commitment to achieving high levels of attendance should be explicit and clear to pupils, staff and parents,

- The school should try to ensure that the pupil's experience in lessons is of a positive and enriching quality which will encourage him/her to take responsibility for and show commitment to their own learning,
- Some pupils fail to attend because they are unable to keep up with their peers in class and become discouraged. This may be an indication of a learning difficulty. As part of its policy on special education needs, each school should ensure that children's needs are identified and that action is taken to meet these needs,
- Some pupils stay away from school because they are afraid of bullying or of behaviour in the playground which may frighten or alarm them. Schools should be alert to this possibility in investigating individual cases of poor attendance and, in reviewing policy on discipline, they should keep in mind how the schools attitudes on this matter may influence attendance. Staff should be aware of areas and times in the school where bullying is more likely to occur,
- Analysis of attendance data and identification of specific groups or individuals who may require a bespoke targeted approach.

Schools and AST can play an important role in encouraging attendance by providing rewards for good and improved attendance and punctuality, this applies for individuals, classes or groups or the whole school. Care should be taken to acknowledge individuals who are making an effort to attend but who nonetheless, and for acceptable reasons, may have poor attendance overall.

Rewards and incentives for attendance at Hollinswood are:

- Top 3 classes for attendance awarded weekly 1st, 2nd, 3rd trophies. These are celebrated in the weekly newsletter.
- All children awarded a raffle/ ticket for days they attend school on time.
- Personalised postcards home for improved attendance/ punctuality
- Certificate and sticker awarded to child for improved attendance and punctuality.

Rewards for good attendance are likely to prove more effective than sanctions for non-attendance. Nevertheless, there will be occasions when a pupil needs to be confronted and challenged on his/her poor attendance. Schools should consider how this is to be done and what action should be taken to ensure consistent practice among staff. The support of parents should be sought where practicable. Care should be taken that children who may be struggling to attend regularly and punctually in the face of adverse home circumstances are not unintentionally discouraged by the use of sanctions.

6.0 Monitoring and improving attendance of groups of children

6.1 Pupils with medical conditions or special educational needs and disabilities

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil. That said, in working with their parents to improve attendance, schools should be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education.

This should include:

- Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed. Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, schools should work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day.
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance.
- Ensure data is regularly monitored for these groups including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.

Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. Please see further information on supporting pupils with medical conditions at school.

In all cases, schools should be sensitive and avoid stigmatising pupils and parents and they should talk to pupils and parents and understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual pupil's specific needs.

6.2 Children with a social worker

In addition to the benefits for all pupils, good attendance at school also provides an additional safeguard for vulnerable pupils. Absence for pupils with a social worker, however, has been historically higher, with a quarter of children who have ever needed a social worker persistently absent compared to less than 10% of those who had never been in need.

It is therefore important that we redouble efforts to improve attendance for this group and build on the progress made by Virtual School Heads since the expansion of the programme to provide strategic oversight of the education of pupils with a social worker.

As such, local authorities are expected to make use of their Virtual Schools to:

- Regularly monitor the attendance of children with a social worker in their area, including those looked-after by the local authority.
- Set aspirational targets for attendance of pupils with a social worker in the area, and put in place personal education plans for pupils looked-after.
- Provide training for designated teachers about their role in promoting the attendance of children who have ever needed a social worker.
- Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.
- Work across children's social care services to make sure all social workers recognise the importance of good school attendance, and that attendance is built into every child in need or child protection plan where attendance is a concern.

To facilitate effective working across the local authority, schools are expected to inform a pupil's social worker if there are unexplained absences from school. Children missing education officers or a school's point of contact in the School Attendance Support Team should also inform a pupil's social worker if their name is to be deleted from the school register.

7.0 Attendance monitoring

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level. What is monitored is outlined in our monitoring attendance document. (Appendix 12)
- 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 DfE's school absence 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 board.

7.1 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
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

Sampling attendance of specific dates and sessions may show up regular patterns of non-attendance and may reveal, for example, an association with certain subjects, teachers or teaching groups. Such analysis can also draw attention to the deterioration or improvement in the attendance of individual pupils. The analysis can help to target intervention more selectively and help to establish the cause of an absence.

All schools can access detailed information from their MIS systems about attendance when this facility is used to its full capacity this information can be of great use in schools for strategic planning and can enable schools to manage attendance issues more effectively. Data will also be analysed during any inspection and schools will be accountable for monitoring and addressing low levels of attendance and pupils who become persistent absentees.

The members of staff who are responsible for attendance analysis are:

- Lates – NAP
- Persistent Absentees – SBM to populate the actions following EWO attendance meetings. NAP to analyse responses
- Low, moderate and high risk of persistent absentees – NAP
- Group analysis – SBM to populate percentages. NAP to analyse and add attainment.

7.2 Using data to improve attendance

The school will:

- Provide regular attendance reports to class teachers and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

Weekly figures may illustrate:

- The effect of staff absenteeism,
- The fall in attendance preceding teacher training days, half terms, study leave or work experience,
- The effect of ending terms on a Monday or Tuesday,
- The effect of activity days, day trips, or residential trips,
- The effect of the timing of the school day,
- The effect of pupil holidays in term time.

Continuous analysis of individual pupil's attendance and of the whole school can give scope to strategic planning. By identifying those levels which the school considers are indicators of persistent absenteeism or irregular attendance, it will be possible to identify the extent of the problem. The school can then target time provided by pastoral staff more effectively by producing:

- Individual attendance records which highlight reasons for absence and the pattern and rate of unauthorised absence,
- Quickly obtain lists of all pupils with unexplained absence which can be fed back to the responsible member of staff,
- Attendance data for vulnerable groups,
- The pastoral staff will then be able to identify those pupils who give cause for concern,
- Coded absence, broken down into a class and/or year group format, would allow identification of excessive unauthorised absences.

Schools should also be monitoring the attendance of key groups within the school. In doing so they should be identifying specific groups of pupils whereby a targeted approach may be necessary. These groups will vary according to the schools own pupil characteristic profile, but is likely to include pupil-premium pupils and non pupil-premium pupils, pupils who speak English as an additional language, and those who speak English as a First Language.

In aiming to improve achievement of pupils academically it is appropriate to identify underachieving groups and consider the attendance of these groups.

Whole-school attendance figures produced regularly, weekly, termly etc, based on year groups, can indicate factors such as:

- Declining attendance in years 10 and 11 respectively,

- Viruses or illnesses that have an impact on specific groups or the whole school e.g. chickenpox, norovirus, (advice should be sought from Public Health England if an outbreak of a virus is identified)
- The effect of seasonal attendance e.g. attendance may decline in the colder months and preceding school holidays.

7.3 Reducing persistent and severe absence

Where absence escalates and pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), schools and local authorities are expected to work together to put additional targeted support in place to remove any barriers to attendance and reengage these pupils. In doing so, schools should sensitively consider some of the reasons for absence and understand the importance of school as a place of safety and support for children who might be facing difficulties, rather than reaching immediately for punitive approaches.

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. A concerted effort is therefore needed across all relevant services to prioritise them. All partners should work together to make this group the top priority for support – this may include specific support with attendance or a whole family plan, but it may also include consideration for an education, health and care plan or an alternative form of educational provision where necessary to overcome the barriers to being in school.

If all avenues of support have been facilitated by schools, local authorities, and other partners, and the appropriate educational support or placements (e.g. an education, health and care plan) have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect. Schools and local authorities should be especially conscious of any potential safeguarding issues in these cases and where these remain, conduct a full children's social care assessment. Further information is available in the statutory guidance on Keeping Children Safe in Education.

In all cases, schools and local authorities are expected to make patterns of both persistent and severe absence a focus of their regular data monitoring and identify pupils and cohorts who need targeted attendance support as quickly as possible. Both persistent and severe absence should also be central to school, trust, and local authority level strategies for improving attendance.

As a school, we have put into place attendance thresholds to support our procedures in reducing persistent and severe absence (Appendix 13):

- Level 1 (99- 100%): No risk of persistent absence
- Level 2 (97 – 98%): Low risk of persistent absence

- Level 3 (95 – 96%): Moderate risk of persistent absence
- Level 4 (93 – 94%): High risk of persistent absence
- Level 5 (92 – 90%): High risk of persistent absence
- Level 6 (90% and below): persistently absent
- Level 7 (50% and below): severely absent

The school will follow the agreed staged protocol outlined in attendance flowcharts for children at each level of attendance. (Appendix 14)

7.4 Attendance Concern meetings

Schools, trusts and local authorities are expected to work together and make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family.

As a school, we aim to find out more about a family's circumstances through an attendance concern meeting. At this meeting a parenting contract will be agreed and written.

A parenting contract is a formal written agreement between a parent and either the school (with the exception of independent schools and non-maintained special schools) or local authority to address irregular attendance at school. A contract is not legally binding but allows a more formal route to secure engagement with support where a voluntary early help plan has not worked or is not deemed appropriate. A parenting contract is not a punitive tool it is intended to provide support and offer an alternative to prosecution. Parents cannot be compelled to enter a contract, and they cannot be agreed in a parent's absence.

The aim from the outset should be for the parent(s), and the pupil where they are old enough, the school and the local authority to work in partnership. Where a school and/or local authority decide to use a parenting contract, a meeting should be arranged with the parent(s). It should include the pupil if they are old enough to understand.

The meeting will explain the purpose of a parenting contract and why using one would be beneficial in the family's circumstances. The parent(s) should be asked to outline their views on the pupil's attendance at school, any underlying issues and how they believe these should be addressed. The meeting should also allow them to share their views on the idea of a parenting contract and what type of support they think would be helpful to secure the pupil's regular attendance.

Where a parent fails to attend the meeting without good reason or notification, further attempts should be made to contact them and arrange another meeting but all attempts at support should be recorded. One parenting contract may be arranged with all parents, or in circumstances where it is desirable to have different

requirements for each parent then separate parenting contracts for each parent should be arranged.

All parenting contracts should contain:

- Details of the requirements the parent(s) is expected to comply with.
- A statement from the school and/or local authority agreeing to provide support to the parent(s) to meet the requirements and setting out details of the support.
- A statement by the parent that they agree to comply with the requirements for the period of time specified by the contract.

The requirements specified, and the support provided, will depend on the individual case, and should be tailored to the needs of the individual parent and family. There is not, therefore, a prescribed list, but requirements may include:

- Measures to ensure the pupil attends school or alternative provision punctually and regularly
- Requiring the parent to attend meetings with the school and/or local authority
- Accessing or partaking in the support or programmes offered
- Working with or accessing other separate support provided to the pupil at school level (e.g. being on report) 37 100. The support provided to help the parent satisfy those requirements may include:
 - Provision of a lead practitioner to support the family
 - Signposting or referrals to wider local authority or health services that might support the family (e.g. housing needs, drug and alcohol support)
 - Signposting or referrals to voluntary and community sector programmes or support (e.g. foodbanks or community support groups)
 - Formal interventions such as family group conferencing, peer mentoring or literacy classes
 - Support and advisory services (e.g. benefit support)
 - Formal parenting programmes (e.g. a course with a specified number of sessions)

Parenting contracts do not have a minimum or maximum duration. Each individual contract should set out the duration it will be in place, and most are for between 3 and 12 months but can be longer if needed. Once the requirements and support elements of the contract have been agreed, the school and/or local authority and the parent should write up the contract together and sign it. The contract should be written in language that the parent can easily understand (including a translation where necessary). All parties, including other partners working with the family, should be given a copy.

Where a parent does not comply with the requirements set out in the contract, the lead practitioner should contact the parent and seek an explanation and decide whether it is reasonable, and the contract remains useful. If the explanation shows that the contract is proving difficult to comply with through no fault of the parent, then a meeting should be arranged with the parent to review and amend it. Where no explanation is given, or the lead practitioner is not satisfied with the explanation, they should serve the parent with a warning to explain that the contract is not working and may be terminated, and another course of action pursued, if the parent does not engage. This may be in the form of a letter, and record of it should be kept.

If there are further instances of non-compliance, they should arrange a meeting with the parent to review the contract and discuss how it can be made to work. Following this meeting, the school and/or local authority should decide whether the non-compliance is undermining the contract to the extent that it is no longer useful in which case an alternative course of action (such as a different legal intervention) would need to be decided upon. The decision and reasons should be recorded.

Failure by the parent, school, or local authority to keep to the terms of the parenting contract cannot lead to action for breach of contract or for civil damages. There is no criminal sanction for a parent's failure to comply with, or refusal to sign, a parenting contract. If the pupil's irregular attendance continues or escalates to the point where prosecution is deemed appropriate, however, any failure or refusal may be presented as evidence in the case. It is therefore important that any non-compliance with the contract is recorded so that it can be presented in court if necessary.

8.0 Reintegration of Long-Term Absentees

A number of pupils miss long periods of school through sickness, exclusion, school refusal, etc. and may feel especially vulnerable when they do eventually return. It is vital to make the transition back to full-time school as smooth as possible.

Ideally, the return of the long-term absentee needs to be carefully planned but this may not always be possible. In this circumstance an Attendance Action Plan would be completed.

To ease the return of the long-term absentee, schools may need to consider a Reintegration Plan, i.e.

- Nominate a key person to co-ordinate, monitor and review the child's return - a favourite teacher may be the ideal person,
- Ensure that all staff are aware of, and alert to, the situation,
- Consider the possible need for a phased or gradual return,
- Consider the timetable and determine what is immediately possible and manageable for the child.
- Involve parent/pupil with planning & what support is appropriate
- Follow the modified timetable protocol with a structured time line and obtain parents agreement and signature.

9.0 Sharing information and working collaboratively

All schools should work with the local communities (including voluntary and community groups) to help remove the barriers to attendance that families experience. In some cases, families will experience the same or similar barriers to attendance for multiple children who attend different schools in the area. As such, it is of mutual benefit for such schools to work together where possible. This will be particularly beneficial in supporting transition between feeder schools.

Schools of all types, local authorities and other local partners should work jointly and share data on individual cases where it is of benefit to the pupil (e.g. health services where there are medical conditions or the police where there are extra-familial harms). Local authorities and schools (of all types) are expected to have a regular Targeting Support Meetings at least termly. Further, to facilitate timely collaborative working across partners, all schools are also legally required to share information from their registers with the local authority.

As a minimum this includes:

- Every time a pupil's name is to be added to, or deleted from, the school admission register outside of standard transition times (including the statutory reason for deletion). For deletions this must take place before the deletion, and for additions it must be no later than 5 working days after the addition.
- The name and address of any pupil who fails to attend school regularly or has missed school for 10 days or more without the absence being recorded as authorised. Local authorities should agree the frequency this must be shared with all schools in their area. This should be no less frequently than once per calendar month.

Local authorities may seek, and schools are expected to provide, more frequent or comprehensive sharing of data than the statutory minimum where it is essential to fulfilling their obligations under the Education Acts and the expectations set out in Section 4 of this guidance. To avoid any unnecessary burdens for schools this should always be automatic from school registers and not require additional manual data collection/ returns (e.g. through a data aggregator directly from management information systems). This collaboration allows local authorities to facilitate quicker, more efficient joint working and better target their area wide attendance strategy.

Similarly, whilst the law provides access to registers of maintained schools for local authority officers who need access to fulfil their obligations under the Education Acts, all schools, regardless of whether or not they are covered by that legislation, are still expected to provide the local authority with access to support joint working between schools, trusts and local authorities.

Effective Primary-Secondary School Liaison

Effective liaison will involve:

- Clearly identified staff responsible for maintaining links with associate primary schools,
- A clearly defined and regularly reviewed strategy to facilitate secondary transfer,
- Systems to monitor and review the transition and progress of all Year 7 pupils
- Structured visits from primary schools in the summer terms and follow up meetings with primary staff,
- Measures to ensure curricular continuity (purposeful liaison between Year 6 and Year 7 teachers),
- Effective liaison with the member of staff attached to associate primary schools,
- A referral to AST following school procedures,
- Special induction programmes for those Year 7 pupils who come from primary schools other than the school's usual primary schools (this may often be a small number of pupils - precisely those who may find secondary transfer a lonely and difficult time),
- Getting the whole school involved in taking responsibility for assisting new pupils,
- Involve the parents from the very beginning.

10.0 Performance

It is important to set realistic targets for both attendance and persistent absence; these targets will be set during the autumn term of each academic year, in consultation with the Governing Body. The Governing Body must approve the school target for attendance to be set for the following academic year and will be recorded in the governing body minutes. Ideally, the target should be sent to the Attendance Support Team by the end of the autumn term at the latest. In compiling an 'Attendance Action Plan' the school will look at those interventions which have been successful as part of the evaluation process. (Appendix 15)

When evaluating success, the school will consider the impact of the work on school attendance by whether or not:

- Attendance has improved
- Persistent absence has reduced
- Punctuality has improved
- Parental response to absence has improved
- Re-integration plans, where implemented, have been successful
- There are specific key groups where a targeted approach is appropriate to raise attendance, e.g. children in receipt of pupil premium.
- The school has been successful in raising the profile of attendance both within the school, governing body and the local community
- Pupils are fully aware of the importance of punctuality and regular attendance and the attendance procedures operating within school

- Attendance issues have been included as topics in school assemblies, Personal and Social Education (PHSE) lessons, or as a theme for any other lessons

11.0 The AST Guidance for Referrals and Legal Intervention for Schools

Introduction to AST intervention

The Attendance Support Team exists to help parents and the LA meet the obligations and duties placed upon them by successive Education Acts and Child Care legislation.

AST aims to enable all children to gain maximum benefit from their education, regardless of race, gender, ability, status, culture and religion by regular attendance at school or otherwise.

In the changing world of Education these procedures explain the role and function of the AST in relation to schools, families, children and other agencies. It also provides a framework whereby schools and the AST can negotiate the degree of support appropriate to individual requirements.

Telford & Wrekin Council is committed to maintaining consistently high levels of pupil attendance at school and recognise that improving attendance is a crucial factor in maintaining standards of pupil performance and achievement, and in ensuring equality of educational opportunity for all pupils.

The Attendance Support Team and the School

Irregular attendance raises complex issues. Poor attendance does not exist as an issue in isolation. It is symptomatic of another concern which needs to be identified and addressed. Pupils may be failing to attend school regularly for a variety of reasons. Some reasons may be outside the immediate control of the school, but good practice and appropriate responses within the school to identify needs can help to improve attendance.

It is therefore important that there are clearly defined criteria and procedures for referring pupils with attendance concerns to the AST. The importance of early identification, assessment and intervention cannot be over emphasised.

Termly Support Meetings

As patterns of attendance are habitual, early identification and support is essential for individual pupils in need of help. Where barriers go beyond the classroom, this requires schools, local authorities, and other partners to work together to put joint support in place as quickly as possible.

To enable this to happen, all local authorities are expected to:

- Organise termly Targeting Support Meetings with each school in their area so the school's attendance leads and their point of contact in the local authority's School Attendance Support Team can identify, discuss, and agree joint targeted actions for pupils who are persistently or severely absent and those at risk of becoming so. This should include agreeing what support the LA will provide and which (if any) other statutory or voluntary services should become involved.
- Use these meetings to build strong relationships and work collaboratively with the school's attendance leads, including providing advice on recording in the register, accessing services or the wider area-wide attendance approach.

The meeting may also include helping a school to identify areas to focus on in their school policies or approaches where they seek it. This may include help with analysing their own data, comparing themselves to other schools in the geographical area or considering how they may learn from or work with other schools who have faced similar patterns or trends.

In areas where scheduled 'Team Around the School' meetings already take place between the school, local authority, and other partners, the school's point of contact in the local authority's School Attendance Support Team may join the existing meeting instead of having a separate Targeting Support Meeting for that school.

Referrals

Who is responsible for making a referral to the AST?

Schools should discuss requests for Penalty Notices directly with AST. As much information as possible should be included by the referrer e.g. family circumstances, involvement with other agencies, known health problems.

Some triggering factors could be:

- Pupil is developing a lateness problem
- Erratic attendance i.e. broken weeks over a period of time
- Poor communication with parent
- No response to 1st day contact procedures or school texts/telephone calls requesting the reason for absence
- Family trauma - pupil distressed, mood swings, sudden changes in character
- Suspected illegal child employment
- Material needs
- Concern over the care and control, health or general well-being of a child at home or in the community
- Any welfare concerns about the pupil

What action should the school have taken before a referral is made?

It is important that all absence is monitored and action taken by school staff before serious cases are referred to the AST. Therefore, before a referral is made the school will have applied all school resources without success e.g.:

- On first day of absence, contact should be made to alert parent/s that pupil is not in school
- SAL 1, 2, or 3 letter should have been sent to parent(s) by school
- Pupils will have been interviewed at school to obtain the child's perception of any difficulties, i.e. bullying, curriculum difficulties etc.
- A member of staff will have already tried to contact parent(s) to discuss attendance difficulties
- Ideally, Parents/Carers will have been invited to an Attendance Concern Meeting
- Home visits have been undertaken by the EWO or a member of school staff.

What happens next?

The AST will consider all the circumstances of the referral and may seek further information from school staff (e.g. Social Care, Early Help Support) before issuing warning or penalty notices to the parents. An AST referral form should be completed by the school and sent to attendancesupportteam@telford.gov.uk

What if all attempts to contact the parents or guardians fail?

Appropriate warning or penalty notices will be issued by the Attendance Support Team and this could eventually lead to legal action being taken against the parent.

In complex cases schools may need to consider a referral to support networks.

School staff may need to complete appropriate referrals/assessments to access additional support and arrange meetings to discuss support further. In some cases this may involve working with parents to help them to see the school's view and vice-versa. Where ill health is a factor, the school will seek to confirm the medical problems identified by the child/parent, (particularly if there have been several referrals and the explanation has been ill health). If it is felt that the parent(s) have not sought appropriate medical help but are merely making excuses, parent(s) will be advised to obtain medical evidence for all future absences from their doctor.

Where learning needs or problems of school refusal/phobia have been raised, the school may need to consult with the Special Educational Needs and Disability Co-ordinator (SENDCo) and possibly consider a referral for advice from a Learning Support Advisory Teacher, or Educational Psychologist.

The school may have discussed with the family and child a referral to BeeU or Social Care, if appropriate.

Where there is already social work involvement the Designated Safeguarding Lead (DSL) for the school will have liaised with the social worker in order to determine separate areas of responsibility and to consider the possibility of a joint visit if appropriate.

The Nominated Attendance Person should liaise with school staff and school EWO and draw up an attendance action plan to address any issues raised by the child or family regarding difficulties that might mitigate against regular attendance at school. These may include; bullying, curriculum problems, teacher/pupil relationships, domestic problems, financial hardship, drug/alcohol abuse etc.

What happens when all avenues have been explored, and the child still does not attend school regularly?

Provided absences are unauthorised, a Warning Notice (AST 1 or 1A) will be issued and attendance monitored for a minimum of 15 school days between each intervention. If there is no improvement in attendance a Final Warning Notice (AST 2 or 2A) may be served on the parents.

If there is no significant improvement in attendance noted within a minimum of 15 school days of the serving of this warning, AST will require the school to request an Interview Under Caution (IUC) also known as a PACE interview (under Police & Criminal Evidence Act 1984).

AST will liaise with school staff in the preparation of any interview and invite the parent to attend. This process will be to present evidence of unauthorised absence to the parent with a view to legal action being taken.

Following the IUC, the case will be sent to the LA Legal team and a decision made whether Court proceedings will be initiated under Section 444 of the 1996 Education Act.

The LAs Policy for Prosecution is as follows:-

The parent(s) of any pupil of compulsory school age who fails to achieve regular attendance will be considered for Court proceedings unless there are extenuating circumstances. All referrals will be considered and discussion between AST and school staff encouraged.

All parents must be given sufficient notification of their children's attendance via the serving of official warning notices.

After communication with the LA legal team, if it is decided to initiate legal proceedings in the Magistrates Court, the AST officers will work with the school staff to produce the necessary witness statement and appropriate supporting evidence.

Who is responsible for instigating Court procedures?

The LA is responsible for all aspects of the procedure. In Telford & Wrekin this duty is delegated to the Attendance Support Team. A summons will be issued and served in accordance with the requirements of the respective Magistrates Clerks and a representative from the AST will attend court and present the prosecution case on behalf of the Local Authority. In certain circumstances legal services will ensure a Council Solicitor is made available to present cases on behalf of the Local Authority, e.g. not guilty pleas and contested cases.

A certificate signed by the Headteacher confirming the contents of the child's school attendance register during the period of prosecution referred to in the summons will be required as documentary evidence by the court.

N.B. Only unauthorised absences can be used in evidence

If parents are acting responsibly, but cannot ensure regular attendance of their child/children because of the attitude of the child/children, what can be done?

If it is inappropriate for parents in these situations to be prosecuted in the Magistrates Court, consideration will be given to applying for an Education Supervision Order (ESO).

What is an ESO?

An ESO is an Order made by the Family Proceedings Court under Section 36 of the Children Act 1989. The initial Order is for one year but application can be made to extend the Order yearly up to a period of three years. The court must be satisfied that a child of compulsory school age is not being properly educated and that the making of the Order would be better for the child than making no Order at all. In addition the Court shall have regard in particular to:-

- The ascertainable wishes and feelings of the child concerned (considered in the light of the child's age and understanding)
- The child's physical, emotional and educational needs
- The likely effect on the child of any changes in circumstances
- The child's age, sex, background and any characteristics that the Court considers relevant
- Any harm the child has suffered, or is at risk of suffering
- The capability of each parent in meeting the child's needs together with any other person whom the Court considers appropriate
- The range of powers available to the Court under this Act in the proceedings in question

Failure by the parent to follow these directions would mean returning to court when a fine of up to £2,500 could be imposed. In addition, the parent may be imprisoned for up to 3 months. Failure by the child to follow these directions would lead to the statutory involvement of Social Care.

There may be some situations in which an ESO is unlikely to be effective. Where, for example, parents would be hostile to such intervention, it may not be possible to undertake the structured programme of work that is necessary. At all times, the supervising officer will need to operate within a structure that defines clear aims and objectives. This will require a planned and realistic programme of intervention, including directions where necessary, which will specify how the aims and objectives are to be achieved. The active involvement of parents, children and schools will aid success.

Education Supervision Orders, as the name implies, require a great deal of time spent with the pupil supervising them and encouraging them to change patterns of behaviour. They have a limited effectiveness, as many of the strategies that could be applied will have already been tried to no avail.

What other legal sanctions are available?

Unauthorised Absence Penalty Notices

If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his/her parent/carer is guilty of an offence under *Section 444 Education Act 1996*.

Schools can request a Penalty Notice Warning when a pupil has accumulated 20 unauthorised sessions within a school term by completing AST Referral Form and sending it to attendancesupportteam@telford.gov.uk

The AST will issue the warning which notifies parents of a monitoring period of 15 school days. During this period if the pupil has any unauthorised absence a Penalty Notice may be issued.

At the end of the monitoring period AST will request from school an updated attendance record and the reasons given for any absence in the period. Following this, AST will issue appropriate penalty notices.

Only one of this type of Penalty Notice for unauthorised absence can be issued per child per academic year.

The amounts stated on the Penalty Notices are £60 for those who pay within 21 days and £120 for those who pay within 22- 28 days, per parent, per child.

Exclusion Penalty Notices

For a child of compulsory school age who is a registered pupil at a school and is excluded from that school either for a fixed period or permanently, his/her parent/carer is guilty of an offence under **Section 103 of the Education and Inspections Act 2006** if that child is present in a public place during school hours without reasonable justification during the first five days of each and every fixed period or permanent exclusion.

The AST Referral form should be sent to request an Exclusion Penalty Notice or Warning.

Holiday Penalty Notice

Schools can request a Holiday Penalty Notice when a pupil has had leave of absence during term time and accumulated 10 consecutive unauthorised sessions (5 days) during term time, not agreed by the school. Schools should complete the AST Referral Form and send it to attendancesupportteam@telford.gov.uk.

If appropriate evidence is provided AST will issue a Penalty Notice. N.B. No warning will be issued if a Holiday Penalty Notice is requested by schools and agreed by AST.

Parenting Orders

The 1998 Crime & Disorder Act allows courts to make a Parenting Order for cases of non school attendance brought under sections 443 & 444 of the Education Act 1996. The aim of the order is to increase parenting support and to encourage parent/s to develop better parenting skills.

A Parenting Order can consist of two elements:

- A requirement on the parents or guardian to attend counselling or guidance sessions; these can last up to three months and
- A requirement encouraging the parent or guardian to exercise a measure of control over the child (e.g. that the parent ensures that the child attends school regularly) These Orders can last up to twelve months.

An application can be made for a **School Attendance Order** (Education Act 1996).

This is only for use where parents have failed to register their child at a school or where the LA takes the view that the education being provided "otherwise" is not satisfactory. There is a set procedure for requiring parents to nominate a school to be named in the Order. Most situations are resolved without needing to issue the Order but, once served, it is an offence to ignore it. This power is not therefore, of significance where the child is registered but not attending.

11.1 Legal sanctions

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

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

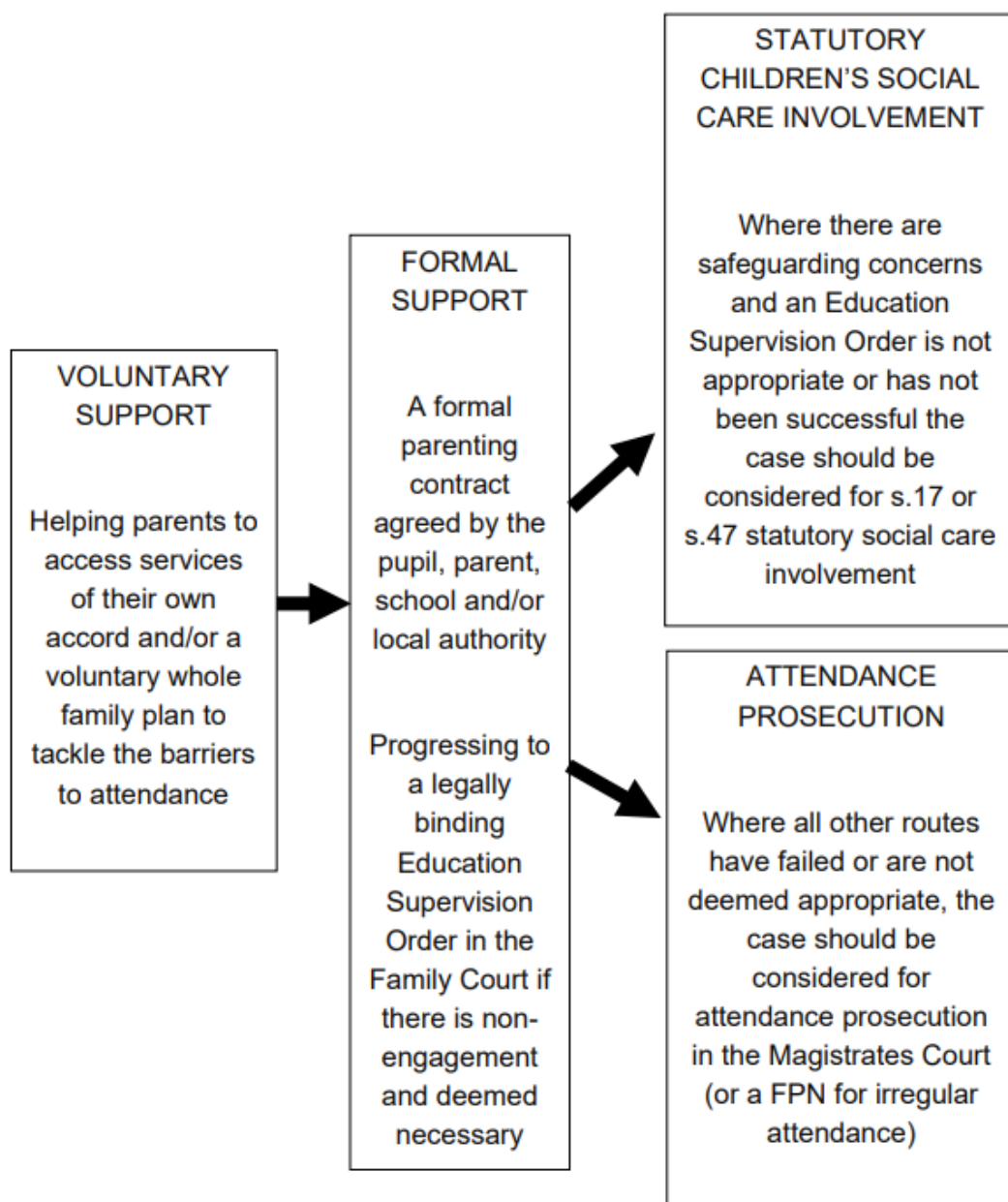
Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

As absence is so often a symptom of wider issues a family is facing, schools, trusts and local authorities should always work together with other local partners to understand the barriers to attendance and provide support. Where that is not successful, or 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. Attendance legal intervention can only be used for pupils of compulsory school age and decisions should be made on an individual case by case basis.



12.0 Child Employment/Children in Entertainment

All children who are employed part-time should have a work permit issued by the LA. It is illegal to employ a child under school leaving age in any "trade or occupation carried out for profit" without such a permit. We will notify the AST if we are aware of children who are working or appearing in entertainment so that the necessary checks can be made.

With the introduction of bylaws in January 1999, some forms of employment are prohibited, namely:-

- a) In a cinema, theatre, discotheque, dance hall or nightclub except in connection with a performance given entirely by children
- b) To sell or deliver alcohol

- c) To deliver milk
- d) To deliver fuel oils
- e) To work in a commercial kitchen
- f) To collect or sort refuse
- g) In any work which is more than 3 metres above the ground or in the case of internal work, more than 3 metres above floor level
- h) In employment involving harmful exposure to physical, biological or chemical agents
- i) To collect money or sell or canvass door to door, except under the supervision of an adult
- j) Work involving exposure to adult material
- k) In telephone sales
- l) In any slaughterhouse or that part of any butcher's shop or other premises connected with the killing of livestock, butchery or the preparation of carcasses or meat for sale
- m) As an attendant or assistant in a fairground or amusement arcade or in any other premises used for the purpose of public amusement, by means of automatic machines, games of chance or skill or similar devices
- n) In the personal care of residents of any residential care home or nursing home unless under the supervision of a responsible adult

A child MUST be 13 years old to have a part-time job.


No child/young person is permitted to work before 7.00am or after 7.00pm.


13.0 Appendices attached below:


1. Attendance Roles and Responsibilities
2. Absence and Attendance Codes
3. N code flowchart
4. Attendance Concern Meeting Letter
5. Action Plan for children reintegrating back into school following absence.
6. Leave in Term Time Request Form
7. Punctuality letter
8. Punctuality flowchart
9. How to talk to parents
10. Leave in Term Time flowchart
11. Leave in Term Time Example letters
12. Monitoring attendance
13. Attendance thresholds
14. Attendance flowcharts
15. Attendance Action Plan

Appendix 1

Attendance Roles and Responsibilities

Hollinswood Primary School and Nursery 	
ATTENDANCE MATTERS	
Admin staff responsibilities	
<p>Daily</p> <p>Check registers and make first day contact calls by 10am. Register closes 30 mins after opening. 'U' code is used for those who arrive after this time.</p> <p>Monitor late arrivals and record reason and minutes late on Bromcom.</p> <p>N codes are updated following contact with parents. MIS system updated on first day of attendance for new arrivals. All families of children identified on daily N code report contacted. Notify HT/DHT after 2 days of N codes.</p>	
<p>Weekly</p> <p>Any concerns around attendance, lates or emerging trends passed onto NAP.</p>	
<p>3 Weekly</p> <p>Attend EWO attendance meeting to monitor children punctuality and children with attendance of 90% and below.</p>	
<p>Termly</p> <p>Attendance certificate reports from Bromcom printed to give to parents at parents meetings</p>	

Hollinswood Primary School and Nursery 	
ATTENDANCE MATTERS	
School Business Manager (SBM) responsibilities	
<p>Daily</p> <p>Ensure daily N code report is sent to Admin and NAP.</p>	
<p>Weekly</p> <p>Generate weekly lates report and send to NAP. Generate low, moderate, high persistent absence report and send to NAP. Generate class attendance report and send to NAP for celebration of attendance.</p>	
<p>3 Weekly</p> <p>Attend EWO attendance meeting to monitor children punctuality and children with attendance of 90% and below. Input into PA spreadsheet any actions arising from Attendance Meeting.</p>	
<p>Half Termly</p> <p>Half termly attendance data populated for groups showing trends.</p>	
<p>Annually</p> <p>Ensure policy and action plan is placed on the school website. Ensure attendance policy is shared with all staff at induction and with new parents.</p>	

Hollinswood Primary School and Nursery 

ATTENDANCE MATTERS

Inclusion Team responsibilities

Weekly

Meet and greet parents and children on the playground.
Any concerns around attendance, lates or emerging trends passed onto NAP.

Discuss any emerging patterns of absence with pupil and parents.
As instructed by NAP using the conversations with parents around attendance script.

Attend Attendance Concern Meetings (ACM) as and when required.


Support the actions from Action Plans put into place from ACM (eg support children in class, arrange drop ins, provide interventions etc).

Work with children and families who are identified as at risk of becoming PA. Facilitate Early Help Assessment where appropriate.

For pupils who have a social worker: inform the child's social worker if there are any unexplained absences.

3 Weekly

Attend EWO attendance meeting to monitor children punctuality and children with attendance of 90% and below.

Hollinswood Primary School and Nursery 

ATTENDANCE MATTERS

Class teacher responsibilities

Daily

Meet and greet on classroom door every morning.

Obtain reasons for any unexplained absences on the child's return and report to admin staff.

Check Class dojo messages by 9:00 and report any messages of absence to admin staff.

Mark register by 9:10am. This is a legal requirement placed on teachers. Only input present or N.

Weekly

Discuss any concerns about attendance, lates or any emerging trends in weekly phase meeting.


Discuss any emerging patterns of absence with pupil and parents.
As instructed by NAP using the conversations with parents around attendance script.

Catch up sessions provided/ adapt provision for children who have missed work due to attendance.

Attend Attendance Concern Meetings (ACM) when required.

Termly

Discuss attendance with all parents at parents meetings. Give attendance certificate report to parents and follow 'how to have a conversation about attendance with parents' guidance.

Hollinswood Primary School and Nursery 

ATTENDANCE MATTERS

Nominated Attendance Person (NAP) responsibilities

Daily

Meet and greet parents and children on the playground.

Monitor daily N codes and follow N code flowchart when thresholds are met.

3 daily

Follow actions on N code report for 3 daily unexplained absences.

Weekly


Action appropriate attendance flowcharts following concerns raised by team leaders in phase meetings and/ or analysis of data.

Monitor weekly lates report and action flowchart if lates meet staged thresholds.

Monitor low, moderate, high persistent absence and action any flowcharts for each level of attendance.

Analyse weekly class attendance data. Award attendance cup to top 3 classes. Inform HT.

Post personalised postcards home for improved attendance

Hollinswood Primary School and Nursery 

ATTENDANCE MATTERS

Nominated Attendance Person (NAP) responsibilities

3 Weekly

Attend EWO meeting to monitor punctuality and attendance of 90% and below.

Monitor PA spreadsheet to ensure impact from Attendance Meeting. Where there is lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in the future.

Where in school support is not working, engage with the local authority on legal intervention.

Where there are safeguarding concerns, intensify support through statutory children's social care.

Work with other schools in the local area, such as schools previously attended and the schools of any siblings.

Identify children who are severely absent and coordinate a joint approach with the local authority.

Identify children with SEND who are PA, or at risk of becoming PA and liaise with SEND.

Half Termly

Meet with link Governor

Half termly attendance and attainment data analysed for groups showing trends.

Write attendance newsletter and distribute to parents.

Use data to identify cohorts with, or at risk of low attendance and develop strategies to support them.

Annually

Review attendance policy and action plan.

Deliver training to staff on attendance.

Agree school's target for attendance with Governing Body and HT.

Hollinswood Primary School and Nursery

ATTENDANCE MATTERS

SENDCO/ Inclusion Lead

3 Weekly

Liaise with NAP to identify children with SEND who are PA, or at risk of becoming PA and liaise with SENDCO to coordinate support.

Support to include:

- Pastoral support where required
- Additional in school support and adjustments in lessons
- Individual Health Care Plans initiated where appropriate
- Ensure the provision outlined in the pupil's EHCP is accessed.
- Consider additional support from wider services and external partners, making timely referrals.

Hollinswood Primary School and Nursery

ATTENDANCE MATTERS

Head Teacher responsibilities

Daily

Meet and greet parents and children on the playground.

Liaise with parents as and when leave in term time requests arrive to consider authorisation in exceptional circumstances.

Weekly

Identify top 3 classes for attendance each week on weekly school newsletter.

Post personalised postcards home for improved attendance.

Half Termly

Ensure there is a standing agenda item at all Governing Body meeting for attendance.

Monitor the performance of NAP to ensure all actions are having a positive impact on attendance.

Ensure that children's attendance for each year group, including all groups of children, is monitored and tracked appropriately leading to actions and impact on improved attendance.

Ensure that punctuality is monitored and early intervention is put into place to stop decline.

Annually

Review attendance policy and action plan.

Ensure all stakeholders are informed of attendance policy (especially parents)

Ensure up to date attendance information is on the school website with term time dates.

Build in staff training on attendance into annual CPD calendar

Agree school's attendance target with NAP and Governing Body.

Hollinswood Primary School and Nursery

ATTENDANCE MATTERS

Governing Body responsibilities

Half Termly

Link governor to meet with Nominated Attendance Person (NAP) prior to Governing Body meeting. This challenging conversation includes:

- Ensuring attendance and punctuality are of high importance
 - Data analysis (including trends)
 - Impact of attendance actions
- Impact of action plan and attendance policy

Link Governor to report to full Governing Body

Monitor and review leave in term time requests and Headteacher's authorisation in exceptional circumstances.

Annually

Review and agree attendance policy and action plan.

Approve the school's target for attendance.

Monitor up to date attendance information is on the school website with term time dates.

Appendix 2:

Absence and Attendance Codes

The national codes enable schools to record and monitor attendance and absence in a consistent way which complies with the regulations. They are also used for collecting statistics through the School Census System. The data helps schools, local authorities and the Government to gain a greater understanding of the level of, and the reasons for, absence. The codes are:

The following codes are taken from the DfE's guidance on school attendance.

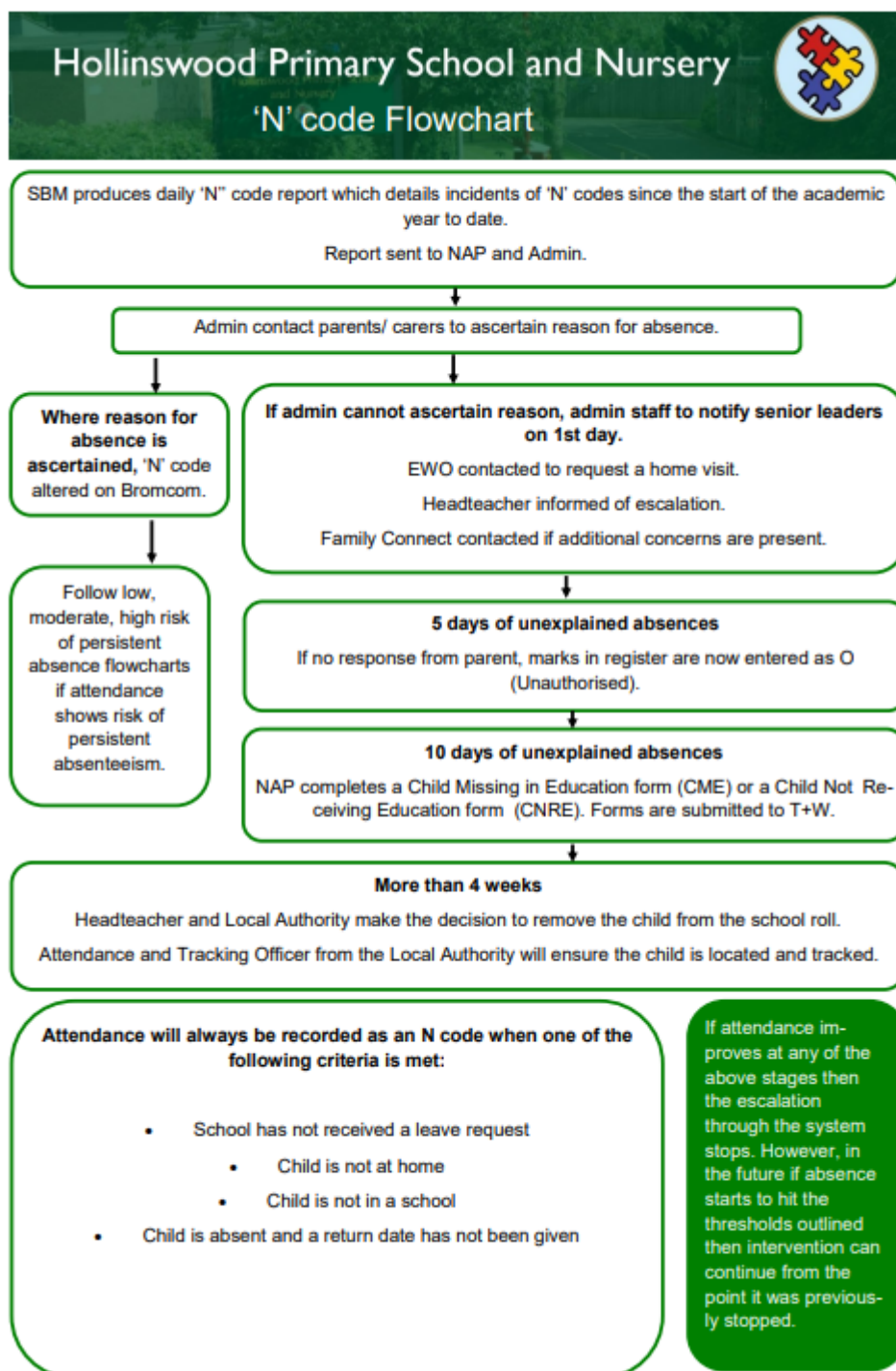
Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 3

N code flowchart



Appendix 4

Attendance Concern Meeting Letter



Hollinswood Primary School and Nursery

Headteacher: Mrs K Osborne BA Hons, PGCE.

Dale Acre Way, Hollinswood, Telford, Shropshire TF3 2EP

Tel: 01952 386920/386930

Email: a2200@taw.org.uk / h2200@taw.org.uk

Web: <http://hollinswoodprimary.co.uk/>



Invitation to a School Attendance Concern Meeting

Dear

Re:

I wanted to let you know that, as a school, we monitor attendance closely and pupils with good attendance generally achieve better at school and enjoy school more: having a good education will help to give your child the best possible start in life. Your child, **xxxx**, has been identified as having a total of xx authorised late marks recorded since the start of the academic year.

I would like to invite you to an Attendance Concern Meeting, where we can discuss any issues regarding your child's attendance. This meeting is an opportunity for you to discuss any matters of concern and for us to put into place any support measures that will support improved attendance.

A formal School Attendance Concern Meeting has been arranged at **xxxx**.

Please contact me on the telephone number provided if you are unable to attend. If I am not available, please leave a message and contact telephone number and I will call you back.

Yours sincerely

Name
Job role

Appendix 5

Action Plan for children reintegrating back into school following absence.

Attendance Concern Meeting Record Sheet	
Meeting held on:	
At:	
Attended by:	

Introduction	
Thank you for attending this School Attendance Review Meeting. The meeting will provide you with the opportunity to explain why your child/ren has/have had a number of lates or at risk of becoming persistently absent.	
Child name: DOB: Address:	Child name: DOB: Address:
Parent/ carer name: Address:	Parent/ carer name: Address:
For a parent who lives at a different address from child/ren describe all contact they have with child (how often/do they stay overnight/are they involved regarding their child/ren's education etc)	

Attendance at the time of the meeting	
Punctuality (how many lates?)	
Attendance:	
Attendance category (low, moderate, high risk of persistent absence)	

Information gathering	
What are the reasons that may be contributing towards your child attending school regularly/ attending school on time? (Housing, illness, relationship/ behaviour etc).	
Has your child been too ill to attend school for reasons including Covid-19 on some or all of these periods of absence? (Show copy of attendance printout) If yes: What illness has the child had?	
If illness absence is not Covid related, have you taken your child to a GP or Consultant? Did they give any advice?	
Do you consent to a school nurse referral if needed?	Y/N
Are there any travel issues affecting your child attending school regularly/ attending school on time?	

Name of child/ren _____

Are there any other agencies or professionals working with your family?	
Would you like some assistance from relevant services in order to help resolve these difficulties via an Early Help Assessment?	
Have you tried anything to improve your child's attendance/ punctuality? What has worked/ did not work?	

Parent/ School contract Agreed actions by parent/ carer	

Parent/ School contract Agreed actions by school	

Support	
Is there any other support we can offer?	Y/N

I confirm that I have read these notes, understand and agree the contents of this meeting.

Parent/Carer.....Signed..... Dated.....

Parent/Carer.....Signed..... Dated.....

Staff member.....Signed..... Dated.....

Appendix 6

Request for Leave during Term Time

Date.....

To: The Headteacher of:.....(School)

I request permission for leave in term time from school for my child:

(full name)

from (date) to (date) for school days.

My child will be accompanied during the leave by:

(parent/carer) and (parent/carer).....

The exceptional circumstances and reason for this request are: -

I have (an)other child(ren) in (an)other school(s) as follows

Child(ren) (full name(s) School(s)

.....
.....
.....
.....

Name of 1st Parent/Carer(s) Signed

Current address.....

Mobile No:.....

Name of 2nd Parent/Carer(s) Signed

Current address.....

Mobile No:.....

Please return the completed form to the school office. The school will write to you and inform you of the decision on whether your request is authorised or not. Please do not confirm any holiday booking until you have confirmation of permission for the leave in term time from the Headteacher.

For Office Use Only

Date request for leave in term time received by school

.....

Current Attendance.....% Last Year's Attendance.....%

Number of school sessions previously taken as leave in term time

Re: Siblings: other schools confirmed?

What action are other schools taking?

.....

Leave in term time Agreed/Not Agreed

Request for leave is agreed/is not agreed for the above pupil to take leave during term time between the above dates.

Signed Job Title.....

Print Name Date

Notification of decision: Date letter sent to parent

Any notes:

Appendix 7

Punctuality letter



Hollinswood Primary School and Nursery
Headteacher: Mrs K Osborne BA Hons, PGCE.

Dale Acre Way, Hollinswood, Telford, Shropshire TF3 2EP

Tel: 01952 386920/386930

Email: a2200@taw.org.uk / h2200@taw.org.uk

Web: <http://hollinswoodprimary.co.uk/>



Date

Address

Dear,

Re:

Your child, **xxx** has been identified as having a total of **xx** authorised late marks recorded since the start of the academic year.

Did you know that arriving a few minutes late can cause your child to:

- Feeling embarrassed in front of their friends
- Missing the beginning of vital lessons
- Missing important instructions for the rest of the school day

Minutes late per day during the school year	Equals <u>days worth of</u> teaching lost in the school year
5 minutes per day	3.4 days missed a year = 98.4% Attendance
10 minutes per day	6.9 days missed a year = 97.6% Attendance
15 minutes per day	10.3 days missed a year = 94.6% Attendance
20 minutes per day	13.8 days missed = 92.9% Attendance
30 minutes per day	20.7 days missed = 89.2% Attendance

Lateness after 9:00am and before 9.30am will be recorded as 'L' code meaning late arrival.

If you feel that you would benefit from some support to ensure your child attends school on time in the mornings, please do contact me.

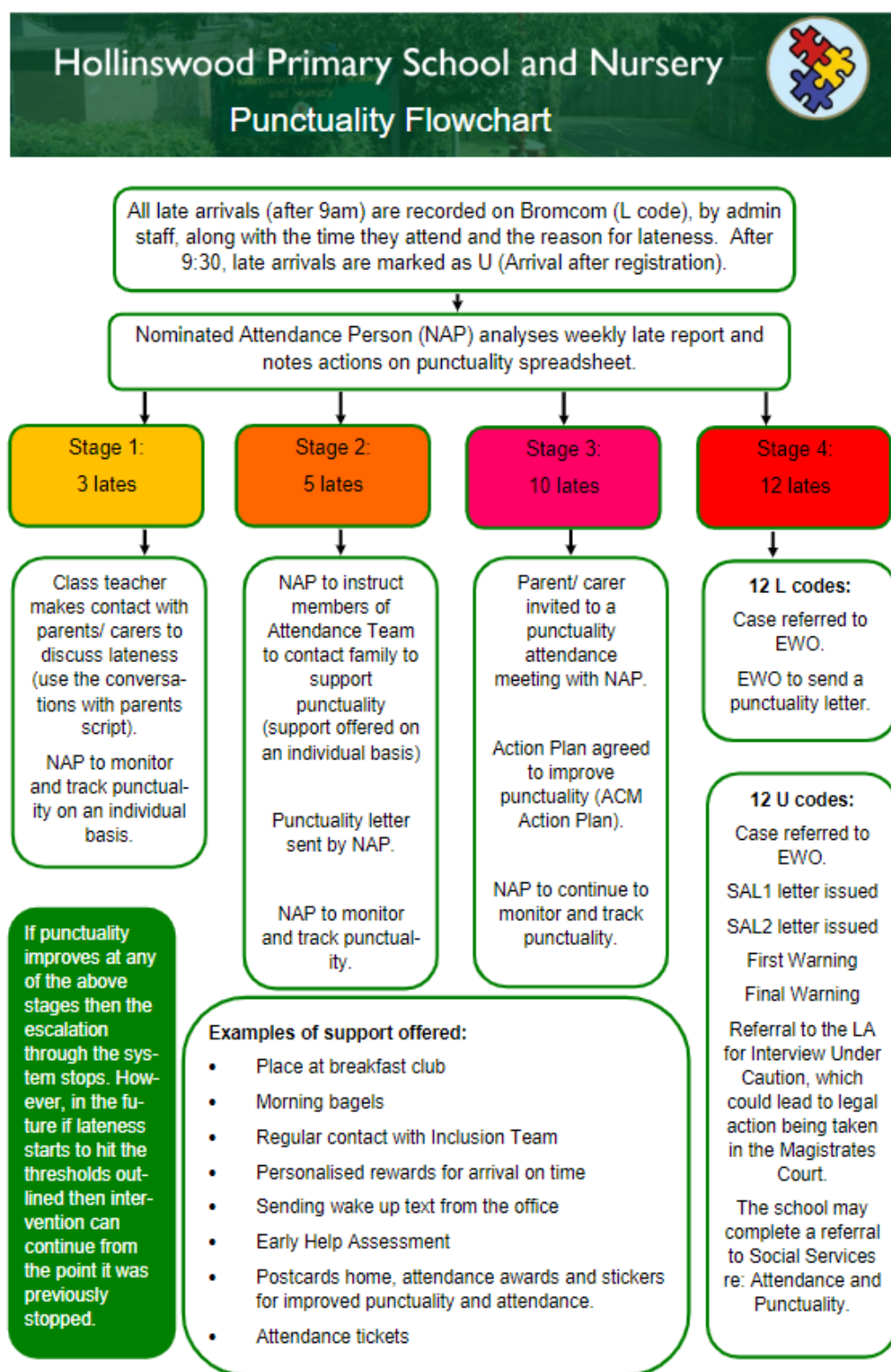
Yours sincerely,

Name

Job role

Appendix 8

Punctuality flowchart



Appendix 9

How to talk to parents



How to talk to parents about attendance

1: Start by having a quiet word with parents

Approach parents personally to initiate a conversation about attendance. **Initially make this informal.** If the first contact about attendance is an official letter home, parents might view it as a telling off and be less likely to want to talk to you about any concerns or problems.

2: Pick the right member of staff to have the conversation


The Nominated Attendance Person (NAP) will identify someone who has a good relationship with the parents, and will be seen as non-threatening. This could be:

- The class teacher
- A teaching assistant (TA) or member of support staff
- Inclusion Team

3: Find the right moment to approach parents

This might be:

- face-to-face before or after school – make sure to give parents some privacy away from the classroom or playground, so you can chat more freely.
- Phone call with parents to arrange a catch-up at their convenience
- Class Dojo to initiate a conversation.

What you might say	
	"I'd like to discuss Alfie, so we can work together to see what we can do to help improve their attendance. I have plenty of time now or we can meet another time, if you prefer? Is that okay with you? Is there something you'd like to talk about as well?"

4: Make sure everyone is clear on the purpose of the conversation

- Explain that this conversation is about the wellbeing of their child and their attendance.
- Empathise, but be clear that you need to address non-attendance as it's not in the best interests of their child.
- Explain what level of attendance the child is currently at in a clear and straight-talking way.

Hollinswood Primary School and Nursery		
ATTENDANCE MATTERS		
99 - 100%	Level 1	No risk of persistent absence
97—98%	Level 2	Low risk of persistent absence
95—96%	Level 3	Moderate risk of persistent absence
93—94%	Level 4	High risk of persistent absence
92—90%	Level 5	High risk of persistent absence
90% and below	Level 6	Persistently absent


5: Use a gentle tone and light questioning

- Avoid going straight in with a direct question about why their child isn't making it to school.

Instead:

- Aim to **explore** how the parents feel about your school and their child – for example, are there any ongoing issues or anxieties?
- **Focus** the conversation by setting the scene about attendance and any factors at home affecting this


Remember, questions can open or close a conversation, so choose your words carefully and offer a sense of choice. Effective questions can help parents clarify or see a new possibility.

What you might say	
	"I'd really like to tell you about Alfie's classwork, especially their [name a specific piece of work or project] – you would be so proud of them. I've noticed Alfie has missed a few days and has been late recently. I wondered if I can help in any way, as they are doing so well and I don't want them to fall behind by missing out. What do you think?"

6: Show active listening


Send the right non-verbal messages to help parents feel at ease. For example:


- Use open body language – face the parents, keep your arms uncrossed and try to relax your body
- Maintain good eye contact
- Nod and smile empathetically, where appropriate
- Paraphrase what the parents say to check you've understood correctly, and ask questions where you need clarification. When paraphrasing, make sure you don't add your own ideas, feelings or interpretations.


What you might say	
	"Thank you for telling me all about [the issue causing poor attendance] – it really helps me understand why it has been so difficult to get Alfie into school."

7: Keep the conversation positive and supportive

Build on the parents' success by acknowledging what they're already doing well, such as better attendance by their other children.

What you might say	
	Use 'exception finding' to reframe the parents' view of the situation. For example, if their child is anxious about coming into school, ask when it's less of a challenge – is it when they've had a calm bedtime routine the night before, or a day when they can walk to school with a friend?

What you might say	
	<p>Try 'preferred futures' to help parents imagine life without the problem causing persistent absence.</p>
	<p>For example, it could be:</p> <ul style="list-style-type: none"> • A child in year 6 setting their own alarm, getting showered and dressed by themselves, sorting breakfast, and being ready to leave either on their own or with a parent in good time for school • A child preparing their uniform and school bag the night before school so that the morning runs smoothly

What you might say	
	<p>Consider using the 'miracle question' to get parents to see the benefits of helping to solve their child's attendance problem. For example:</p>
	<p>"If something wonderful happened and this attendance problem was solved:</p> <ul style="list-style-type: none"> • How would things be different? • What would you do that is different? What else? • What would you notice? • What would someone close to you notice?"

8: Create a plan of action together

Ask if there's anything your school can do to help, or suggest strategies to try.

Examples might include:

- Sending a 'wake up text' to parents from your school office
- Giving the pupil a special responsibility each day, such as looking after younger pupils on the playground, to give them a real purpose to be in school

9: Review the plan to make sure everyone is on board

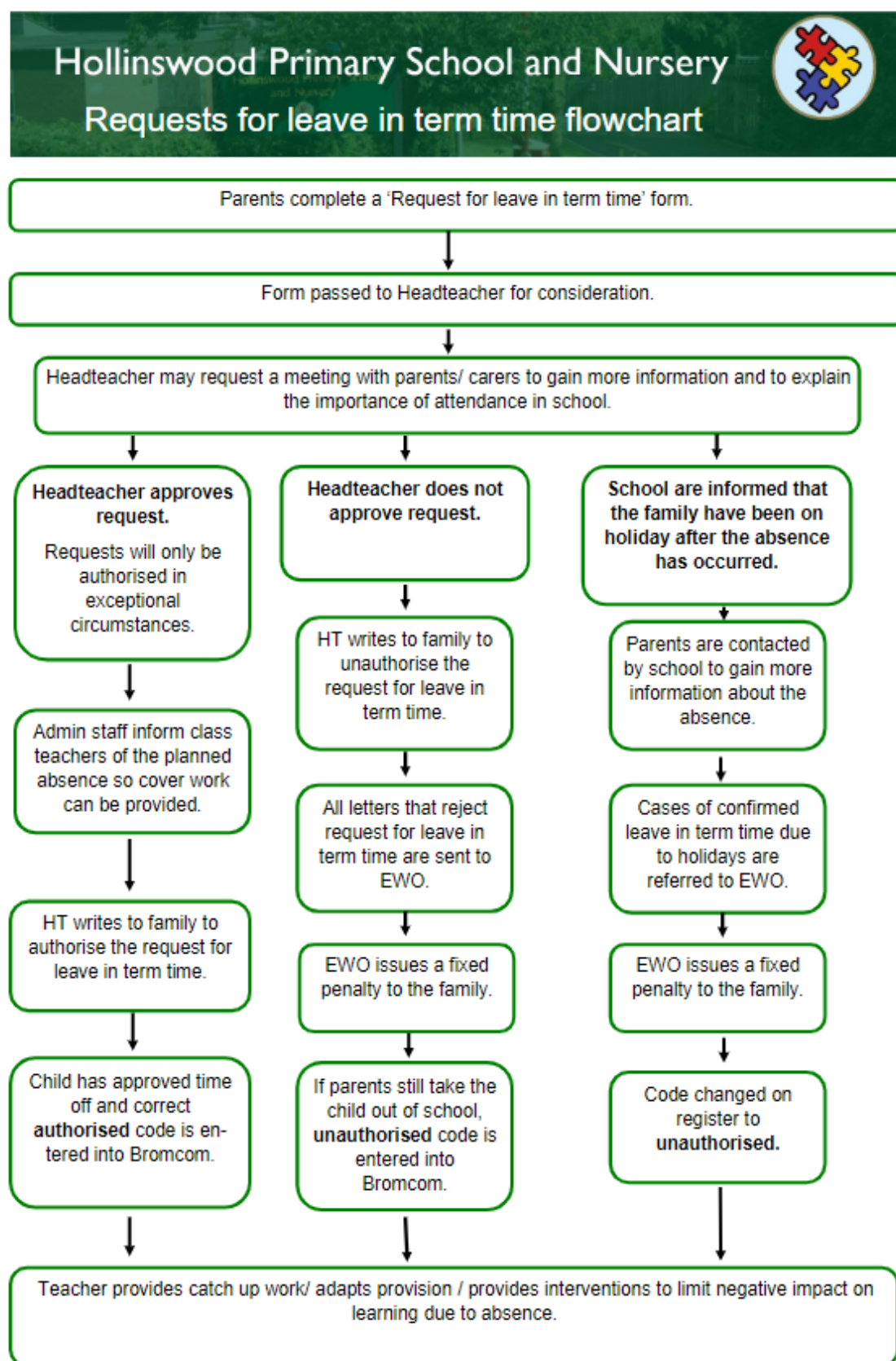
Go over what you've discussed and the actions you've agreed on. It can help you communicate empathy and clear up any miscommunications.

10: Record conversations and agreed actions

If the conversation about attendance results in supportive measures being requested/ put into place then these need to be recorded on CPOMS.

Appendix 10

Leave in Term Time flowchart



Appendix 11

School Letter (sample) Leave in Term Time Not Agreed

(Parents name and address)

Date

Dear (Parents name)

(Child's Name and Date of Birth)

Thank you for your letter/form dated (date) requesting permission for (pupil's name) to be absent from school for (number of days), (dates).

As you may be aware the government has renewed appeals to parents not to take their children out of school during term time. The Governors of the school support this and have decided that students will only be given permission to take leave in term time if there are exceptional circumstances. Having looked at your application, although understanding of your reasons, I do not feel that your request can be supported in this instance because

.....
Therefore, if the absence occurs the dates will be unauthorised.

As a school we are asked to inform you that, in line with Telford and Wrekin Council Policy, unauthorised absence may be subject to a penalty notice fine of £60 payable per parent, per child, increasing to £120 each if not paid within 21 days. If this fine is not paid within 28 days this may lead to court proceedings which could ultimately result in a fine of up to £2500 and/or up to three months imprisonment.

Our key priority is to ensure that (pupil's name) is as successful as possible and is able to achieve (his/her) full potential. I would hope that, upon reflection you are able to support this decision in line with the local authority and government policy that leave should be restricted to the 13 weeks school holidays except in exceptional circumstances.

I have attached a copy of (pupil's name) attendance for this academic year.

The Headteacher has been fully consulted in relation to this request for leave and fully supports the decision made.

Thank you for your understanding; I hope this letter explains the decision that has been made.

Yours sincerely

(Name)

(Job Title)

School letter sample when leave in term time has not been requested

(Both) Parents name and address

Date:

Dear (both parents names)

Re: (Child's name & date of birth)

Thank you for advising us you were on holiday with (pupil's name) and he would be absent until the ??/??/?? or School are aware that you have taken (pupil's name) on holiday and no request for the leave during term time was made.

As you may be aware the government has renewed appeals to parents not to take their children out of school during term time. The Governors of the school support this and have decided that students will only be given permission to take leave in term time if there are exceptional circumstances. On this occasion, as school have not received a request for absence, the associated legislation does not allow for retrospective permission to be granted, therefore, the absence during (the dates) will be unauthorised.

As a school we are asked to inform you that, in line with Telford and Wrekin Council Policy, unauthorised absence may be subject to a penalty notice fine of £60 payable per parent, per child, increasing to £120 each if not paid within 21 days. If this fine is not paid within 28 days this may lead to court proceedings which could ultimately result in a fine of up to £2500 and/or up to three months imprisonment.

Our key priority is to ensure that (pupil's name) is as successful as possible and is able to achieve his/her full potential. I would hope that upon reflection you are able to support this decision in line with the local authority and government policy that leave should be restricted to the 13 weeks school holidays except in exceptional circumstances.

I have attached a copy of (pupil's name) attendance for this academic year.

Thank you for your understanding; I hope this letter explains the decision that has been made.

Yours sincerely

(Name)

(Job title)

School Letter Leave Agreed

(Parents name and address)

Date

Dear (Parents name)

(Child's Name and Date of Birth)

Thank you for your referral form/letter dated (date) requesting permission for (pupil's name) to be absent from school for (number of days), between (dates).

As you may be aware the Government has renewed appeals to parents not to take their children out of school during term time. The Governors of the school support this and have decided that students will only be given permission to take holidays in term time if there are exceptional circumstances.

Having looked at your application, I feel that your request can be supported in this instance. Therefore, the absence to include the dates requested will be authorised.

Our key priority is to ensure that (pupil's name) is as successful as possible and is able to achieve (his/her) full potential. I would hope that, in the future you are able to support this decision in line with the Local Authority and Government policy that leave should be restricted to the 13 weeks school holidays except in exceptional circumstances.

I have attached a copy of (pupil's name) attendance for this academic year.

The Headteacher has been fully consulted in relation to this request for leave and fully supports the decision made.

I hope this letter explains the reason for the decision that has been made.


Yours sincerely

(Name)

(Job Title)


Appendix 12

Monitoring attendance

Hollinswood Primary School and Nursery		
ATTENDANCE MATTERS		
Monitoring responsibilities		
Daily		
Late arrivals—Admin		
N codes—NAP		
3 daily		
N codes—NAP		
Weekly		
Lates—NAP		
Consecutive days absent (N codes)—NAP		
Children at low, moderate, high risk of persistent absence—NAP		
3 Weekly		
Persistent Absentees—Attendance Team inc EWO		
Half Termly		
Attendance and Attainment for groups of children — HT, SBM, NAP and Governors		
Annually		
Impact of policy and procedures — HT, NAP and Governors		

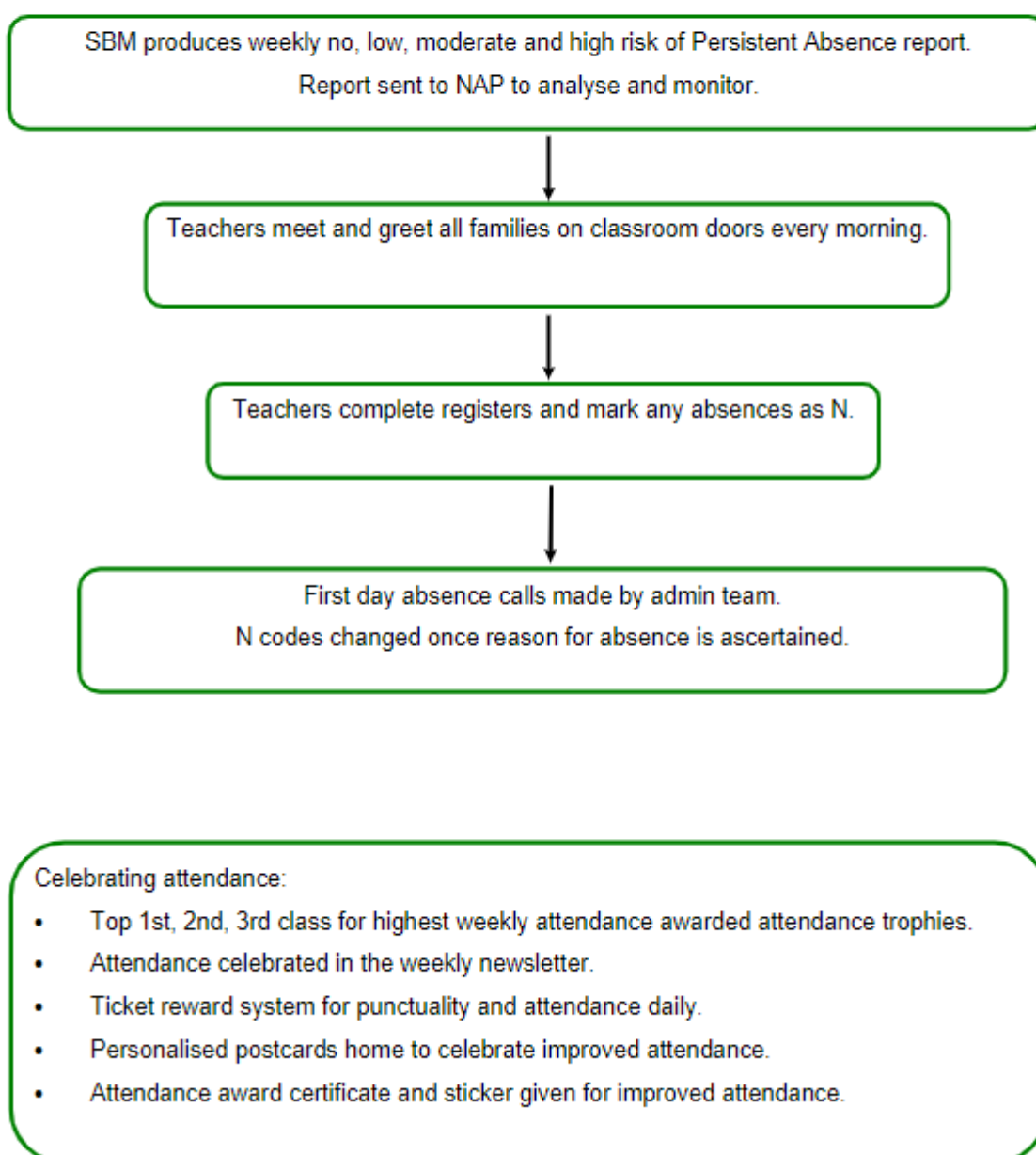
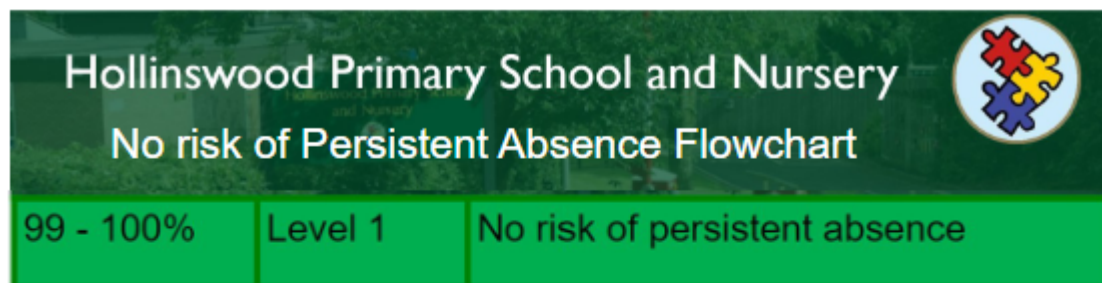
Appendix 13

Attendance thresholds

Hollinswood Primary School and Nursery		
		
ATTENDANCE MATTERS		
99 - 100%	Level 1	No risk of persistent absence
97—98%	Level 2	Low risk of persistent absence
95—96%	Level 3	Moderate risk of persistent absence
93—94%	Level 4	High risk of persistent absence
92—90%	Level 5	High risk of persistent absence
90% and below	Level 6	Persistently absent
50% and below	Level 7	Severely absent

Appendix 14

Attendance flowcharts



Hollinswood Primary School and Nursery

Low risk of Persistent Absence Flowchart



97—98%

Level 2

Low risk of persistent absence

SBM produces weekly no, low, moderate and high risk of Persistent Absence report.
Report sent to NAP to analyse and monitor.

Teachers meet and greet all families on classroom doors every morning.

Teachers complete registers and mark any absences as N.

First day absence calls made by admin team.
N codes changed once reason for absence is ascertained.

Catch up sessions provided/ provision is adapted for children who have missed work due to absence (e.g. a week off due to illness).

Attendance to be discussed at parents evening
(teachers to follow the attendance conversation scripts).

Celebrating attendance:

- Top 1st, 2nd, 3rd class for highest weekly attendance awarded attendance trophies.
- Attendance celebrated in the weekly newsletter.
- Ticket reward system for punctuality and attendance daily.
- Personalised postcards home to celebrate improved attendance.
- Attendance award certificate and sticker given for improved attendance.

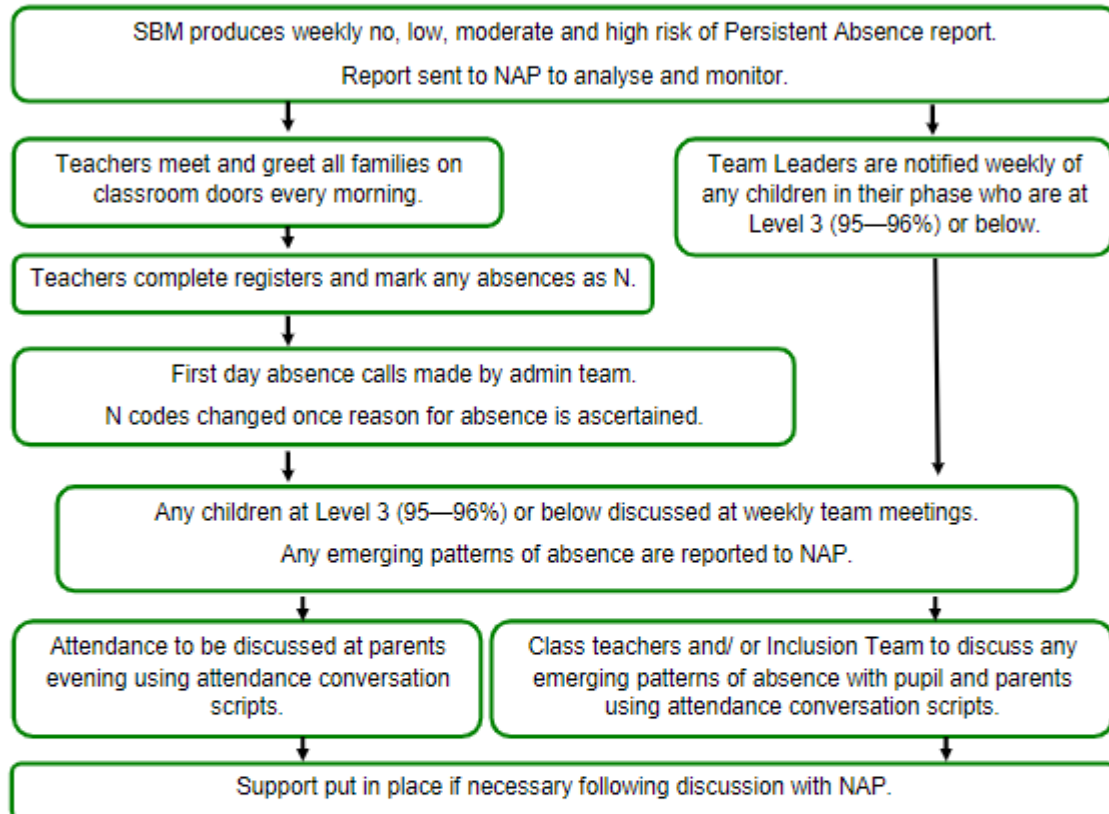
If attendance improves at any of the above stages then the escalation through the system stops. However, in the future if absence starts to hit the thresholds outlined then intervention can continue from the point it was previously stopped.

Hollinswood Primary School and Nursery

Moderate risk of Persistent Absence Flowchart



95—96% Level 3 Moderate risk of persistent absence



Celebrating attendance:

- Top 1st, 2nd, 3rd class for highest weekly attendance awarded attendance trophies.
- Attendance celebrated in the weekly newsletter.
- Ticket reward system for punctuality and attendance daily.
- Personalised postcards home to celebrate improved attendance.
- Attendance award certificate and sticker given for improved attendance.

Examples of support offered:

- Place at breakfast club
- Morning bagels
- Regular contact with Inclusion Team
- Personalised rewards for arrival on time
- Sending wake up text from the office
- Early Help Assessment
- Postcards home, attendance awards and stickers for improved punctuality and attendance.

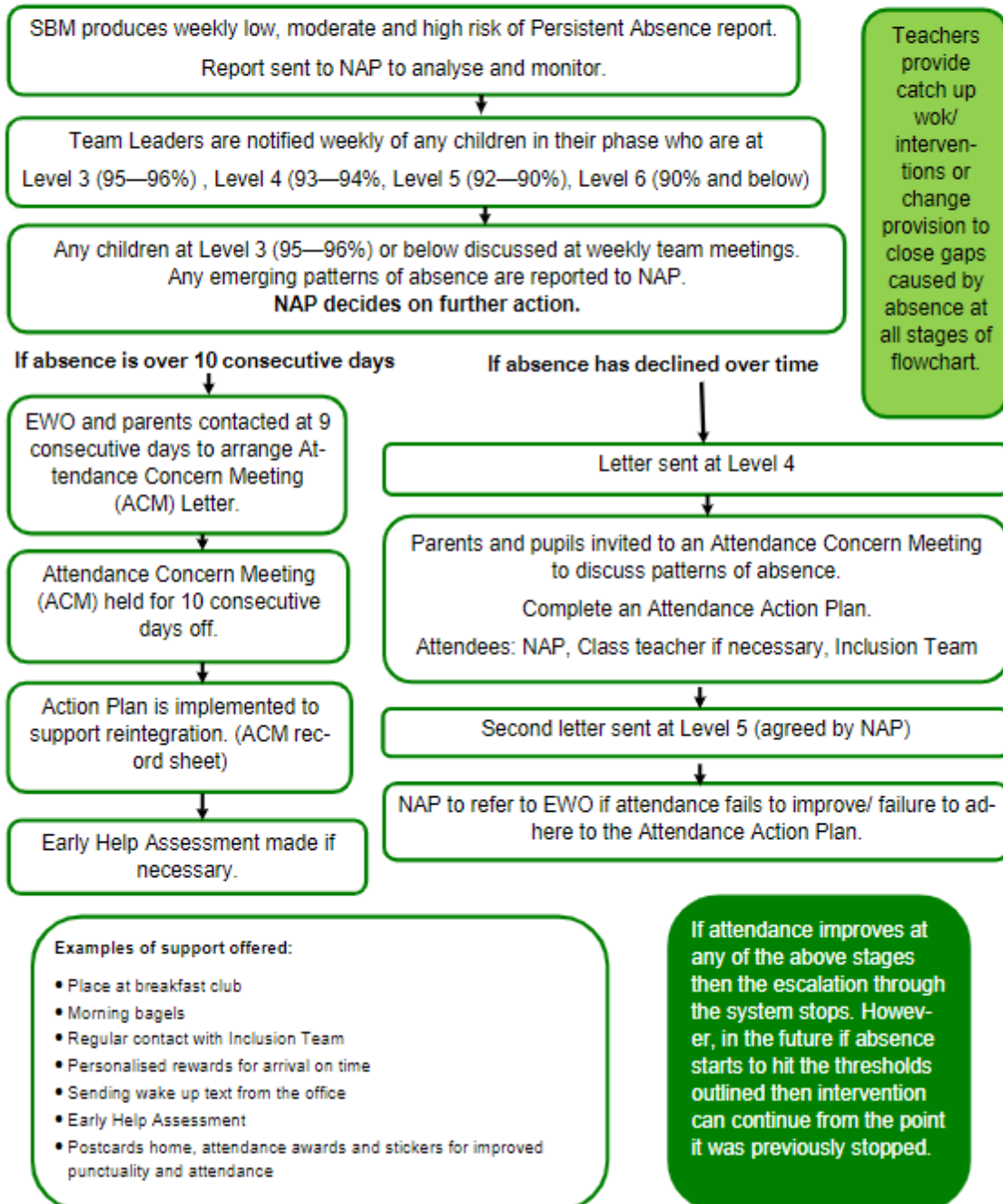
If attendance improves at any of the above stages then the escalation through the system stops. However, in the future if absence starts to hit the thresholds outlined then intervention can continue from the point it was previously stopped.

Hollinswood Primary School and Nursery

High risk of Persistent Absence Flowchart



93—94%	Level 4	High risk of persistent absence
92—90%	Level 5	High risk of persistent absence



Hollinswood Primary School and Nursery

Persistently Absent Flowchart



90% and below

Level 6

Persistently absent

SBM produces weekly low, moderate and high risk of Persistent Absence report.
Report sent to NAP to analyse and monitor.

Team Leaders are notified weekly of any children in their phase who are at Level 3 (95—96%), Level 4 (93—94%), Level 5 (92—90%), Level 6 (90% and below)

Any children at Level 3 (95—96%) or below discussed at weekly team meetings.
Any emerging patterns of absence are reported to NAP.

Attendance Action Plan set at Level 4 and 5 is reviewed by NAP.

If absence is over 10 consecutive days

EWO and parents contacted at 9 consecutive days to arrange Attendance Concern Meeting

Attendance Concern Meeting (ACM) held for 10 consecutive days off.

If absence has declined over time

Referral to EWO.

SAL1 letter issued.

SAL2 letter issued.

Attendance Support Team at the Local Authority issue a First Warning Notice

Final Warning Notice issued by Attendance Support Team

Referral to the Local Authority for an Interview Under Caution, which could lead to legal action being taken in the Magistrates Court.

Attendance monitored in 3 weekly meetings attended by EWO, SBM, NAP, Admin, Inclusion Team.

Examples of support offered:

- Place at breakfast club
- Morning bagels
- Regular contact with Inclusion Team
- Personalised rewards for arrival on time
- Sending wake up text from the office
- Early Help Assessment

If attendance improves at any of the above stages then the escalation through the system stops. However, in the future if absence starts to hit the thresholds outlined then intervention can continue from the point it was previously stopped.

