

CALLANDS COMMUNITY PRIMARY SCHOOL



Managing Attendance and Punctuality Policy

Recommended by	S Bentley (Headteacher)
Approved by	Full Governing Body
Approval Date	29.11.23
Version Number	1.0
Review Date	September 2024

Contents

Contact Information.....	3
Introduction and Background	3
Aims	3
Promoting Regular Attendance	4
Understanding Types of Absence	5
Authorised absences	5
Unauthorised absences.....	5
Persistent Absenteeism (PA)	6
Absence Procedures.....	7
Lateness	7
Strategies for promoting/rewarding excellent attendance	8
Understanding barriers to attendance	9
Local Authority attendance support services	9
School Attendance and the Law	10
Late Collection	11
Children Missing Education	11
Electively Home Educated (EHE).....	11
Deletion from Roll	12
Absence data	12
Summary	12
Appendix 1 Summary of procedures to promote good attendance/punctuality.....	13
Appendix 2 : DfE guidance Summary table of responsibilities for school attendance – September 2022	15

Contact Information

The name and contact details of the senior leader responsible for the strategic approach to attendance in our school is:

Name: Mrs J Brinkworth

Contact details: 01925 444795 admin@callandsprimary.co.uk

The name and contact details of the school staff member pupils and parents should contact for more individual support with attendance:

Name: Mrs J Brinkworth

Contact details: 01925 444795 admin@callandsprimary.co.uk

The name and contact details of the school staff member pupils and parents should contact about absence on a day-to-day basis is:

Name: Mrs Menarry or Mrs Daniels

Contact details: 01925 444795 admin@callandsprimary.co.uk

Introduction and Background

Callands Community Primary School recognises that positive behaviour and good attendance are essential in order to raise standards of pupil attainment and to give every child/young person the best educational experience possible.

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.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

Callands Community Primary expects the highest attendance and punctuality from all pupils, at all times. We support pupils and families to ensure that excellent attendance is achieved.' At Callands, we are continuously working towards our goal of a minimum of 96% attendance for all pupils.

The DfE has produced guidance for maintained schools, academies, independent schools, and local authorities: Working together to improve school attendance. Our Attendance Policy reflects the key principles of that guidance. <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children's welfare and safeguarding;
- ensure every pupil has access to the full-time education to which they are entitled;
- raise standards and ensure every child reaches their full educational potential, through a high level of school attendance and punctuality;
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

Aims

This policy seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the schools commitment to attendance matters. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

Our policy aims to raise and maintain levels of attendance by:

- promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued;
- raising awareness of the importance of good attendance and punctuality;
- ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently;
- ensuring all the stakeholders, governors, parents, pupils and staff receive regular communication about the importance of good attendance and punctuality;
- to keep accurate, up-to-date records and have a robust and rigorous system for analysing attendance;
- to identify causes of low attendance/punctuality with individuals, classes and groups of pupils and their families and to address them with a collaborative approach;
- to work with external agencies, in order to address barriers to attendance and overcome them.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable. **It is a rule of this school that pupils must attend every day, unless there are exceptional circumstances and it is the *headteacher* not the parent, who can authorise the absence.**

Promoting Regular Attendance

At Callands Community Primary school, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos, and day to day life. We recognise the connections between attendance, attainment, safeguarding and wellbeing.

The name and contact details of the senior leader responsible for the strategic approach to attendance in our school is:

Name: Mrs J Brinkworth

Contact details: 01925 444795 admin@callandsprimary.co.uk

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

To help us all to focus on this we will:

- Give parents/carers details on attendance in our newsletters;
- Report to parents/carers annually on their child's attendance with the annual school report;
- Contact parents/carers should their child's attendance fall below the school's target for attendance;
- Celebrate excellent attendance by announcing the highest weekly class attendance.

There are clear standards for attendance which are set out below:

100%	Outstanding attendance	This is a fantastic achievement for a pupil; children with 100% are likely to achieve termly and yearly rewards as long as their punctuality is also good.
-------------	------------------------	--

97%-99%	Good attendance	This is a good level of attendance; Callands Community Primary would expect this for most pupils.
96%	Minimum acceptable standard	This is the minimum acceptable standard which means this is the lowest percentage we would expect from pupils.
90-95%	Poor attendance	This level of attendance would cause concern; school would monitor a child whose attendance was this low and it may be necessary to meet with parents or carers to discuss this.
Below 90%	Persistent Absentee	This is an unacceptable level of attendance at this level school would be referring to the Education Welfare team within the Local Authority. If attendance does not improve it may be necessary to escalate things to a legal level and parents or carers may be at risk of prosecution.

Understanding Types of Absence

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school without a good reason creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

Authorised absences

These are absences which are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences

These are absences which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for a fast track prosecution process. Unauthorised absence includes, however is not exhaustive:

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn;
- absences which have never been properly explained;
- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however is counted as an absence for the session;
 - shopping trips;
 - looking after other children or children accompanying siblings or parents to medical appointments;
 - their own or family birthdays;

- holidays taken during term time without leave, not deemed 'for exceptional purposes' by the headteacher - may result in school applying to the local authority for a fast track prosecution process.
- day trips;
- other leave of absence in term time which has not been agreed.

Persistent Absenteeism (PA)

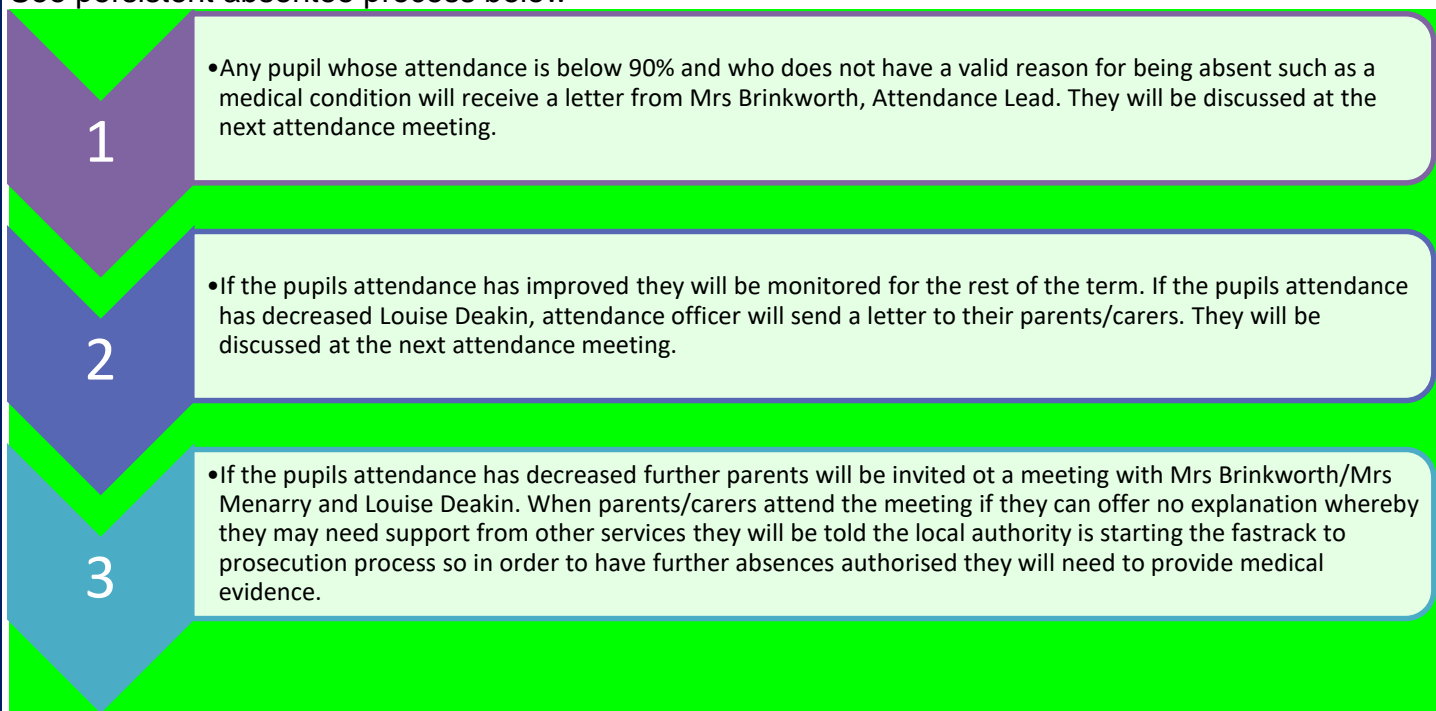
A pupil is defined by the Government as a '**persistent absentee**' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this.

Callands Community Primary would rather avoid a child's attendance becoming so poor that further action is needed; instead we would much rather work with families to address any issues together, proactively, and at the earliest opportunity.

Therefore, if you are having any difficulties with your child's attendance or punctuality, please feel free to either speak to your child's class teacher, the Attendance Lead or any member of staff you feel comfortable with, so we can address any issues together as soon as possible.

Callands Community Primary Attendance Officer is Louise Deakin. The Attendance Manager meets with the Attendance Officer half termly to discuss persistent absentees. This multi-agency approach is aimed to provide the best support possible to families and address attendance issues quickly and effectively.

See persistent absentee process below -



Absence Procedures

We monitor all absence, and the reasons that are given, thoroughly.

The name and contact details of the school staff member pupils and parents should contact about absence on a day-to-day basis is:

Name: Mrs Menarry or Mrs Daniels

Contact details: 01925 444795 admin@callandsprimary.co.uk

If a child is absent from school the parent must follow these procedures:

- Contact the school on the first day of absence before 9.20 am. (The school is in the process of having an answer phone facility made available to leave a message if nobody is available to take your call), or you may email admin@callandsprimary.co.uk or call into school personally and speak to the office staff.
- **Contact the school on every further day of absence**, again before 9.20 am
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence.

If your child is absent we will:

- If we have not heard from you and the school has not received a phone call, email or other message from the parent/carer, we will follow this system:
 - 9.30am – School Ping sent requesting reason for absence.
 - 10.00am – If no response to ‘School Ping’ we will telephone parents contact number(s).
 - Repeat this during the first morning of absence if no response.
 - Phone emergency contact numbers to get an up to date contact number for the parent/carer and update the school system accordingly.
 - A home visit may be made in the interests of safeguarding.
 - A referral will be made to Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which point your child will be considered to be “absence without reason.”

If absence continues we will:

- Write to you if your child’s attendance is below 96%, or where punctuality is a concern
- Invite you into school to discuss the situation with the Headteacher if absences persist
- Create a personalised action/support plan to address any barriers to attendance
- Signpost support to other agencies or services if appropriate
- Refer the matter to the Local Authority for relevant sanctions if attendance deteriorates following the above actions
- Refer the matter to the Local Authority whereby there is persistent absence due to illness

Lateness

Poor punctuality is not acceptable and can contribute to further absence. Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed, miss vital work and important messages from their class teacher.

The times of the start and close of the school day for all pupils are:

Gates open: 8.30 am for KS2 (8.40am for EYFS and KS1)

Registration closes: 8.45 am for KS2 (8.55am for EYFS and KS1)

End of the school day: 3.10 pm (3.20 pm for EYFS and KS1)

How we manage lateness:

- The school day starts at **8.40am for KS2 and 8.50am for EYFS and KS1**, when children begin to come into school.
- Children arriving **after 8.39am in KS2 and 8.49am in EYFS and KS1** are required to come into school via the school office. A parent/carers must sign them into our 'E-Portal system' and provide a reason for their lateness which is recorded. Pupils arriving independently must sign themselves in.
- Registration closes **at 8.40am in KS2 and 8.50am in EYFS and KS1** and your child will receive a late mark 'L' if they are not in by the time the registers have been completed in the classroom and sent to the office.
- At **9.10am** the registers will be closed for pupils in KS2 and **9.20am** for pupils in EYFS and KS1. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site - 'U', but this will **not** count as a present mark and it will mean they have an unauthorised absence.
- The school may contact parents/carers regarding lateness.
- From time to time a member of school staff will undertake a 'Late Gate' check, greeting late arrivals at the main entrance to the school.

Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent late record, you will be asked to meet with the Headteacher, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children and celebrate good class and individual punctuality

Strategies for promoting/rewarding excellent attendance

Attendance Stickers

Children who receive 100% attendance each week will receive a sticker in their pupil planner to celebrate the achievement. This will lead to further rewards of certificates if maintained each half-term.

The School Learning Environment

A welcoming, organised learning environment, which supports and celebrates its learners, is a key factor in ensuring children enjoy school and attend regularly. All staff ensure that their learning environments are of a high quality. Regular, rigorous environmental audits are carried out by the SLT to ensure this.

Staff Promoting Good Attendance

It is important that teachers are regularly promoting good attendance with their classes. Good class attendance is attributed to good teaching and this is celebrated.

End of half-term attendance awards

Attendance Certificate

Children with 100% attendance, receive a special attendance certificate, signed by the Headteacher to take home and keep.

Sharing Attendance Data

Pupils are informed on a weekly basis of attendance achievements. The class achieving the highest attendance/punctuality, and the number of pupils achieving between 96% - 100% attendance are shared in termly assemblies

This develops healthy competition between year groups/classes to improve attendance. It also engages the class teacher in conversation with their classes about attendance.

See Appendix 1 for a summary of procedures to promote good attendance/punctuality

Understanding barriers to attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individualised early help plan will be agreed and subsequently reviewed.

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, or other vulnerabilities. High expectations of attendance remain however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners where appropriate.

See Appendix 2 for summary tables of responsibilities for school attendance.

The name and contact details of the school staff member pupils and parents should contact for more individual support with attendance:

Name: Mrs Brinkworth

Contact details: 01925 444795 admin@callandsprimary.co.uk

Local Authority attendance support services

Local Authority Attendance Specialists work strategically by offering support to schools, families, and other professionals to reduce persistent absence and improve overall attendance.

Parents are expected to work with the school and local authority to address any attendance concerns. Parents should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. Where voluntary support has not been successful or engaged with, it may be necessary to consider legal action. Warrington Borough Council operate a 'fast track' prosecution process to ensure better management of poor school attendance. This process involves the school, parents and our school attendance team setting time limited targets to improve attendance. If agreed targets are not met within nine weeks, we may then take legal action through the Magistrates Court under Section 444 of the Education Act 1996. Those found guilty of this offence can be fined up to £1,000.

School Attendance and the Law

By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Unauthorised absence may result in the school referring to the Local Authority for sanctions and/or legal proceedings.

There is no entitlement in law for pupils to take time off during the term to go on holiday. In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school".

The Education (Pupil Registration) (England) Regulations 2006 were amended in September 2013. All references to family holidays and extended leave have been removed. The amendments specify that headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances" and they no longer have any discretion to authorise up to ten days of absence each academic year.

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or his/her designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing on the prescribed form provided by the school. Where a parent removes a child when the application for leave was refused or where no application was made to the school, a fast track prosecution process may be requested by this school in accordance with Warrington Borough Council.

At Callands Community Primary School, 'exceptional circumstances' will be interpreted as:

... being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time (as determined by the headteacher). The fundamental principles for defining 'exceptional' are events that are "rare, significant, unavoidable and short". By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time.

We will not consider applications for leave during term time:

- at any time in September. This is very important as your child needs to settle into their new class at the start of the academic year as quickly as possible.
- during assessment and test periods in the school's calendar affecting your child.
- when a pupil's attendance record already includes any level of unauthorised absence or they have already been granted authorised leave within that academic year.

If leave of absence is authorised, the school will not provide work for children to do during their absence. Parents are however advised to read with their children and encourage them to write a diary while they are away.

Late Collection

Callands Community Primary follows guidance from Warrington Borough Council's Families and Wellbeing directorate in regards to the late collection of children. Late collection of children from school generates anxiety for the pupil themselves as well as for school staff. Schools procedures for the late collection of children are as follows:

1. School will try to make contact with parents in the first instance or any other friends or family members on the contact list.
2. If we are unable to make contact, school will contact The MASH (Multi-Agency Safeguarding Hub) to report the incident and seek advice on the appropriate action to take.
3. Where appropriate, a social worker from The MASH will undertake a home visit and make contact with the police for assistance. If appropriate the social worker will collect the children from school should attempts to contact parents be unsuccessful.

Callands CP attendance policy is written in conjunction with the school's Safeguarding and Child Protection Policy.

Children Missing Education

If a child is missing from education, for example if they have not returned to school, gone abroad, or their attendance is below 50%, then a referral will be completed to the designated CME officer **Dave Sampson**. (dsampson@warrington.gov.uk) **The school's named person responsible for alerting the LA CME Officer of any pupil missing in education is Mrs Bentley.**

The DfE describes Children Missing Education as "all children of compulsory school age who are not registered at a school or have been out of education for over 4 school weeks." (and their whereabouts are unknown.) If a child is classed as CME, the Local Authority have a responsibility to track and monitor that pupil. Any Child Missing Education will be monitored through the Pupil Out Of School Meetings (POOSM). The POOSM is a multi-agency meeting held termly and is chaired by the Education Safeguarding Team.

If children are found to be missing education or are out of school, the chair of the meeting is immediately informed by the participating agency and the child is placed on the POOSM list so that they can be tracked and actions can be taken in a multi-agency capacity.

The POOSM meeting is attended by the following agencies:

- Education Safeguarding Team
- Attendance Team
- Inclusion Team
- Youth Offending Team
- CAMHS
- Careers for Young People
- Pupil Referral Unit
- Admissions Team
- NHS
- Family Pathfinders
- Elective Home Education Quality Consultant
- Virtual School support Officer

Electively Home Educated (EHE)

If a parent or carer chooses to Electively Home Educate their child, they must inform the school directly in writing. Callands Community Primary then has responsibility to notify the Local Authority and Attendance Team to ensure that the child's progress and welfare can be suitably monitored.

Callands Community Primary strongly advises **against** children being electively home educated. Schools and educational establishments not only have highly qualified staff that highly skilled in delivering the curriculum, but also school provides a unique environment where children can develop their social skills and relationships.

If a child is seen to be vulnerable or there are pre-existing safeguarding concerns, Callands Community Primary will refer to the MASH (Multi-agency Safeguarding Hub) in order to ensure that child is safe. Callands Community Primary recognises that if a child is not attending school, it is impossible for school staff to ensure their safety and they may be put at significant risk of harm by not attending.

Deletion from Roll

For any pupil leaving Callands Community Primary School, other than at the end of year 6, parents/carers are required to complete a 'Deletion from Roll' form which can be obtained from the school office. This provides school with the following information: Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and appropriately safeguard all of our pupils, even those who leave us.

It is crucial that parents keep school updated with current addresses and contact details for key family members in case of emergency.

Under Pupil Regulations 2006, all schools are now **legally required** to notify their Local Authority of **every new entry** to the admission register **within five days** of the pupil being enrolled. In addition to this, **every deletion** from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's name is removed from the admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.

Absence data

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve. Persistently absent pupils are tracked and monitored carefully. We also combine this with academic tracking as increased absence affects attainment.

We share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

Summary

The school has a legal duty to publish its absence figures to parents and to promote attendance. Equally, parents have a duty to make sure that their children attend school, on time, every day.

All school staff and the Governing Body are committed to working with parents and pupils as this is the best way to ensure as high a level of attendance at our school as possible.

Appendix 1 Summary of procedures to promote good attendance/punctuality

The following tables show specific procedures to maintain and encourage excellent attendance at Callands Community Primary School:

Daily Procedure	By Whom	Outcomes/Action
Parents ensure children arrive at school on	Parents/Carers	Children on time for school
Parents inform the school by 8:50am and no later than 9:20am, if their child is absent that day	Parents/Carers	School Administrator Staff update registration codes
Pupils arriving late to school are registered at reception	School Administrator staff	Absence mark on SIMS amended to a late mark by Admin Officer
Teachers record attendance using the schools E-Portal system. This is done by 8.40am/8.50am and by 12.50pm/1.05 pm for KS2 and EYFS/KS1 pupils respectively	Teachers/Supply staff	Staff use a paper register, if required. Teacher takes responsibility for promptly informing SLT/Admin Office of concerns.
First day absence phone calls are made to inform parents of their child's unexplained absence for that day Attendance Lead informed of attendance/punctuality issues	School Administrator staff	School Administrator updates attendance Codes Attendance Lead contact parents
Parents/Carers provide written note, including dates of and reason for absence upon the child's return to school	Parents/Carers	Teachers collect these and pass on to office staff for scanning and uploading to CPOMS.

Weekly Procedures	By Whom	Outcomes/Action
Attendance/punctuality statistics produced by year group and school	Admin Officer – MM	Overall attendance entered on information posters in classrooms. Entered into Attendance Overview spread sheet to allow for monitoring and analysis.

Analysis of punctuality undertaken	Admin Officer -MM	Identify trends and intervention needed Reminder letter sent home about being punctual
Children with 100% attendance receive a sticker for their planner.	Class teachers/Admin Officer - MM	Information provided here is used to provide targeted interventions as appropriate

Half-termly and Termly Procedures	By Whom	Outcomes/Action
Analyse attendance/punctuality data to monitor trends and progress	Attendance Lead and Admin Officer – JB and MM	Impact of group intervention reviewed
Assemblies to promote attendance/punctuality and share term's data and progress	DHT/HT	Raise profile with children and competitiveness between classes
Discussions as required in response to specific attendance/punctuality concerns of a particular cohort of pupils	Attendance Lead Office Team DHT/HT	Identify trends and intervention needed
Individual attendance/punctuality discussed with pupils and families, at parents' evenings	Class teachers	Mentoring and advice on attendance/punctuality issues provided to all families
Analyse attendance/punctuality data and information to identify cases of concern and develop appropriate interventions	Attendance Lead and Admin Officer	Targeted intervention for individual concerns
Meeting to discuss individual cases, monitor progress and refer new concerns.	Attendance Lead DHT/HT	Support and meeting provided for pupils and families.
Review success and impact of attendance/punctuality strategies for the term	Attendance Lead	Amend and refine interventions as appropriate

Appendix 2 : DfE guidance Summary table of responsibilities for school attendance – September 2022

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Regularly monitor the attendance of children with a social worker in their area.</p> <p>Put in place personal education plans for looked-after children.</p> <p>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.</p>