



## Attendance Policy

<b>Review frequency</b>	Policies will be reviewed in line with EST internal policy schedule and/or updated when new legislation comes into force
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<b>Author</b>	C Martin

## Key Contacts

School Attendance Lead: Claire Martin

Telephone number 0152762263

Email: [cmartin@sgf.endeavourschools.org](mailto:cmartin@sgf.endeavourschools.org)

School Administration Assistant: Memona Gull

Telephone number: 0152762263

Email: [office@sgf.endeavourschools.org](mailto:office@sgf.endeavourschools.org)

Family Support Worker: Tabatha Kenny

Telephone number: 0152762263

Email: [fsw@endeavourschools.org](mailto:fsw@endeavourschools.org)

Governor for attendance: Stuart Jones

Telephone number: 0152762263

Email: [sjones@sgf.endeavourschools.org](mailto:sjones@sgf.endeavourschools.org)

## CONTENTS

Key Contacts .....	2
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<b>Part 1 Policy</b> .....	<b>4</b>
1. Introduction, aims and ethos.....	4
2. Why is Attending School Regularly so Important? .....	7
3. Safeguarding and Attendance .....	8
4. Legislation and Guidance.....	8
5. Using Data to Support Improvements in Attendance .....	8
6. Understanding Barriers to Attendance .....	9
7. Staff training on attendance .....	9
<b>Part 2 What the Law Says and Our School Procedures</b> .....	<b>9</b>
1. Contents of Attendance Register .....	10
2. Present at School (and Lateness) .....	10
2.1 Effects of Lateness .....	11
3. Authorised Absence.....	<b>1Error! Bookmark not defined.</b>
3.1 Illness.....	11
3.2 Medical/Dental Appointments .....	12
3.3 Religious Observance.....	13
3.4 Traveller Absence .....	13
3.5 Suspensions (aka Exclusions) .....	13
4. First Day of Absence Response .....	14
5. Rewarding Good and Improved Attendance .....	14
6. Leave of Absence Requests – ‘Exceptional Circumstances’.....	15
7. Unauthorised, Persistent and Severe Absence.....	15
8. Approved Educational Activity .....	16
9. Unable to attend due to exceptional circumstances (as set out in the law and DfE guidance).....	17
10. Support for Poor School Attendance (other than unauthorised term time leave).....	17
11. Pupils on Reduced (Part-time) Timetables .....	18
12. Penalty Notices and Prosecutions .....	18
13. Children Missing Education (CME) .....	19
14. Following up Unexplained Absences .....	19
15. Reporting to Parents .....	19
16. Recording Information on Attendance and Reasons for Absence .....	19
17. Roles and Responsibilities .....	19
18. Policy Monitoring Arrangements .....	212
19. Links with other policies .....	212
<b>Appendix 1 - Absence escalation procedure example</b> .....	<b>23</b>

## Part 1 - Policy

### 1. Introduction

At St George's C of E First School and Nursery our ambition is for all students to strive for 100% attendance. We set expectations of excellent attendance for all pupils and expect pupils to be in school every session and every day that school is open. We consider this paramount to pupils achieving their full potential and enhancing lifelong outcomes.

Our Attendance Policy reflects this and recognises that regular attendance has a positive effect on the motivation and attainment of pupils and is an integral part of our school ethos.

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance we will work together with parents/carers, pupils and relevant partner agencies to remove any barriers and build strong and trusting relationships. Promoting and ensuring excellent attendance is everybody's business within our school and community.

## Aims and ethos

Our school aims to meet its obligations with regard to school attendance by ensuring every pupil has access to a full-time and efficient education to which they are entitled. St George's C of E First School and Nursery acts early to address any patterns of irregular attendance aiming to create a culture in which the importance of good school attendance is understood, valued, and supported by all.

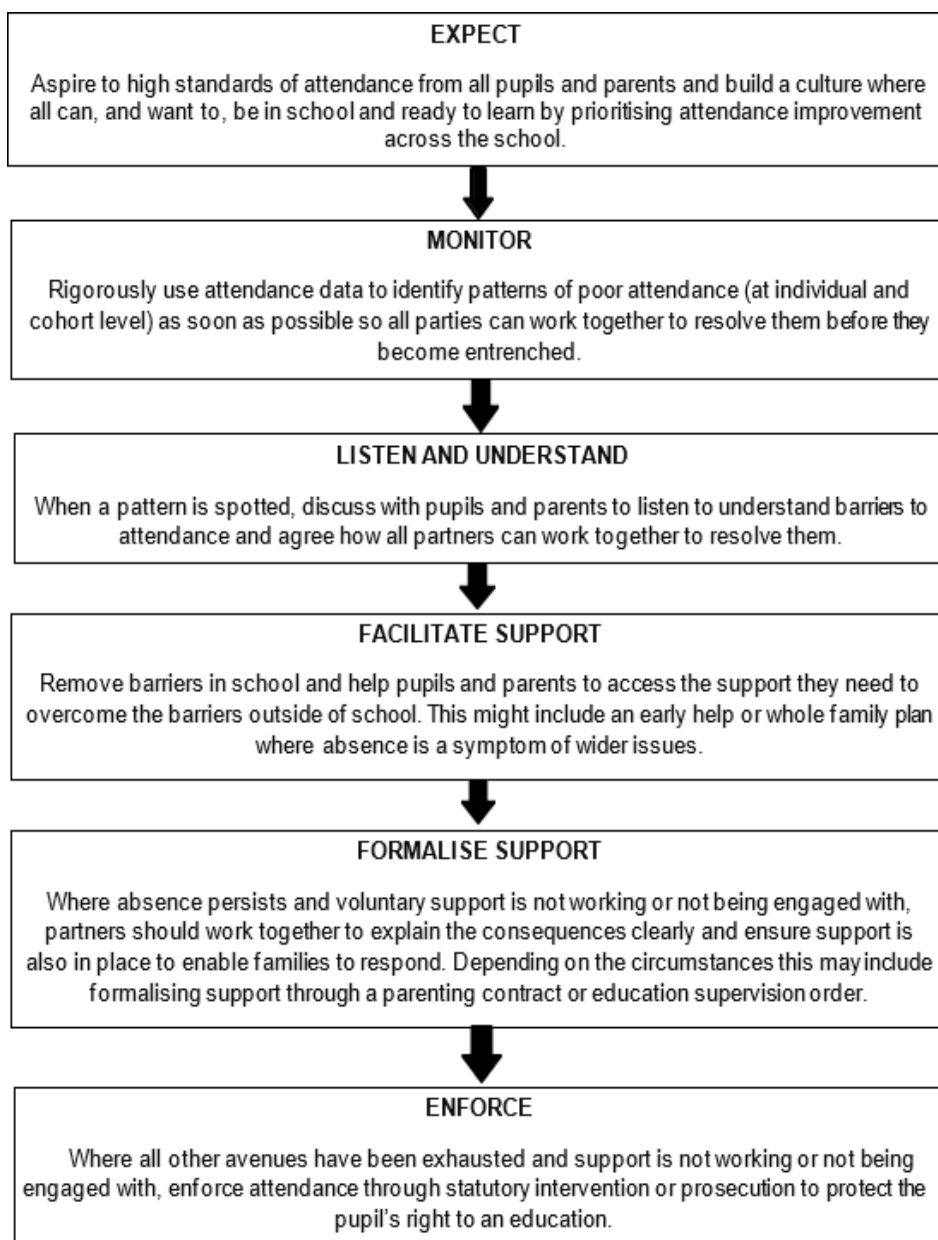
By providing a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn is the foundation of securing good attendance. Working together to put the right support in place at the right time, all school staff, parents/carers, pupils, and partners can work together to remove any barriers affecting attendance.

This policy sets out our school's position on attendance and details the procedures that all parents<sup>1</sup> must follow to report their child's absence from school and to remind them of their legal duty, to ensure their child attends school regularly.

This policy will be applied fairly and consistently, considering the individual needs of our pupils and their families who may have specific barriers to attendance. We have considered our obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

At St George's C of E First School and Nursery we follow the DfE Working together to Improve School Attendance Approach:

<sup>1</sup> Education law defines parents as: all natural parents, whether they are married or not; any person who has parental responsibility for a child or young person; and any person who has day to day care of a child or young person i.e., lives with and looks after the child. In this policy the term 'parent' includes parents and carers.



[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)



It is vital that children develop regular attendance habits at an early age. Therefore, the school encourages parents of nursery and reception children who are not yet of compulsory school age to send their children to every session that is available to them. Every child enrolled at our school is expected to attend every day they are required to, on time, so that they can achieve their full potential. We monitor and manage attendance and punctuality across all year groups and expect parents to notify the school of any absence.

At St George's C of E First School and Nursery we will support parents to perform their legal duty to ensure their children of compulsory school age attend regularly and will promote and support punctuality in attending lessons.

We want our pupils to attend school every day unless they are not well enough to do so. We believe that children who attend school regularly are more likely to feel settled in school, maintain friendships, keep up with their learning and gain the greatest benefit from their education. We want all our pupils to enjoy school and grow up to become emotionally resilient, confident and competent adults who are able to realise their full potential. Regular attendance and punctuality are essential requirements in the workplace and children who are used to attending school on time, and on every occasion unless they are too unwell to attend, will be better prepared for the world.

In April 2017 the Supreme Court clarified the definition of regular attendance to be attendance "in accordance with the rules prescribed by the school", therefore if an absence is not authorised by the school, the pupil's attendance is deemed to be irregular.

We will do all we can to encourage our pupils to attend. We will also make available the best provision we can, for any pupil who may experience any barriers preventing regular attendance.

One of the most important factors in promoting good attendance is the development of positive attitudes towards school and a sense of belonging. To this end, we strive to make our school a happy and rewarding experience for all children, and to foster positive and mutually respectful relationships with parents.

By promoting good attendance and punctuality we aim to:

- Make good attendance and punctuality a priority for all those involved and as part of the wider school community.
- Raise pupils' awareness of the importance of good attendance and punctuality.
- Provide support, advice and guidance to parents, pupils and staff.
- Work in partnership with parents and carers, including regularly informing them about their child's absence and attendance levels.
- Work with external agencies where required, such as health, the LA and local organisations to support our pupils, parents and school.
- Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge learning gaps.

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<sup>2</sup> A child becomes of 'compulsory school age' on the 1st January, 1st April or 1st September following their 5th

birthday and ceases to be of compulsory school age on the last Friday in June of Year 11.

- Celebrate good and improved attendance and punctuality.

## 2.1 Why is Attending School Regularly So Important?

Evidence shows pupils with excellent school attendance are more likely to reach higher standards of achievement and be at less risk of exposure to crime and other safeguarding risks.

Pupils who attend regularly are more likely to achieve better results than their peers that do not, both at Key Stage 2 tests in the Primary phase, and in GCSE's at Secondary.

Excellent attendance enables pupils to be part of the school community and develop a sense of belonging. This further supports each pupil's development socially, morally, and ethically, enhancing personal well-being.

<b>If attendance over the school year is:</b>	<b>...a pupil will miss this many days:</b>	<b>...and this many lessons:</b>
100%	0	0
95%	10	50
90%	19	95
85%	29	145
80%	39	195
75%	49	245
70%	58	290

## 3. Safeguarding and Attendance

St George's C of E First School and Nursery will monitor trends and patterns of absence for all pupils as a part of our standard procedures. However, we are aware that sudden or gradual changes in a pupil's attendance may indicate additional or more extreme safeguarding issues. In line with government guidance [Keeping Children Safe in Education](#) we will investigate and report any suspected safeguarding cases to the relevant authorities. As part of our safeguarding duty and our standard procedures, we will inform the Local Authority and/or the Police of the details of any pupil who is absent from school when the school has made all reasonable enquiries and cannot establish their whereabouts and is concerned for the pupil's welfare and safety.

## 4. Legislation and Guidance

This policy meets the requirements of the government guidance 2022 [Working Together to Improve School Attendance](#) from the Department for Education (DfE), and refers to the DfE's 2015 statutory guidance on [School Attendance Parental Responsibility Measures](#). These documents are drawn from legislation setting out the legal powers and duties that govern school attendance including:

- The Education Act 1996
- The Children Act 1989
- The Crime and Disorder Act 1998
- The Anti-social Behaviour Act 2003
- The Education and Inspections Act 2006
- The Sentencing Act 2020
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- The Education (Penalty Notices) (England) Regulations 2007

## 5. Using data to support improvements in attendance

Any absence affects the pattern of a child's schooling and regular absence may seriously affect their learning. The Department for Education (DfE) defines a pupil as a 'persistent absentee' when they miss 10% or more schooling across the school year, for whatever reason. For pupils who miss more than 50% of possible sessions they are defined as 'severely absent'.

The school will ensure that data is routinely monitored to identify emerging attendance issues and will seek to prevent any pupil becoming persistently or severely absent. This will include: identifying the individual needs of pupils; working closely with families and wider support services to remove barriers to attendance; and where a formalised approach in conjunction with the local authority is required in line with the DfE guidance [Working Together to Improve School Attendance](#).

## 6. Understanding Barriers to Attendance

In relation to understanding barriers to attendance, we will ensure all pupils and parents are treated with dignity and staff will model respectful relationships to build a positive understanding between home and school that can be the foundation of good attendance. In communicating with parents, we will highlight the link between attendance and attainment and wider wellbeing to enhance understanding of what good attendance looks like. Where a pupil or family needs support with attendance we will identify who is best placed to work with them to address issues.

We will support pupils and parents by working together to address any in-school barriers to attendance. Where barriers are outside of the school's control, all partners should work together to support pupils and parents to access any support they may need voluntarily.

Where absence intensifies, so should the support provided, which will require the school to work in conjunction with relevant partners.

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. In working with parents to improve attendance, we are mindful of the barriers such pupils may face and will put additional support in place where necessary to help them access their full-time education.

In line with DfE expectations reduced timetables will only be used in exceptional circumstances, for a limited period, to support pupils to reintegrate back into education and access full time provision.

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

## **7. Staff Training on Attendance**

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. The school therefore will facilitate training for all staff to understand:

- the importance of good attendance and that absence is almost always a symptom of wider circumstances,
- the law and requirements of schools including on the keeping of pupil registers
- the school/trusts' strategies and procedures for tracking, following up and improving attendance,
- processes for working with other partners to provide more intensive support for pupils who need it.

For staff with specialist attendance responsibilities, they will receive training to include the necessary skills to interpret and analyse attendance data and any additional training that would be beneficial to support pupils experiencing attendance challenges.

## **Part 2 - What the Law Says and Our School Procedures**

### **Contents of the Admissions Register**

The admission register (sometimes referred to as the school roll) must contain specific personal details of every pupil in the school along with the date of admission or re-admission to the school, information regarding parents and carers, and details of the school last attended. The school will enter pupils on the admission register at the beginning of the first day on which the school has agreed with, or been notified by the parent, that the pupil will attend.

A pupil's name can only lawfully be deleted from the admission register if a reason set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006, as amended, applies.

It is vital that the admission register is kept up to date. Therefore, we encourage parents to inform the school of any changes whenever they occur and ensure the admission register is amended as soon as possible.

## Contents of Attendance Register

In addition to the admissions register the law makes it clear that schools must take an attendance register at the start of the first session of each school day and once during the second (afternoon) session. On each occasion the school must record whether each pupil is:

- Present;
- Absent;
- Attending an approved educational activity; or,
- Unable to attend due to exceptional circumstances.

Effective and timely use and sharing of register data is critical to improve attendance and is supported by the use of our Management Information System to record attendance information.

### Present at School (and Lateness)

Pupils are marked present if they are in school when the register is taken. If a pupil leaves the school premises after registration, they are still counted as present for statistical purposes.

It is the duty of parents to ensure that children attend school on time. This encourages habits of good timekeeping and lessens any possible classroom disruption.

Our family support worker or a member of the safeguarding team, will meet with parents of those children who are frequently late arriving at school to investigate reasons and suggest solutions to enable more punctual attendance.

Our pupils must arrive by 8:45 am on each school day.

Our morning register is taken between 8:45 am and will be kept open until 9:00 am

The L code will be used for no longer than 30 minutes after the start of the school day.

Our afternoon register is taken at 13:00 pm and will be kept open until 13:30pm

A pupil who arrives late but before the register has closed will be marked as late (**L**), which counts as present.

If a pupil arrives after the register has closed they will be marked with the unauthorised absence code “Late after registers close” (U) which is an unauthorised absence mark. However, if the pupil is late arriving due to a valid reason such as an unavoidable medical appointment, the absence will be authorised and coded accordingly.

See DfE guidance [Working Together to Improve School Attendance](#).

### 2.1 Effects of Late Arrival at School

When a pupil arrives late to school, they miss important events such as assembly, tutor period, teacher instructions and introductions. Children can often feel embarrassed having to enter a classroom late.

The table below indicates how frequent lateness can add up to a considerable amount of learning being lost. This can seriously disadvantage children and disrupt the learning of others:

<b>Minutes late per day...</b>	<b>Equates to days of teaching lost in one year...</b>	<b>Which means this number of lessons have been missed...</b>
5 mins	3 Days	15 Lessons
10 mins	6 Days	30 Lessons
15 mins	9 Days	45 Lessons
20 mins	12 days	60 Lessons
30 mins	18 days	90 Lessons

### **3. Authorised Absence**

‘Authorised absence’ means that the school has either given approval in advance for a pupil of compulsory school age to be away from the school or has accepted an explanation offered afterwards as justification for absence.

**The following information outlines the main circumstances where absence may be authorised by the school:**

#### **3.1 Illness**

The NHS has produced a helpful guide for parents regarding childhood illness and school: [Is my child too ill for school? - NHS \(www.nhs.uk\)](https://www.nhs.uk/conditions/childhood-illness-and-school/)

In most cases, absences for illness which are reported by parents/carers following the school’s absence reporting procedures will be authorised. That is unless the school has a genuine concern about the authenticity of the illness.

The school follows Department for Education guidance ‘[Working Together to Improve School Attendance](#)’ 2022<sup>3</sup> which states that if the authenticity of the illness is in doubt, the school may ask the parent to provide medical evidence, such as a prescription, appointment card, or other appropriate form of evidence.

We will not ask for medical evidence unnecessarily. In some exceptional circumstances, the school may ask the parent to obtain a letter from a GP, or the school may seek parental permission to contact the pupil’s GP directly to help support the needs of the individual pupil.

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<sup>3</sup> Please ask the school for a printed copy of Working Together to Improve School Attendance if required

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.

Where a pupil has a high level and/or frequency of absence, the school may require medical evidence of some description in order best support the child or young person and to be able to authorise any future medical absences. If this is the case, the school will make the parent/s aware of this expectation in advance.

The reporting of absence due to illness remains the responsibility of the parent. Absences due to illness which have **not** been reported to the school by the parent on the first day of absence may not be authorised.

If a child is unable to come to school, it is important to contact the school office on 01527 62263 at the earliest opportunity – preferably before 8:30am.

If we do not receive any contact and a child is absent, we will conduct a safe and well check at their home address.

If a child is absent for more than one day, the parent should contact the school on each day to provide an update on the child's condition, unless otherwise agreed by the school.

### **Mental Health and Wellbeing**

Our school supports pupil mental health and wellbeing following DfE guidance [Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK](https://www.gov.uk/guidance/mental-health-issues-affecting-a-pupil-s-attendance-guidance-for-schools) ([www.gov.uk](https://www.gov.uk))

Parents who have concerns about their child's mental wellbeing can contact our school's Designated Safeguarding Lead, Claire Martin on 0152762263 or [cmartin@sgf.endeavourschools.org](mailto:cmartin@sgf.endeavourschools.org) for further information on the support available.

Online Mental health support and advice can be accessed: [Children's mental health - Every Mind Matters - NHS \(www.nhs.uk\)](https://www.nhs.uk/childrensmindmatters)

Parents can also contact their GP or the NHS Helpline by telephoning 111 for advice if they are concerned. In case of emergency parents should dial 999.

### **Pupils taken ill during the school day**

If a pupil needs to be sent home due to illness, this should be by agreement with an appropriately authorised member of school staff. In such circumstances, the pupil must be collected from the school office by a parent or another authorised adult and signed out in the 'signing out' book. No pupil will be allowed to leave the school site without parental confirmation.

### **3.2 Medical/Dental Appointments**

Parents should always try to make appointments outside of school hours wherever possible. Where appointments during school time are urgent or unavoidable, the pupil should only be out of school for the minimum amount of time necessary for the appointment. It is not acceptable for a child to miss a whole day of schooling for an

appointment, unless absolutely necessary, in which case the school will need an explanation as to why this is.

If a pupil must attend a medical appointment during the school day, they must be collected from the school office by the parent or another authorised adult, and signed out in the 'signing out' book. No pupil will be allowed to leave the school site without parental confirmation.

Advance notice is required for medical or dental appointments and must be supported by providing the school with sight of, or a copy of, the appointment card or letter – only then will the absence be authorised.

### 3.3 Religious Observance

Our school acknowledges the multi-faith nature of the school community and recognises that on some occasions, religious festivals may fall outside of school holidays or weekends. In accordance with the law, the school will authorise one day's absence for a day exclusively set apart for religious observance by the religious body to which the parent belongs. Should any additional days be taken, these will be recorded in the register as unauthorised absence. If necessary, the school will seek advice from the parents' religious body, to confirm whether the day is set apart.

### 3.4 Traveller Absence

The school will authorise the absence of a Traveller pupil of no fixed abode who is unable to attend school because they are travelling with their parent who is engaged in a trade or business of such a nature as to require them to travel from place to place. This is subject to certain limits, depending on the child's age and number of sessions absent. The school will discuss cases individually with Traveller parents as necessary. Parents should let the school know of their plans as far in advance as possible. Authorised Traveller absence will be recorded appropriately in the register.

To help ensure continuity of education for Traveller children, wherever possible, the child should attend school elsewhere when their family is travelling for occupational purposes. In such situations the child will be dual registered at that school and this school will remain their 'main' school.

Children from Gypsy, Roma and Traveller communities whose families do not travel for occupational purposes are expected to register at school and attend as all other peers. They are subject to the same rules as other children in terms of the requirement to attend school regularly.

### 3.5 Suspensions

If the school decides to send a pupil home due to their behaviour, this will be recorded as an Exclusion. The school will follow the current [DfE's statutory guidance on exclusions](#).

Any exclusion **must** be agreed by the headteacher.

The school will notify the parent of the exclusion in writing. If the pupil is a Child in Care, the school will notify the pupil's carer, social worker and the Virtual School. In other instances, where a pupil is open to Children's Social Care for any reason, the school will also inform their allocated social worker.

The pupil must be collected from the school office by the parent or another authorised adult, and signed out in the 'signing out' book. No pupil will be allowed to leave the school site without parental confirmation.

#### **4. First Day of Absence Response**

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

Call the pupil's parent or carer as soon as possible after 8.50am on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupils' emergency contacts, we regard it as a safeguarding concern. We may therefore undertake a home visit to ensure the child is safe and well, contact a Social Worker or contact the Police for them to do a safe and well check;

Identify whether the absence is approved or not;

Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session;

Call the parent or carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary;

If absence continues, the school will consider involving an Education Welfare Officer a Social Worker or the Police;

If a child is absent for 10 days or more, we are required to notify Worcestershire Children's First that a child is missing in education (CME) via the Children's Services Portal. If the absence continues for a further 10 days we re-submit the notification.

Parents will be asked to supply details of at least three people who can be contacted in an emergency, and these details will be reviewed on an annual basis through parents' meetings and reminders.

If the school is unable to contact any of the emergency numbers provided, and is concerned for the welfare and safety of a pupil, we may request a welfare check from the police.

#### **5. Rewarding Good and Improved Attendance**

Publicly rewarding attendance can inadvertently create a sense of shame, worry, or guilt among children who may face challenges beyond their control. Factors such as health issues, family circumstances, or transportation issues can contribute to low attendance rates. By avoiding public recognition based on attendance, we aim to foster an environment that prioritises empathy and support.

Instead, our approach centres around collaboration with both the child and their parents to identify positive solutions for improving attendance. We believe in working closely with families to understand and address any underlying issues that may be hindering regular attendance. This approach not only respects the privacy of individual circumstances but also reinforces a supportive and non-judgmental atmosphere.

## 6. Leave of Absence Requests – ‘Exceptional Circumstances’

**The law does not grant parents the automatic right to take their child out of school during term time.**

In line with DfE expectations only very exceptional circumstances will warrant an authorised leave of absence. The school will review each application individually, considering the specific facts and circumstances and relevant background context behind the request. The request must be made by the parent with whom the child normally lives, and permission must be sought in advance. The school will not grant leave of absence unless there are exceptional circumstances. The school must be satisfied that there are exceptional circumstances, based on the individual facts and circumstances of the case; following consultation with other staff as required, including the Designated Safeguarding Lead. If any leave of absence is granted, the school will determine the number of days the pupil can be away from school. A leave of absence is granted entirely at the school’s discretion.

Circumstances which could be authorised include significant family emergencies or funerals. However, parents will also be aware that, wherever possible, it can be better for children to continue to attend school normally during difficult family times.

Parents should complete a Leave of Absence Request form which is available from the school. The request should be submitted as soon as it is anticipated; and wherever possible, at least **four weeks** before the absence. **Although such absence may be unauthorised, it is better that we know your child is safe, rather than missing.** Please be aware that you may be required to provide us with additional evidence in order to support your request. If we have any concerns about possible safeguarding risks such as risk of FGM or Forced Marriage we will follow the necessary protocols. (Please see our school’s Safeguarding Child Protection Policy for more information).

All term time absence for children in care should be discussed at the child’s Personal Education Planning (PEP) meeting, in advance where possible, to be considered alongside social care staff and the Virtual School. This permission should be gained before school is approached for approval. The school will contact social care/ the Virtual School in relation to any requests made for term time absence for a child in care.

## 7. Unauthorised Absence

Unauthorised absence is where a school has not been given a reason or is not satisfied with the reasons given for the absence.

Absence will be unauthorised if a pupil is absent from school without the permission of the school. Whilst parents can provide explanations for absences, it remains the school’s decision whether to authorise an absence or not.

Unauthorised absences may include:

- Absences which have never been properly explained
- Pupils who arrive at school too late to get a mark
- Absences for shopping, birthdays, day trips
- Absences whereby parents are stating they are waiting at home for a washing machine to be mended, or a parcel to be delivered
- Long weekends and holidays in term time (unless very exceptional circumstances are agreed in writing, in advance by the school)
- In the case of term time leave - if a pupil is kept away from school longer than was agreed, the additional absence is unauthorised

Unauthorised absences may result in legal sanctions, use of penalty notices or prosecution.

### **Persistently and Severely Absent pupils (PA and SA)**

A pupil is classed a 'persistent absentee' if they miss 10% or more of their schooling across the school year for whatever reason.

A pupil is classed as 'severely absent' if they miss 50% or more of their school across the school year for whatever reason.

We monitor all absence thoroughly. Any pupil that is seen to have reached the PA or SA thresholds or is at risk of moving towards that level, will be prioritised by school. Parents will be informed accordingly.

## **8. Approved Educational Activity**

When pupils are attending educational activities off the school site, that have been approved by the school, the register will be marked to show this is the case.

If a pupil is attending an alternative education provider such as another school, or Pupil Referral Unit, for part or all of their education, our school will arrange for the pupil to be dual registered at the other setting and mark our registers accordingly.

If a pupil is attending an alternative education provider, which is not a school or Pupil Referral Unit, for part or all of their education, we will mark the sessions which the pupil attends the alternative setting as code B (off-site educational activity). We will liaise regularly with alternative providers to ensure we become aware of any attendance concerns as soon as possible and take follow up action as necessary. Attendance updates will be provided on a daily basis, with the alternative setting.

Any attendance concerns will be followed up by us, in conjunction with the AP setting.

## 9. Unable to attend due to exceptional circumstances (as set out in DfE attendance guidance)

In accordance with DfE school attendance guidance, our school will record pupils as 'Unable to attend due to exceptional circumstances' in the following circumstances (such circumstances are not recorded as absences):

- Our school site, or part of it, is closed due to an unavoidable cause
- The transport provided by our school or the Local Authority is not available and the pupil's home is not within statutory walking distance. (See the DfE's ['Home to school travel and transport'](#) guidance document, or ask the school for a printed copy.)
- A local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school.
- The pupil is in custody, but still on the school roll. (If the school has evidence that the pupil is attending educational activities, we can record those sessions as 'present at approved educational activity'.)

## 10. Support for Poor School Attendance (other than unauthorised term time leave)

Sometimes pupils can be reluctant to attend school. We encourage parents and pupils to be open and honest with us about the reason for the pupil's absence. If a child is reluctant to attend, it is never better to cover up their absence or for a parent to give in to pressure to let the child stay at home. This can give the impression to the child that attendance does not matter and can make things worse. As a school, we need to understand the reasons why a pupil is reluctant to attend in order to be able to support pupils and parents in the best way.

When we have concerns about the attendance of a pupil, we will do our best to make the parent/s aware of the concerns about their child's attendance and give them the opportunity to address this. However, if parents do not make use of the support offered and improve their child's attendance to an acceptable level, this may result in legal sanctions. Where there are no genuine reasons for the absences, parents may be asked to meet with the headteacher to discuss the matter. In some cases, this may result in a formal attendance action plan or parenting contract being drawn up.

If our school is unable to work in partnership with parents to overcome any barriers preventing regular attendance we may refer a case of poor school attendance to the Local Authority for legal sanctions. We will show all the steps we have taken to support parents and pupils and that we have warned the parent/s that they are at risk of receiving a Penalty Notice or other legal sanction. This will be evidenced via the sending of a warning letter and school records will be shared with the Local Authority.

We will not usually request legal sanctions from the Local Authority in cases where poor attendance is symptomatic of complex family circumstances. In such

circumstances our school will take a holistic, early help approach to the issue and will involve other agencies if deemed necessary. The exception to this will be where parents fail to accept or engage with support offered by the school and/or other agencies, or, fail to implement the suggested changes. Again, when referring for legal sanctions, we will show that we have warned the parent/s that they are at risk of receiving a penalty notice or other legal sanction.

If our school has safeguarding concerns about a pupil who is absent, we will share information with other agencies as we deem necessary.

## **11. Pupils on Reduced (Part-time) Timetables**

Pupils are entitled to a full-time education, suitable to their age, ability and aptitude, and any special educational needs or disabilities that they may have.

If, for any reason, our school is unable to provide a pupil with a full-time education due to the pupil's needs, we will work with the pupil, parent and other agencies where appropriate, to come to a mutually convenient arrangement. Any reduced timetables will be for the shortest amount of time possible, whilst arrangements are made to support the pupil's return to full-time provision as soon as possible.

## **12. Penalty Notices and Prosecutions**

Parents have a legal responsibility to ensure that their child attends school on a regular basis. It is a criminal offence under Section 444 of the Education Act 1996 to fail to secure regular attendance of a registered pupil at the school. This applies to both resident and non-resident parents who may both be subject to legal sanctions if their child fails to attend school regularly. It also applies to others who may not be the parent but may have day to day care of the child.

Unauthorised absence from school can result in a number of different outcomes for parents and children. Each case is considered individually.

Under section 444 of the Education Act 1996, 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(s) are guilty of an offence. Parents with more than one school aged child need to be aware that each child's irregular attendance is dealt with as a separate matter.

The school will refer cases of unauthorised absence that meet the threshold for a penalty notice to the Local Authority for legal action unless there are reasonable grounds for not doing so. The outcome of a referral to the Local Authority may be a penalty notice or prosecution.

Penalty notices are intended as a sanction for low level offences and a tool to support improved school attendance, for example in circumstances associated with an unauthorised holiday taken during term time. They are an alternative to prosecution and may not be issued if prosecution is considered to be a more appropriate response to a pupil's irregular attendance.

See DfE's statutory guidance on [School attendance parental responsibility measures](#) for more information

Penalty notices and prosecution proceedings are issued to each parent with responsibility for the child and are issued for each child with irregular attendance. For example, in the case of Penalty Notices, if two siblings had irregular school attendance, and there were two parents with responsibility for the children, four Penalty Notices would be issued. Penalty Notices cannot be paid in instalments.

### **13. Children Missing Education (CME)**

Our school will add and delete pupils from roll in line with Regulation 8 Education law. The school will use the Worcestershire children's services portal to report any children leaving our school, on part time timetables, attending irregularly, or joining the school outside of usual transition phases. If we have any CME related concerns we will contact [CME@worcschildrenfirst.org.uk](mailto:CME@worcschildrenfirst.org.uk)

### **14. Following up Unexplained Absences**

Where no contact has been made with the school the school will contact parents by email, telephone, home visit or letter to try and establish the reason for a child's absence. When we establish the reason for the absence, we will mark it as authorised or unauthorised depending on the reason for the absence. If we are unable to establish the reason for absence within 5 school days, we will make the absence as unauthorised, using the **O** code. If we are concerned about a pupil's absence and are unable to contact the parent/s, we may contact the pupil's emergency contacts and/or other professionals or contacts of the family who we reasonably expect may be able to advise us of the pupil's whereabouts and safety.

### **15. Reporting to Parents**

Parents and carers can access 'live' information about their child's attendance via the Parent Portal App in Arbor. The school will regularly inform parents about their child's attendance and absence levels via a copy of their child's attendance certificate on a half-termly basis.

### **16. Recording Information on Attendance and Reasons for Absence**

All communication and interventions regarding attendance will be recorded on school's management information systems, including Arbor and CPOMS.

### **17. Roles and Responsibilities**

#### **The Governing Board**

The governing board is responsible for monitoring attendance figures for the whole school on at least a half termly basis (6 times a year). They should also support the promotion of regular attendance and provide support and challenge holding the headteacher to account for the implementation of this policy.

## **The Headteacher**

The headteacher is responsible for ensuring this policy is implemented consistently across the school, and for monitoring school-level absence data and reporting it to governors.

The headteacher/principal also supports other staff in monitoring the attendance of individual pupils and requests fixed-penalty notices, where necessary.

## **The Designated Safeguarding Lead Team**

Will monitor and track attendance weekly, responding to those identified on the escalation procedure who may require support. They will conduct PAP meetings as appropriate and arrange Early Help assessments and social care referrals as appropriate. The DSL team will also be responsible for conducting safe and well checks at the earliest opportunity if contact cannot be made with a family.

### **Office staff:**

- Monitors attendance data at the school and individual pupil level.
- Record and maintain attendance data and liaise with the family support worker.
- Produce reports on attendance data.
- Reports concerns about attendance to the headteacher/attendance lead/ Designated Safeguarding Lead (DSL) as appropriate.
- Co-ordinates requests for Term-time Leave of Absence (this includes liaison with the Attendance/DS Leads and Safeguarding Team) and advises the headteacher as requested.
- School office staff are expected to take calls from parents about absence and record it on the school system. Office staff will ensure the attendance lead is informed of any urgent attendance related concerns.
- School office staff are responsible for making the first day phone calls and informing the DSL team of any children for which we have been unable to make contact with so safe and well checks can be conducted.
- Updates the persistent absentee tracker fortnightly and shares with SLT
- Organises return to school interviews for any children and their parents after 5 or more days of absence.

## **Class Teachers**

Class teachers will promote the importance of attendance through regular discussions both individually and whole class as appropriate. They will conduct informal 'check-ins' with children whose absence is a concern, recording these conversations on CPOMS if appropriate.

Class teachers also promote regular attendance by creating an inclusive and welcoming learning environment. This includes the use of visual timetables that are shared and discussed frequently with children to provide clarity and reduce anxiety about the school

day. Lessons should be planned with inclusive strategies that cater to diverse learning needs, ensuring every child feels valued and engaged. Classroom displays are calming, accessible, and representative of all learners, promoting a sense of belonging and security. By embedding these practices, teachers help remove barriers to attendance and encourage positive attitudes toward school.

## **18. Policy Monitoring Arrangements**

This policy will be reviewed annually by the headteacher or more frequently if there are changes to legislation and guidance. At every review, the policy will be ratified by the governing body.

## **19. Links with other policies/procedures**

This policy is linked to our Safeguarding and Child Protection Policy, Early Help Offer, SEND Graduated response and Supporting Pupils with Medical Conditions Policy.

Appendix 1

**St George's C of E First School and Nursery**

**Absence Escalation Procedure**

**Please note:** Attendance is monitored and tracked for individual pupils, groups, and the whole school throughout the year. The escalation procedures we use are intended as a guide, not a rigid rule. Every child's attendance is considered on an individual basis, taking into account their circumstances and the support they may need.

In some cases, pupils may appear in certain categories because of genuine illness or unavoidable absence early in the school year. When this happens, professional judgement will always be applied, and decisions will reflect the context and what is best for the child

Percentage	Responsibility	Action
94% - 96%	School Action: Administration Assistant	<p>First day calling will be used as an opportunity to ensure GP guidance is followed and that if children can possibly be in, we encourage it.</p> <p>We expect a phone call over an email or in-app message for safeguarding purposes.</p> <p>We will do a safe and well check if we are not able to make contact to verify the child's absence or if we have further concerns. We will liaise with appropriate agencies where necessary.</p> <p>Allow parents to call back at break/lunchtime as a check in if they allow them in when unsure if well enough. Class teacher will feedback to parents straight away at the end of the school day at collection.</p> <p>Class teacher to welcome back once back in school.</p>
91% - 94%	School Action Class Teacher Teaching Assistant	<p>Class teacher to be updated of the children who fall in this category. They will be identified on the persistent absentee tracker which is updated fortnightly.</p> <p>Where children are of non compulsory school age, we will still continue with this agreed escalation procedure in order to embed good habits and support early on.</p> <p>Class teacher and/or teaching assistant to speak to children who have been highlighted and check all is OK.</p> <p>Where safeguarding concerns are identified, these will be reported to a DSL in line with safeguarding procedures.</p> <p>Have an Early Help Offer dialogue if appropriate on a Supporting Families form.</p> <p>Hold a return to school interview if the absence is 5 days or more.</p>

90% or below	School Action as above +	<p><b>Pupil is Classed as having persistent absence *19 days will mean they remain PA all year</b></p> <p>Class teacher/Teaching assistant to continue regular check ins with the children identified.</p> <p>Depending on the circumstances surrounding the absence, parents are informed either by:</p> <ul style="list-style-type: none"> <li>• Letter</li> <li>• A supporting Families Plan</li> <li>• A home visit/safe and well check</li> </ul> <p>During this meeting we will seek to establish any support needed by the family. Identify barriers for attendance and utilise Early Help Support where possible. If necessary, targets for the child, parent and school agreed.</p> <p>Where appropriate, parents will be asked to provide medical evidence for all future absences and support any medical conditions within school.</p> <p>Communicate very clearly the number of days and lessons missed. This could be done verbally or in a letter.</p>
90% or below and no improvement following meeting		<p>Each case will be treated individually, but no improvement following the interventions will involve:</p> <p>A second review meeting where previous discussions and support reviewed. The number of days missed will determine the length of time between these meetings.</p> <p>Communicate very clearly the number of days and lessons missed. This could be done verbally or in a letter.</p> <p>School will consider referring FFD or for legal action where appropriate at this point.</p>
75-80% or below	School Action +	<p>Continue to meet with parents, documenting on Supporting Families template.</p> <p>Refer through to FFD if appropriate</p> <p>School will consider using the legal process at this point, including prosecution and fixed penalty notices.</p>

Schools will notify the Local Authority of children who are absent for 10 consecutive days without authorisation by emailing [CME@worcschildrenfirst.org.uk](mailto:CME@worcschildrenfirst.org.uk)

Return to School Interview (For pupils returning after an absence of 5+ days)

Name:..... Class:..... Date:.....

**Welcome Back**

We're glad to see you back in school! This meeting is to help you settle in and make sure you feel supported.

**Attendance Overview**

- Days missed this academic year:.....
- Current number of days from being a Persistent Absentee (19 day threshold):.....

**Reason for Absence:**

.....

**How Are You Feeling About Coming Back?:**

.....

**Catching Up:**

.....

**Support Plan:**

.....

**Child's comments**

.....

**Parent/Carer Comments:**

.....

.....

Staff:.....

Parent/Carer: .....



**Supporting Families Plan**

Name:		Year group:	
Date/time of meeting:		Current attendance:	
Present at meeting:			
Attendance target (including a timescale for improvement):			
Review meeting date:			

**Parent/child/school all to contribute:**

<b>What is working well?</b>	<b>What are you worried about?</b>	<b>What needs to happen?</b>
<p>For example: What works well now to support the child/young person/family when things are going wrong or they are worried?</p> <p>What has been offered to the family before?</p> <p>What support network does the family have?</p>	<p>For example: At this moment in time – what are you most worried about. (*) – are there any specific examples.</p> <p>How worried is the child/young person?</p> <p>How worried is the parent/carer?</p>	<p>For example: What would make things better for the child/young person/children/family?</p> <p>What does the family want to achieve?</p> <p>Are they willing to accept help (consent)?</p> <p>Would an Early Help Family Plan be helpful to the family?</p>



**Attendance related support:**

Parental actions agreed	School actions agreed
.....to arrive in school at .....	Meeting ..... before school in to ensure readiness for the day ahead.
Telephone call by 9:00am on every day of absence, providing a reason and a contact telephone number for the day.	Attendance at breakfast club.
Parent will provide consent for administration of medication below while at school:	Provision of uniform / breakfast bar / equipment / other:
Parent will provide medical evidence for any future absence.	Make contact with ..... To offer further support.
Parent will ensure suitable sleeping pattern (removing devices / access to internet if necessary).	
Parental email daily to inform of any issues faced before school.	
Additional comments/actions agreed:	

I confirm that this Attendance Action Plan was agreed by all present.

Parent:	DSL:
Family Support Worker:	Other Agency:



Have the following been discussed (tick where relevant)	
<ul style="list-style-type: none"><li>• Safeguarding support</li><li>• GP pathway</li><li>• Medical evidence</li><li>• Family Support worker support</li><li>• Family GP</li><li>• Early Help</li><li>• Referral to Local Authority</li><li>• Legal process</li><li>• Housing</li><li>• Finances</li><li>• Health</li><li>• Behaviour</li><li>• Starting Well</li></ul>	



## Family Plan

<b>Date the Support Started</b>	
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Where a Family Plan is required, this section should be completed. This can be done by a single agency or by a group of professionals where a multi-agency meeting has been convened. If a Lead Professional is required to co-ordinate multi-agency involvement, they should hold responsibility for ensuring that the plan is reviewed with the family and partners.

<b>Creating the initial Plan</b>	<b>What needs to happen?</b>	
<b>What actions are required as identified by the family?</b>	<b>Who will do this?</b>	<b>By When</b>
Please list the individual actions here Keep targets SMART (Small, measurable, achievable, realistic targets)	This can include the child/young person and parent/carers and other family or friends, as well as professionals	Set dates for each action.
1.		
2.		
3.		
4.		