



# Attendance and Absence Policy

2025-28

St Bartholomew's CE Primary School

CEO SIGNATURE

n/a

CHAIR OF TRUST BOARD SIGNATURE

(updated October 2025)

DATE

Every 3 years or on DfE updates

NEXT REVIEW DATE



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## 1. Statement of intent

St Bartholomew's CE Primary School believes that in order to facilitate teaching and learning, good attendance and punctuality is essential. Pupils cannot achieve their full potential if they do not regularly attend school on time.

We understand that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

We take a whole-school approach to securing good attendance, and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Ensuring this attendance policy is clear and easily understood by staff, pupils and parents.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance and punctuality.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in [section 7 of the Education Act 1996](#), which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.
- Regularly monitoring and analysing attendance, absence and punctuality data to identify pupils or cohorts that require more support.
- The school's attendance officer is Mr James Purshouse and can be contacted via [jpurshouse@stbartsmat.co.uk](mailto:jpurshouse@stbartsmat.co.uk).
- The Headteacher, Mrs Rachael Kilmister, retains overall responsibility for attendance and punctuality and can be contacted via [rkilmister@stbartsmat.co.uk](mailto:rkilmister@stbartsmat.co.uk)
- Staff, parents and pupils will be expected to contact the attendance officer/Headteacher for queries or concerns about attendance.



## 2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [Education Act 1996](#)
- [Equality Act 2010](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(As amended\)](#)
- [The Children \(Performances and Activities\) \(England\) Regulations 2014](#)
- [Children and Young Persons Act 1963](#)
- DfE (2024) '[Working together to improve school attendance](#)'
- DfE '[Keeping children safe in education](#)'
- DfE (2019) '[Children missing education](#)'
- DfE (2024) '[Providing remote education: guidance for schools - GOV.UK](#)'
- DfE (2024) '[Summary table of responsibilities for school attendance](#)'

This policy operates in conjunction with the following school policies and procedures:

- Safeguarding and Child Protection Policy
- Complaints Policy
- Behaviour Policy
- SEND procedures
- Supporting Pupils with Medical Conditions Policy
- Social, Emotional and Mental Health (SEMH) procedures
- Children Missing Education procedures
- Home Visit procedures
- Pupils with Additional Health Needs Attendance Policy

## 3. Roles and responsibilities

The local governing board has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Promoting the importance of good attendance and punctuality through the school's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with the SLT to set goals for attendance and providing support and challenge around delivery against those goals.
- Regularly reviewing attendance data.
- Sharing effective practice on attendance management and improvement across schools.



- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to 'Keeping children safe in education' when making arrangements to safeguard and promote the welfare of children.
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.
- Ensuring school staff receive adequate training on attendance.

The Headteacher (HT) is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Appointing a member of the SLT to the attendance officer role.
- Ensuring all parents are aware of the school's attendance/punctuality expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence and repeated lateness.
- Sharing effective practice on attendance management and improvement across schools.

Staff are responsible for:

- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the school day.

The attendance officer is responsible for:

- The overall strategic approach to attendance and lateness in school.
- Developing a clear vision for improving attendance and punctuality.
- Monitoring attendance, punctuality and the impact of interventions.
- Analysing attendance data and identifying areas of intervention and improvement.
- Communicating with pupils and parents with regard to attendance and punctuality.
- Leading a compassionate approach when listening to parents and pupils regarding barriers to attendance.
- Following up on incidents of persistent poor attendance.
- Enforcing attendance through statutory interventions in cases of persistent poor attendance where other supports have not succeeded.



- Informing the LA of any pupil being deleted from the admission and attendance registers.

Pupils are responsible for:

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.
- Following any support provided by the school to improve attendance.

Parents are responsible for:

- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.
- The attendance and punctuality of their children at school.
- Promoting good attendance and punctuality with their children.
- Proactively engaging with any attendance support offered by the school and the LA.
- Notifying the school as soon as possible when their child has to be unexpectedly absent.
- Requesting leave of absence only in exceptional circumstances, and in advance.
- Booking any medical appointments around school where possible.
- Following any family-based support implemented by the school to improve attendance.

## 4. Definitions

The following definitions apply for the purposes of this policy:

### **Absence:**

- Arrival at school after the register has closed
- Not attending school for any reason

### **Authorised absence:**

- An absence for sickness for which the school has granted leave
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

### **Unauthorised absence:**

- Parents keeping children off school unnecessarily or without reason



- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time which have not been agreed
- Leaving school for no reason during the day

#### **Persistent absence (PA):**

- Pupil has an absence rate of 10% or more, for at least 20 possible sessions in the current academic year.

#### **Severely absent (SA)**

- Pupil has an absence rate of 50% or more for at least 20 possible sessions in the current academic year.

### **5. Attendance expectations**

The school has high expectations for pupils' attendance and punctuality, and ensures that these expectations are communicated regularly to parents and pupils.

Pupils will be expected to attend school punctually every day they are required to be at school, for the full day.

The school day starts at 8:40am in EYFS and KS1 and 9.00am in KS2, and pupils will be in their classroom, ready to begin lessons at this time; therefore, pupils will be expected to be on the school site between 8.30am and 8.40am in EYFS and KS1 and 8.50 and 9.00am in KS2.

Registers will be taken as follows throughout the school day:

- In EYFS and KS1, the register will be marked at 8.40am. In KS2 morning register will be marked at 9.00am. Children arriving at school after this time, but before the register closes, will receive a late mark.
- The morning register will close at 9:00am in EYFS and KS1 and 9.15am in KS2. Pupils will receive an unauthorised absence mark if they are not in their classroom by this time. Pupils attending after this time will receive a mark to show that they were on site, but this will count as a late mark and count towards unauthorised absences.
- The afternoon register will close at 1:15pm. Pupils will receive a mark of absence if they are not present

Pupils will be encouraged to communicate any concerns related to attendance and absence as soon as possible to the relevant member of staff.



## 6. Absence procedures

Parents will be required to contact the school office via telephone before 9:00am on the first day of their child's absence – they will be expected to provide an explanation for the absence and an estimation of how long the absence will last, e.g. one school day.

Where a pupil is absent, and their parent has not contacted the school by the close of the morning register to report the absence, administrative staff will contact the parent by telephone call as soon as is practicable on the first day that they do not attend school.

The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

Where a pupil is absent for more than three school days in a row, or more than 10 school days in one term, the pupil's parent will be expected to provide a signed letter with an explanation for the absence(s).

The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness and where formal monitoring of absences is required due to ongoing concerns regarding poor attendance.

In the case of PA, arrangements will be made for parents to speak to the attendance officer and/or Headteacher.

The school will inform the LA, on a termly basis, of the details of pupils who fail to attend regularly, or who have missed 10 school days or more without authorisation.

If a pupil's attendance drops below 85 percent, the Education Welfare Officer (EWO) will be informed, and a formal meeting will be arranged with the pupil's parent, the school's attendance officer and/or the Headteacher. If a pupil's attendance drops below 90% and, following correspondence with parents/carers, does not improve, the EWO will be contacted and a parent meeting will be arranged.

Where a pupil has not returned to school for 10 days after an authorised absence, or is absent from school without authorisation for 20 consecutive school days, the school will remove the pupil from the admissions register if the school and the LA have failed to establish the whereabouts of the pupil after making reasonable enquiries.



## 7. Attendance register

The school uses SIMS to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether pupils are:

- Present.
- Absent.
- Attending an approved educational visit.
- Unable to attend due to exceptional circumstances.

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

- # = planned whole or partial school closure
- / = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Leave of absence granted by the school for exceptional circumstances
- C1 = Leave of absence for participating in a regulated performance
- C2 = Leave of absence for part-time pupils
- E = Suspended or permanently excluded but no alternative provision made
- J1 = Leave of absence for education interviews
- I = Illness
- M = Medical or dental appointments
- K = Attending provision arranged by the LA
- R = Religious observance
- B = Off-site education activity
- G = Unauthorised holiday
- O = Unauthorised absence
- U = Arrived after registration closed
- N = Reason not yet provided
- X = Not required to be in school
- T = Gypsy, Roma and Traveller absence
- Q = Absent due to a lack of access arrangements
- V = Educational visit or trip
- P = Participating in a supervised sporting activity
- D = Dual registered – at another educational establishment
- Y2 = Absent due to travel disruption
- Y3 = Absent due to part of the school premises being closed
- Y4 = Absent due to the school site being closed
- Y5 = Absent due to being in criminal justice detention



- Y6 = Absent due to public health guidance or law
- Y7 = Absent due to any other unavoidable cause
- Z = Pupil not on admission register

When the school has planned in advance to be fully or partially closed, the code ‘#’ will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

Pupils who are absent from school but are receiving remote education for any reason will be marked as absent in the register.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

Every entry received into the attendance register will be preserved for three years.

## **8. Authorising parental absence requests**

Parents will be required to request certain types of absence in advance. All requests for absence will be handled by the HT– the decision to grant or refuse the request will be at the sole discretion of the HT, taking the best interests of the pupil and the impact on the pupil’s education into account. The HT’s decision is not subject to appeal; however, the school will be sympathetic to requests for absence by parents and will not deny any request without good reason.

### **Leave of absence**

The school will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect parents to contact the HT in writing at least four weeks prior to the proposed start date of the leave of absence, providing the reason for the proposed absence and the dates during which the absence would be expected to occur.

Any requests for leave during term time will be considered on an individual basis and the pupil’s previous attendance record will be taken into account. Where the absence is granted, the HT will determine the length of time that the pupil can be away from school. The school is not likely to grant leaves of absence for the purposes of family holidays.

Requests for leave will not be granted in the following circumstances:

- Immediately before and during statutory assessment periods
- When a pupil’s attendance record shows any unauthorised absence



- Where a pupil's authorised absence record is already above 10 percent for any reason

If term-time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. The school cannot grant leaves of absence retrospectively; therefore, any absences that were not approved by the school in advance will be marked as unauthorised.

### **Illness and healthcare appointments**

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. Parents will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment.

### **Performances and activities, including paid work**

The school will ensure that all pupils engaging in performances or activities, whether they receive payment or not, which require them to be absent from school, understand that they will be required to obtain a licence from the LA which authorises the school's absence(s).

Additional arrangements will be made by the school for pupils engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education – this may involve private teaching. These arrangements will be approved by the LA who will ensure that the arrangements are suitable for the pupil.

The pupil will receive education that, when taken together over the term of the licence, amounts to a minimum of three hours per day that the pupil would be required to attend a school maintained by the LA issuing the licence. This requirement will be met by ensuring a pupil receives an education:

- For not less than six hours a week; and
- During each complete period of four weeks (or if there is a period of less than four weeks, then during that period), for periods of time not less than three hours a day; and
- On days where the pupil would be required to attend school if they were attending a school maintained by the LA; and
- For not more than five hours on any such day.

Where a licence has been granted by the LA and it specifies dates of absence, no further authorisation will be needed from the school. Where an application does not specify dates, and it has been approved by the LA, it is at the discretion of the HT to authorise the leave of absence for each day. The HT will not authorise any absences which would mean that a pupil's attendance would fall below 96 percent. Where a licence has not been obtained, the HT will not authorise any absence for a performance or activity.



## **Religious observance**

Parents will be expected to request absence for religious observance at least four weeks in advance.

The school will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as a day where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

The school may seek advice from the religious body in question where there is doubt over the request.

## **Gypsy, Roma and Traveller absence**

Where a pupil's parent belongs to a community covered by this code and is travelling for occupational purposes, the parent will be expected to request a leave of absence for their child at least four weeks in advance. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

## **9. SEND- and health-related absences**

The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

## **Register Opening and Closing Times**

The school will take the register at the start of each morning and afternoon session, in line with the School Attendance (Pupil Registration) (England) Regulations 2024. The register will remain open for 30 minutes. Any pupil arriving after the register has been taken but before it closes will normally be marked with code L (late before register closes). Pupils arriving after the register has closed will normally be marked with code U (late after register closes), which counts as an unauthorised absence.

## **Reasonable Adjustments for Pupils with SEND/SEMH**



The school recognises its duties under the Equality Act 2010 and will make reasonable adjustments where a pupil's disability or special educational need results in unavoidable lateness. While the statutory register closing time cannot be extended beyond 30 minutes, the school may consider the use of alternative coding or continued use of code L (rather than code U) as a reasonable adjustment where lateness is directly linked to a pupil's SEND/SEMH needs or disability. Such decisions will be made on a case-by-case basis, will be supported by evidence. While an EHCP may provide formal backing, schools should not wait for this process to conclude. Other forms of evidence — such as professional advice, internal assessments, support plans, or records of reasonable adjustments already in place — can also justify and guide these decisions. All decisions should be clearly documented in the pupil's attendance record and support plan.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed. All pupils will be supported with their mental health in accordance with the school's Social, Emotional and Mental Health (SEMH) Policy.

If a pupil is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA if a pupil is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the pupil's needs, capabilities and programme of work.
- Help the pupil reintegrate at school when they return.
- Make sure the pupil is kept informed about school events and clubs.
- Encourage the pupil to stay in contact with other pupils during their absence.

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there has been signs of significant improvement.

To support the attendance of pupils with SEND and/or health issues, the school will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Carrying out strengths and difficulties questionnaire.
- Identifying pupils' unmet needs through the Common Assessment Framework.
- Using an internal or external specialist.
- Enabling a pupil to have a reduced timetable.
- Ensuring a pupil can have somewhere quiet to spend lunch and breaktimes.
- Implementing a system whereby pupils can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.



- Phased returns to school where there has been a long absence.
- Small group work or on-to-one lessons.
- Tailored support to meet their individual needs.

### **Emotionally Based School Avoidance (EBSA)**

The school recognises that some pupils may experience Emotionally Based School Avoidance (EBSA), where emotional factors significantly impact their ability to attend school regularly. This may be linked to anxiety, trauma, social difficulties, or other underlying mental health or emotional needs.

In line with the SEND Policy, SEMH Policy, and Supporting Pupils with Medical Conditions Policy, the school will:

- Identify early signs of EBSA through close monitoring of attendance patterns and staff observations.
- Work collaboratively with parents, carers, and the pupil to understand the root causes of the avoidance.
- Develop a personalised support plan that may include reasonable adjustments, therapeutic interventions, and a flexible reintegration strategy.
- Engage with external agencies such as Educational Psychologists, CAMHS, or Early Help services where appropriate.
- Ensure that staff are trained to recognise and respond to EBSA in a supportive and non-punitive manner.
- Monitor and review the effectiveness of interventions regularly, adapting support as needed to promote sustained attendance and emotional wellbeing.

The school is committed to creating a safe, inclusive, and nurturing environment where pupils experiencing EBSA feel understood, supported, and empowered to re-engage with their education.

## **10. Leave during lunch times**

Parents may be permitted to take their child away from the school premises during lunch times with permission from the HT– it is at the HT discretion as to whether a pupil will be allowed to leave the premises.

Parents will submit a written request, outlining the reasons for their child to leave the premises during lunch time – this request will be submitted to the HT. The HT will consider the request and will invite the parent into the school for a discussion regarding any concerns, as well as the timely return of their child at the end of lunch time and their child's behaviour when not on the school premises. The HT reserves the right to grant or refuse a request and will inform the parent in writing of their decision within one week of the request.



Where permission has been granted, the HT will ensure a photo lunchtime pass is printed for the pupil and will include the pupil's name on the off-site register. Pupils will leave the school premises within 10 minutes of the start of lunch and will return no later than 5 minutes before the end of lunch.

Parents will be required to meet their child at the school office when taking them off the premises – the pupil will be signed out and back in using the lunch time register at the school office. A member of staff will be available at the school office before the pupil leaves the premises and upon their return to sign them back in. No pupil will leave the premises before the member of staff at the school office has given their permission.

The HT reserves the right to withdraw their permission at any time – this may occur, for example, where there are attendance concerns. Any decision to withdraw permission will be in writing, explaining the reasons for the HT's decision. If permission is withdrawn, parents will not be entitled to appeal the decision. Parents will be able to withdraw their request at any time – the request will be submitted in writing to the HT.

Permission will be updated on a termly basis – letters will be sent to parents at the beginning of each term to confirm whether they would like their request to continue.

## **11. Truancy**

Truancy will be considered as any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

All staff will be actively engaged in supporting the regular attendance of pupils, and understand the importance of continuity in each pupil's learning.

Pupils are expected to be in their classes by 8:00am and 1:00pm in EYFS and KS1 and 9:00am and 1:10pm in KS2, where the teacher will record the attendance electronically. Any pupil with permission to leave the school during the day must sign out at the school office and sign back in again on their return.

Immediate action will be taken when there are any concerns that a pupil might be truanting. If truancy is suspected, the HT is notified, and they will contact the parent in order to assess the reasons behind the pupil not attending school.

The following procedures will be taken in the event of a truancy:



- In the first instance, a letter of warning will be sent to the parents of the pupil, informing them of the truancy and stating that any future occurrences could result in further action being taken.
- If any further truancy occurs, then the school will consider issuing a penalty notice.
- A penalty notice will be issued where there is overt truancy, inappropriate parentally-condoned absence, excessive holidays in term-time and persistent late arrival at school.

The DSL will be involved where an instance of truancy may be linked to a safeguarding concern. Any safeguarding concerns will be dealt with in line with the Safeguarding and Child Protection Policy.

## 12. Missing children

Pupils will not be permitted to leave the school premises during the school day unless they have permission from the school. The following procedures will be taken in the event of a pupil going missing whilst at school:

- The member of staff who has noticed the missing pupil will inform the HT immediately.
- The office staff will also be informed as they will act as a point of contact for receiving information regarding the search.
- A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the HT.
- The following areas will be systematically searched:
  - All classrooms
  - All toilets
  - Changing rooms
  - The library
  - Any outbuildings
  - The school grounds
- Available staff will begin a search of the area immediately outside of the school premises and will take a mobile phone with them so they can be contacted.
- If the pupil has not been found after 10 minutes, then the parents of the pupil will be notified.
- The school will attempt to contact parents using the emergency contact numbers provided.
- If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
- The missing pupil's teacher will fill in an incident form, describing all circumstances leading up to the pupil going missing.
- If the missing pupil has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed.
- When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well.



- Parents and any other agencies will be informed immediately when the pupil has been located.

The HT will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate disciplinary procedures will be followed in accordance with the Behaviour Policy.

The HT will carry out a full investigation and will draw a conclusion as to how the incident occurred. A written report will be produced, and policies and procedures will be reviewed in accordance with the outcome where necessary.

### 13. Attendance intervention

In order to ensure the school has effective procedures for managing absence, the attendance officer supported by the Headteacher and EWO will:

- Establish a range of evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
- Attend or lead attendance reviews in line with escalation procedures.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
  - Sending letters to parents.
  - Having a weekly teacher review.
  - Engaging with LA attendance teams.
  - Using fixed penalty notices.
  - Creating attendance clinics.
  - Targeted support meetings
  - Early support plans
  - Multi agency meetings (if deemed appropriate)

The school will use attendance data, in line with the 'Monitoring and analysing absence' section of this policy, to develop specific strategies to improve attendance where patterns of absence or lateness are emerging. These strategies will be developed on a case-by-case basis and will consider the particular needs of the pupils whom the intervention is designed to target.

| Weekly                                      | Half-termly                                                                | Termly                                        | Annually                                                                           |
|---------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------|
| Attendance – class prizes                   | Best class chosen reward.                                                  | 100% attendance recognition to parents/carers | Improved attendance prizes where there has been a recognised barrier to attendance |
| Attendance Bear in EYFS                     | Notification and recognition of improved attendance for monitored families | Improved attendance recognition               |                                                                                    |
| Reward charts/prizes agreed with individual |                                                                            |                                               |                                                                                    |



|                                                             |                                                                                                         |  |                                                               |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------|
| children where there is a barrier to attendance/punctuality | Reward charts/prizes agreed with individual children where there is a barrier to attendance/punctuality |  | 100%/improved attendance recognition through parental contact |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------|

School trips and events will be considered a privilege. Where attendance drops below 90 percent, these privileges may be taken away. The school will develop strategies for ensuring that pupils with health needs or home circumstances that result in additional absences are not unfairly excluded from attendance rewards, e.g. by setting individualised targets.

## 14. Working with parents to improve attendance

The school will work to cultivate strong, respectful relationships with parents and families to ensure their trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services.

The school will ensure that there are two sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and on time and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open on time, save for in certain circumstances, e.g. sickness or absences that have been authorised by the HT in advance. The school will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence or lateness (i.e. repeated absences and lateness) becomes problematic, the attendance officer/Headteacher will work collaboratively with the pupil and their parents to improve attendance and punctuality by addressing the specific barriers that prevent the pupil from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related to the pupil's experience in school, e.g. bullying, the attendance officer (if applicable) will work with the HT and any relevant school staff, e.g. the DSL and SENCO, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the pupil's family, the attendance officer/Headteacher will liaise with any relevant external



agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

## 15. Persistent Absence (PA)

There are various groups of pupils who may be vulnerable to high absence and PA, such as:

- Children in need
- LAC
- Young carers
- Pupils who are eligible for FSM
- Pupils with EAL
- Pupils with SEND
- Pupils who have faced bullying and/or discrimination

The school will use a number of methods to help support pupils at risk of PA to attend school. These include:

- Offering targeted support meetings to build confidence and bridge gaps.
- Meeting with pupils to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading weekly check-ins to review progress and the impact of support.
- Making regular contact with families to discuss progress.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including for vulnerable groups.

The school will focus particularly on pupils who have rates of absence over 50 percent (severely absent), and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care. The school will also bear in mind that the continuation of severe PA following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Safeguarding and Child Protection Policy.

## 16. Targeting support meetings

As patterns of attendance are habitual, early identification and support is essential for individual pupils in need of help. Where barriers go beyond the classroom, this requires schools, local



authorities, and other partners to work together to put joint support in place as quickly as possible. To enable this to happen, all local authorities are expected to organise regularly Targeting Support Meetings with each school in their area, so the school's attendance leads and their point of contact in the local authority's School Attendance Support Team can:

- Build strong relationships and work collaboratively.
- Identify, discuss, and agree action plans and joint approaches for severely absent pupils (where they do not already have a plan in place).
- Discuss and agree approaches for persistently absent pupils where they have barriers to attendance that require a multi-agency response to overcome.
- Agree which agency will act as lead practitioner, which will be the school in most cases, but can be a local authority or partner team where there are multiple needs.
- Where schools seek it, conduct data analysis, including comparisons to other schools in the geographical area or identify areas to focus attendance efforts on.

## 17. Legal intervention

The school will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance and punctuality; however, where engagement strategies to improve attendance have not had the desired effect after one term, the attendance officer/Headteacher will consider:

- Holding a formal meeting with parents and the school's point of contact in the School Attendance Support Team.
- Working with the EWO and/or local authority to put a parenting contract or an education supervision order in place.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, the HT will issue a fixed penalty notice in line with the LA's code of conduct.

Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.

### Education Supervision Orders (ESOs)

Where interventions have not been successful, an ESO can be an alternative to provide formal legal intervention without criminal prosecution. ESOs are made through the Family or High Court and give the LA a formal role in supporting the pupil and parents to improve their attendance. LAs will issue parents with a notice of the intention to consider an ESO, set up a meeting to discuss with the parent and pupil, and decide whether the case will be taken forward.



Once an ESO is secured, a supervisor from the local authority will decide any actions or requirements. These may include:

- Requiring the parents to attend support meetings.
- Requiring the parents to attend a parenting programme.
- Requiring the parents to access support services.
- Requiring an assessment by an educational psychologist.
- Review meetings involving all parties to be held every 3 months.

Failing to comply with an ESO will result in a fine and decisions will be made about whether further action is required.

## 18. Monitoring and analysing absence

The attendance officer/Headteacher will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address habitual absence at the first signs.

The school will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

- The school cohort as a whole.
- Individual year groups.
- Individual pupils.
- Demographic groups, e.g. pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g. pupils with SEND, LAC and pupils eligible for FSM.
- Pupils at risk of PA.

The attendance officer/Headteacher will conduct a thorough analysis of the above data on a half-termly, termly and full-year basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Pupils whose attendance is causing concern.
- Pupils who are removed for holidays in term time.
- Historic trends of attendance and absence.
- Barriers to attendance.

The attendance officer/Headteacher will provide regular reports to staff across the school to enable them to track the attendance of pupils and to implement attendance procedures. The attendance officer will also be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.



The local governing board will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement, and will share practice which has been shown to be effective with other schools.

The CEO will ensure staff from different schools within the Trust regularly share expertise and collaborate on interventions.

## **19. Training of staff**

The school will recognise that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk pupils as part of their induction and refresher training.

The local governing board will ensure that teachers and support staff receive training in line with this policy as part of their induction. Following this initial training, staff will receive regular and ongoing training as part of their development.

Training will cover at least the following:

- The importance of good attendance and punctuality
- That absence is almost invariably a result of wider circumstances
- The legal requirements on schools, e.g. the keeping of registers
- The school's strategies and procedures for monitoring and improving attendance and punctuality
- The school's procedures for multi-agency working to provide intensive support for pupils who need it

The governing board will provide dedicated and enhanced attendance training to the attendance officer and other staff with specific attendance functions in their role – this will include training regarding interpreting and analysing attendance data and supporting pupils to overcome barriers to attendance.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern and know how such concerns should be managed.

## **20. Monitoring and review**



Attendance and punctuality will be monitored throughout the year. The school's attendance target is 96 percent – full details of the school's absence levels can be found on the school website.

This policy will be reviewed annually by the HT. The next scheduled review date for this policy is date.

Any changes made to this policy will be communicated to all relevant stakeholders.

## **21. Attendance/Punctuality Monitoring Procedures**

St Bartholomew's CE has adopted the following attendance monitoring procedures, to ensure that pupils' attendance meets the expected standard, and effective intervention is provided where pupils' attendance falls below the standard:

1. A spreadsheet is sent to the SLT and attendance officer and HT detailing weekly and annual attendance to date. Any recorded late marks are also sent to the attendance officer/HT to be monitored.
2. Attendance is discussed by classroom teachers. Any attendance/punctuality trends noticed by classroom teachers are passed immediately to the SLT.
3. Contact is made with parents on the first day of absence for any pupil absence not reported. 'N' codes are used to indicate that the pupil is absent for a reason not yet provided; these N codes are reported to the SLT and attendance officer daily.
4. Contact is made to the parents of any pupils marked using the N code. Any N codes not established after a week are recorded as an unauthorised absence.
5. If a pupil's attendance falls below 96 percent and no acceptable reason can be determined, an email is sent home raising concerns that their attendance has fallen below the school's expected standard. The letter also has an attached leaflet outlining how parents can work with the school and their child to improve attendance.
6. If a pupil's attendance falls below 90 percent, a letter is sent home explaining that the pupil's attendance is now being monitored, and the attendance officer contacts the parents to discuss this.
7. The pupil's attendance is monitored for two weeks and, if attendance does not improve after this time, parents are required to attend a meeting in school with the attendance officer and set targets for their child. If parents are unwilling to cooperate, or are genuinely unable to attend, a referral may be required to the local education welfare officer (EWO), who will then conduct a home visit.
8. After the monitoring period, and if targets are met, a letter is sent home from the SLT to congratulate the pupil and their parents on improving attendance. Monitoring and communication with the parents continues until attendance stabilises to 96 percent.
9. If targets are not met, the attendance officer makes a referral to the EWO. Education welfare protocol is followed, and a parental contract is drawn up. A four-week monitoring period is established and, if there are no improvements, a final written



warning is issued to the parents if there is no improvement after an additional four weeks, a fixed-penalty notice is issued.

10. Where patterns of lateness occur (e.g. repeated lateness or lateness occurring repeatedly on particular days of the week), parents will first be contacted informally by the attendance officer. Parents will be invited to raise any reasons for repeated lateness so that the school can support.
11. Where, following informal communication, punctuality does not improve, formal monitoring will commence. This may then lead to a parenting contract being issued, referral to external agencies for support, a fixed penalty notice, and ultimately, prosecution.



## Appendix 1: School responsibilities attendance procedures and stages

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Universal</b> | <ul style="list-style-type: none"> <li>All children and families to have a half termly letter of attendance outlining their attendance in the current academic year</li> <li>All children and families to be informed of the school target</li> </ul>                                                                                                                                                                                                                                                                                                                   |
| <b>Stage 1</b>   | <ul style="list-style-type: none"> <li>September: All PA from the previous academic year sent a Stage 1 letter as a trigger baseline (Stage 1 PA letter (<b>Appendix 1a</b>))</li> <li>Half termly: children whose attendance has fallen or is below the school 95% threshold will receive a Stage 1 email stating attendance is causing concern (either Stage 1a (illness/medical appointment) (<b>Appendix 1b</b>) or Stage 1b (unauthorised absence) (<b>Appendix 1c</b>) letter)</li> <li>Home visits if required or under monitoring directed by the HT</li> </ul> |
| <b>Stage 2</b>   | <ul style="list-style-type: none"> <li>If attendance shows no improvement or a decline from Stage 1 from September Baseline or any of the 5 review points (Oct / Dec / Feb / Apr / May-June) then letter of meeting arranged with the attendance lead/Headteacher will be sent. Target will be set (either Stage 2a (illness/medical appointment) (<b>Appendix 1d</b>) or Stage 2b (unauthorised absence) (<b>Appendix 1e</b>) letter)</li> </ul>                                                                                                                       |
| <b>Stage 3</b>   | <ul style="list-style-type: none"> <li>Referral made to the EWO.</li> <li>If attendance shows no improvement or a decline from Stage 2 from Sept baseline or any of the 5 review points (Oct / Dec / Feb / Apr / May-June) then letter of meeting arranged with the HT will be sent. Attendance report card and provision plan will be set (Stage 3a (<b>Appendix 1f</b>) or Stage 3b (if required) (<b>Appendix 1g</b>) letter)</li> </ul>                                                                                                                             |
| <b>Stage 4</b>   | <ul style="list-style-type: none"> <li>Referral made to the EWO.</li> <li>The Formal Warning letter issued by the school on behalf of the LA attendance team will be sent to the families where attendance is continuing to be a concern and affecting academic performance. Countersigned by the HT (Stage 4 Formal Warning letter) (<b>Appendix 1h</b>)</li> </ul>                                                                                                                                                                                                    |
| <b>Stage 5</b>   | <ul style="list-style-type: none"> <li>Referral made by the attendance lead and signed by the HT to the Local Authority for legal proceedings. All referrals to be logged onto the attendance safeguarding system. Governors to be informed of anonymous referrals by the HT via the HT Report.</li> </ul>                                                                                                                                                                                                                                                              |
| <b>+ive</b>      | <ul style="list-style-type: none"> <li><b>Positive escalation of Stage 5-4-3-2-1 will be commended with positive letters to congratulate them on the improvement in attendance personal to each individual case (personalised) (Appendix 1i)</b></li> </ul>                                                                                                                                                                                                                                                                                                             |



## Appendix 2: Steps to success

| Duration        | Steps to success to meet the school improvements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Accountable person                                                                                                                  |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| New year (Sept) | <ul style="list-style-type: none"> <li>Baseline letter of attendance from the previous year sent to parents</li> <li>Target letter for attendance outlining targets sent to parents</li> <li>PA register for previous school year established</li> </ul>                                                                                                                                                                                                                                                                                    | Office staff<br><br>HT<br><br>Attendance lead                                                                                       |
| Daily           | <ul style="list-style-type: none"> <li>Daily absence checks – parental communication</li> <li>Tracking of target attendance/late pupils</li> <li>Late Gate checks</li> <li>Daily text message sent to parents for no explanation</li> <li>Phone call check for absent children with no explanation</li> <li>Explicitly share the high expectations of attendance/punctuality</li> <li>Teachers to speak with parents re: learning missed</li> </ul>                                                                                         | Office staff<br>Attendance lead<br>Attendance lead<br>Attendance lead<br><br>Attendance lead<br><br>Teachers<br>Teachers            |
| Weekly          | <ul style="list-style-type: none"> <li>Data analysis of class attendance/whole school figure</li> <li>Tracking of PA children weekly</li> <li>HT Late Gate check</li> <li>Reward cards for attendance – class</li> <li>Update website and newsletter of attendance</li> </ul>                                                                                                                                                                                                                                                               | Attendance lead<br><br>Attendance lead<br>HT<br>Attendance lead<br>Attendance lead / office                                         |
| 4 weekly checks | <ul style="list-style-type: none"> <li>Tracking of lates 4-weekly. Transition weeks 4, 8, 12, 16, 20, 24, 28, 32, 36, 40.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        | HT                                                                                                                                  |
| Half termly     | <ul style="list-style-type: none"> <li>Half-termly attendance spreadsheet complete</li> <li>Half-termly attendance meeting organised and conducted to action requirements</li> <li>Attendance ROYG Analysis letter sent to all pupils</li> <li>Stage 1 letters sent out to required families</li> <li>Stage 2 meetings booked with attendance lead</li> <li>Stage 3 meetings booked with HT</li> <li>Stage 4/5 proceeding reviewed during half term review meeting</li> <li>Half-termly attendance tracking of vulnerable groups</li> </ul> | Attendance lead<br>HT to invite att team<br><br>Office<br>Office<br>Attendance lead<br>HT<br>Attendance team<br><br>Attendance lead |
| Termly          | <ul style="list-style-type: none"> <li>Termly 100% list completed</li> <li>Report and presentation to the LGB (trends)</li> <li>Attendance headlines and Ofsted criteria – HT Report (strategic overview)</li> <li>Teachers to inform parents of attendance and attitude criteria during parent consultations</li> </ul>                                                                                                                                                                                                                    | HT<br>Attendance lead<br>Attendance lead<br>Attendance lead<br>HT<br><br>Teachers                                                   |



### Appendix 3: Useful links

- Wolverhampton - [Attendance Pathway – Targeted Stage](#)
- Staffordshire - [Emotionally-Based-School-Avoidance-Guidance-SCC-EPS-Sept-2020-PDF.pdf](#)
- Dudley - [Emotion Based School Non-Attendance](#) | [Revolution for Schools](#) | [Dudley](#)