Avondale Primary School

Attendance and Punctuality Policy

Policy and Guidance for Parents

This policy was reviewed by: Stacey Duckett
This policy was adopted by the Governing Body October 2025
It will be reviewed Autumn 2027

"For learning, smiling and remembering"

Intent

At Avondale our commitment to high standards and to the physical, emotional, social and spiritual development of our pupils is defined by the regular punctual attendance of all staff and pupils. We provide our pupils with an exciting and challenging curriculum which enables them to fulfil their potential while in school and in the wider world, in order to achieve in this context children must be in school regularly and on time. If children are to get the greatest benefit from all the educational opportunities offered at Avondale Community Primary School, it is important that they have good attendance and punctuality. This means they are at school, on time, every day the school is open, unless the reason for the absence is unavoidable. As children grow and prepare for their next stages of education and employment, they need to see good attendance and punctuality as important qualities that are valued by others. Staff will do all they can to encourage good attendance and punctuality and will work alongside family members and children, which will increase the chances of a child achieving their full potential.

Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

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

Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006

- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 It also refers to:
- School census guidance which explains the persistent absence threshold
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

Roles and responsibilities

The governing body

The governing body is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy

The headteacher

The headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data

- Supporting with calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families
- Liaising with pupils parent/carers and external agencies, where needed
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels.

The designated senior leader responsible for attendance is Stacey Duckett.

The attendance team

The school attendance team are responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement providing regular attendance reports to school staff and reporting concerns about attendance
- Working with the inclusion officer, senior leader responsible for attendance and Pupil Wellbeing Lead to tackle persistent absence
- Working with the designated senior leader in leading attendance across school
- Supporting with calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families
- Advising the head teacher when to issue fixed-penalty notices
- First day call backs for persistent absentees

The attendance team include Cheryl Braysford and Debbie Wright (Pupil Wellbeing Lead) and can be contacted via 01254 703449

Class teachers

Class teachers are responsible for:

- Recording attendance on a daily basis, using the correct codes, and submitting this information to the school office. The register for the morning session opens at 8:45am and closes at 9.15am. The register for the afternoon session opens at 12.45pm and closes at 1:15pm.
- Promoting good attendance through supporting whole attendance strategies.
- Report any patterns/ absence concerns to the Attendance Team.

School Office staff

School office staff will:

- Take calls from parents/ listen to voicemails from parents about absence on a day-to-day basis and record it on the school system

- Transfer calls from parents to the school Attendance Team in order to provide them with more detailed support on attendance
- Send text message to ascertain the whereabouts of a child who is absent. Conduct first-day call/call-backs for those children whose parents we have not heard from.
- Advising the head teacher when to issue fixed-penalty notices.
- Report any absence concerns to the Attendance Team.

Parents

Parents/carers are expected to:

- Make sure their child attends every day and on time
- Call the school to report their child's absence before 08.45am on the first day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Keep school updated with changes to contact details
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting The Attendance Team, who can be contacted through the school office.

Pupils

Pupils are expected to:

- Attend school every day, on time

The Inclusion Officer (Blackburn with Darwen)

- The role of the inclusion officer is to work in partnership with school through a termly meetings to monitor impact of attendance strategies. When the final stage of the attendance escalation plan has been reached, it is the responsibility of the inclusion officer to utilise legal powers to enforce school attendance.

<u>Strategies for promoting attendance</u>

We actively encourage and promote good attendance throughout school. We treat attendance as everyone's responsibility. Some of the strategies we use for rewarding and improving attendance include:

- Celebrating class weekly attendance winners during celebration worship. The winners receive a trophy for the week and the news is shared on the school newsletter.

- Sharing weekly attendance on the school newsletter

- Having a clear display for attendance celebrating good attendance

- Leaders meet and greet children on the yard at the start of the day, and teachers meet and greet children at classroom doors. We do this to ensure that all children get a positive interaction at the start of the day.

- Planning engaging lessons, and ensuring there are many wider opportunities planned for the children such as a range of trips and visits, special themed days in school and outside agencies..

- Rewarding children with 100% attendance each term.

- Rewarding children with 100% attendance at the end of the year.

- Encouraging pupils and parents through text messages / conversations

- Sending well done messages/letters when attendance improves.

Supporting pupils who are absent or returning to school :

Pupils absent due to complex barriers to attendance

Each case would be monitored and appropriate support offered.

Pupils absent due to mental or physical ill health or SEND

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

Pupils returning to school after a lengthy or unavoidable period of absence

Each case would be monitored and appropriate support offered

Recording attendance

Attendance register

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

We will take our attendance register at the start of the first session of each school day and once during the second session. See appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The reason for illness
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Pupils must arrive in school by 8:45am on each school day. The register for the first session will be taken at 8:45am and will be kept open until 9.15am. The register for the second session will be taken between 12:45pm and will be kept open until 1:15pm.

After the register has been taken at **08:45 until 09:15**, any children arriving will be given **a late mark (L)** . After 09:15, any children arriving, will be given a late after register **closing (U)** this will affect your child's attendance. The register for the second session will be taken at 12.45 and will close at 1.15 pm.

Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.45am or as soon as practically possible by calling the school office.

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence.

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

Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. A copy of the medical appointment card or text message will be requested for the absence to be authorised.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary, and parents must sign their children out of school and when they return, sign them back in.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.

Lateness and punctuality

A pupil who arrives after 8:45am will be marked as late, using the appropriate code. Pupils who arrive after 9:15am will be marked as an unauthorised late arrival. A pupil who arrives after 8:45am is required to use the sign-in system at the school office before going to class.

The office staff and attendance team will regularly monitor punctuality and conduct phone calls when appropriate. The attendance team will also analyse data termly in relation to children who are persistently late and, alongside the designated Senior Leader for attendance, they will address any on-going issues.

Following up unexplained absence

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

- Call/ text the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the absence will be unauthorised and school will to monitor in the subsequent days
- 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. If the reason is not ascertained it will be recorded as 'O'
- Call/ text the parent/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 conducting a home visit and will post a door-step letter asking parents to contact school. Where school have been unsuccessful in ascertaining the whereabouts of a child, the police may be contacted and a welfare check requested.
- For vulnerable pupils, home visits will be conducted by the safeguarding team on the first day. During the home visit, they will observe anything suspicious, or a cause for concern. If deemed appropriate, these concerns will be passed onto external agencies for support.
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

Children Missing from Education (CME)

In accordance with Keeping Children Safe in Education 2024, all staff are aware that if children go missing, this can be a warning sign of a range of safeguarding possibilities. Avondale Primary School knows that early intervention is key to identifying any risk and to prevent the risk of a child going missing in the future.

School are updated annually on the procedures which are to be taken in the case of a Child Missing in Education. School are required to inform the local authority about the details of:

- All children who are believed to have moved out of the Blackburn with Darwen (BwD) geographical area after the school has undertaken reasonable enquiries (to be completed within 10 school days) and the child's whereabouts have still not been confirmed.
- Children who have been absent without the school's permission for a continued period of 10 consecutive days
- Children who have failed to return to school for 10 days beyond the expected return date following a leave of absence period
- Children who have relocated abroad
- All Gypsy Romany Traveller children who school believes have gone travelling without securing prior agreement and/or confirming a return date
- Children who are withdrawn from school, but parents are unwilling or unable to say where or how their child will continue to be educated.

In a case of CME, the school needs to make reasonable enquires and the Attendance Team must:

- Obtain as much information as possible from parents before relocation
- Maintain contact with parents following relocation
- Confirm admission with the receiving school
- Make a home visit if possible
- Make general enquiries amongst friendship groups
- Establish contact with all named people on the child's record.

Relevant CME forms will be completed and sent to the Inclusion and Place Planning Team.

Circumstances when a CME notification is not required:

- Those children who move out of the BwD are and their whereabouts has been confirmed – these children will be reported to the Local Authority using a 'Deletion from School Roll Notification' form
- In 'truancy' cases where a child's unauthorised absence has already been formally referred to the Inclusion Officer
- Children with long-term medical or mental health needs whose absence has been verified by a health professional.

Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels via:

- Termly attendance reports
- Parents' evenings
- letters for attendance that meet threshold/ trigger points

- letters/texts when attendance has improved
- Informal and formal meetings when a child's attendance continues to drop.

Authorised and Unauthorised Absence

Approval for term-time absence

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations.

School can grant a leave of absence when a pupil needs to be absent from school with permission. All schools are expected to restrict leaves of absence to the specific circumstances set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024 and schools maintained by a local authority and special schools not maintained by a local authority must do so.

These circumstances are:

• **Taking part in a regulated performance or employment abroad**: in line with a licence issued by a local authority or Justice of the Peace or a body of persons approval (BOPA). (For full details please see Code C1)

• **Attending an interview:** for entry into another educational institution or for future employment where requested in advance by a parent the pupil normally lives with.

• **Study leave:** for public examinations, as agreed in advance with a parent the pupil normally lives with. Please note this does not include any internal examinations such as mocks as study leave should not be granted in such cases.

• **A temporary, time-limited part-time timetable:** where the pupil is of compulsory school age, both the parent who the pupil normally lives with and school agree the pupil should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the pupil will be expected to attend school as part of that timetable. (For full details please see part-time timetable)

• **Exceptional circumstances:** All schools can grant a leave of absence for other exceptional circumstances at their discretion. It must be requested in advance by a parent who the pupil normally lives with. Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The head teacher may require evidence to support any request for leave of absence.

School will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the school to determine the length of the time the pupil can be away from school.

Generally, the DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance. Leave of absence should not be granted for a pupil to take part in protest activity during school hours.

If a family decides to take Discretionary Leave of Absence without authorisation and the child does not return to school by the 21st day, the child may be removed from roll.

Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age. If issued with a fine, or penalty notice, each parent must pay £80 within 21 days or £160 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a headteacher, local authority officer or the police. The decision on whether or not to issue a penalty notice may take into account:

- The threshold at which a penalty notice must be considered is set at 10 sessions (equivalent to 5 days) of unauthorised absence within a rolling 10-school week period. This may include absences as a result of arriving late after the register closes. The 10 school weeks may span different terms or school years.
- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason.
- A second penalty notice issued to the same parent, for the same child, within a rolling 3-year period will be issued at the rate of £160 to be paid within 28 days, with no option for a discounted rate.
- A maximum of 2 penalty notices may be issued to a parent for the same child within a rolling 3-year period, so at the 3rd (or subsequent) offence(s) another course of action will need to be considered (such as prosecution or one of the other attendance legal interventions).

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

Education Supervision Order

An education supervision order (ESO) is a formal legal intervention once all voluntary support has been exhausted. ESOs are made through the Family or High Court. They give the local authority a formal role in advising, helping and directing the pupil and parent(s) to ensure the pupil receives an efficient, full-time, suitable education. For the duration of the ESO, the parent's duties to secure the child's education and regular attendance are superseded by a duty to comply with any directions given by the local authority under the ESO.

Education supervision orders initially last for one year. The local authority will notify parents in writing of the intention to proceed to an ESO, and will set up a meeting to discuss it with the parent. Where parents persistently fail to comply with the directions given under the ESO, they may be guilty of an offence. Local authorities can prosecute in the Magistrates Court for persistent non-compliance with the Order and parents (upon conviction) will be liable to a fine of up to £1,000.

Attendance monitoring

Monitoring attendance

The school will:

- Monitor the attendance and absence data weekly at a class and school level.
- Monitor attendance and absence data half-termly, termly and yearly at an individual pupil level, and group level (Pupil Premium, SEND, Boys, Girls)
- Conduct daily/ weekly/ fortnightly/ or monthly checks as appropriate on a pupil who is causing concern and has been escalated.

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

Using data to improve attendance

The school will:

- Extract regular attendance reports to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
- Discuss attendance and engagement at school
- Listen, and understand barriers to attendance
- Explain the help that is available
- Explain the potential consequences of, and sanctions for, persistent and severe absence
- Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant

Please see the Attendance Intervention Escalation Plan for the procedures for dealing with poor attendance - appendix 2.

Please see appendix 3 for example attendance/punctuality letters.

Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and annually by the Senior Leader with responsibility for Attendance.

Links with other policies

This policy links to the following policies:

- Safeguarding and Child Protection policy
- Behaviour policy
- Supporting children with medical conditions
- First Aid Polic

Appendix 1: attendance codes

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

Attending the school	
/ \	Present at the school / = morning session \ = afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
Absent – Leave of absence	
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstance
Absent – other authorised reasons	
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absent – unable to attend school because of unavoidable causes	
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Absent – unauthorised absence	
G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
Administrative Codes	
Z	Prospective pupil not on admission register
#	Planned whole school closure

Appendix 2: Avondale attendance escalation intervention

Stage One: Universal Support		
Thresholds/triggers	**Strategies to be used** (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	**Monitoring procedures**
Above 97 - 100%	**Communicating expectations:** • Regular reminders of the importance of good attendance, through the school newsletter, website, etc. **Rewards:** • Weekly attendance awards in Class worship (including golden time/ extra playtime) • Termly attendance award • End of Year 100% attendance award and prize **Direct contact with parents/carers:** • First day of absence text and if no response phone call • Termly attendance reports sent out to all parents giving attendance percentages and days missed • Requests for term-time holidays to be declined, unless there are exceptional circumstances **Curriculum/ teaching and learning:** • Meeting and greeting the children daily for a positive interaction • Planning engaging and exciting lessons • Taking children on trips/visits linked to learning	• Attendance tracked through SIMS weekly at individual, class and school level. • Attendance tracked half-termly and annually at an individual and group level to identify patterns/ concerns . • Class teachers/office staff/ support staff/ attendance team to be on alert for any absence patterns

	• Having outside agencies e.g. Money matters, Police and Fire service, Mini police etc in school to encourage children to come to school	



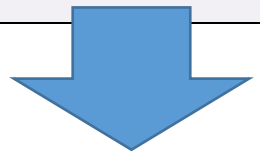
Stage Two: Initial support

Thresholds/triggers	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: Irregular patterns of absence Trends of patterns of absence Below 97% attendance Attendance Team will take into consideration illnesses that may require child to be absent for a longer period e.g. tonsillitis Continued late arrivals despite initial text	**Continue to give the universal support offered to all pupils at Stage One.** **In addition to this:** **Direct contact with parents/carers:** • First attendance letter issued. Parents/carers informed that attendance is being monitored and next steps will be to invite parents in to discuss any concerns if they wish to do so. • Late letter issued **Support:** • Pupil Voice and identify if there is anything needed to be put in place for the child e.g. friendship groups, ELSA, breakfast club etc.	• Attendance tracked through SIMS weekly at individual, class and school level. • Class teachers to monitor pupil more closely



Stage Three: Targeted support

Thresholds/triggers	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: Attendance below 94% Decline in attendance Continued unexplained or unauthorised absences Irregular patterns of absence Trends of patterns of absence Attendance Team will take into consideration illnesses that may require child to be absent for a longer period e.g. tonsillitis Continued late arrivals despite initial text 10 sessions of unauthorised absence in a rolling period of 10 school weeks – refer to LA - penalty notice	**Continue to give the universal support offered to all pupils at Stage One.** **In addition to this:** **Direct contact with parents/carers/child/teacher:** • Second attendance letter issued • Parents requested to attend a meeting in school to discuss attendance with member of attendance team. • Attendance Team to liaise with Teacher to explore barriers to attendance/ concerns. • Attendance Team to inform Inclusion officer at Termly meeting if appropriate **Support:** • Individual **attendance contract** initiated - support will be offered in line with this plan • Consider the external agencies that can address the individual needs of the pupil/family and make referrals as required. Possibilities include: school nurse, FSW, WISH, Food bank, Breakfast club etc. School to liaise with the local authority regularly to support any measures that are being taken	• Attendance tracked through SIMS weekly at individual, class and school level. • Class teachers/office to monitor pupil more closely • Review contract as and when needed.



Stage Four: Enhanced Targeted Support for those at risk of becoming persistently absent		
Thresholds/triggers	**Actions to be taken**	**Monitoring procedures**
Initiate support at this level if any of the following criteria are met: • Attendance below 92%. Attendance Team will take into consideration illnesses that may require child to be absent for a longer period e.g. tonsillitis • Decline in attendance • Strategies introduced at stage three have failed to improve attendance • Continued late arrivals despite support offered at previous tiers • Continued unexplained or unauthorised absences despite support offered at previous tiers 10 sessions of unauthorised absence in a rolling period of 10 school weeks	Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond **Direct contact with parents/carers:** • Third attendance letter issued and further meeting will be held with SLT member and a member of attendance team to discuss the attendance contract **Support:** • During the review, those involved will identify whether any additional support could be offered by the school or partner agencies • School to liaise with the local authority regularly to support any measures that are being taken	• Attendance tracked through MIS • School Attendance Team to do daily checks on the pupil's data • Class teachers to offer more direct support as needed



Stage Five: Use of Parental Responsibility Measures

Thresholds/triggers	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: • Attendance below 90% (persistent absenteeism) • Attendance Team will take into consideration illnesses that may require child to be absent for a longer period e.g. tonsillitis • Strategies introduced are not being followed and therefore attendance still declining • Any of the thresholds for legal action have been met • 10 sessions of unauthorised absence in a rolling period of 10 school weeks – refer to LA - penalty notice	Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond **Enforcement:** • School will refer the case to the local authority. • Local authority to utilise appropriate legal powers to enforce attendance	• Attendance tracked through SIMS • Attendance Team to do daily checks on the pupil's data • Class teachers to maintain regular individual support as required

• Continued late arrivals despite support offered at previous tiers		

Appendix 3: Example Letters

Letter 1:

SCHOOL ATTENDANCE

To the parent/carer of x,

Our Attendance Team monitors school attendance and punctuality daily, as your child's learning and well-being is at the heart of everything we do. We believe that working together with parents/carers is the best way to result in positive attendance outcomes for our children and ask that you support us with ensuring your child regularly attends and is on time.

Regular attendance at school is essential to ensure uninterrupted progress and to enable children to reach their potential. The attendance pattern for all children is monitored daily and the school seek to work actively with parents to ensure a regular pattern is maintained.

The Department for Education has published data on their website that clearly shows the link between attendance and attainment. This shows that there will be an impact on your child's education if attendance is not consistently above 96% (no more than 8 days or 16 sessions missed) throughout a pupil's schooling.

We cannot be complacent where there are instances of persistently low attendance, or if children are regularly late to school. Attendance in school is a high priority.

We have noticed that your child's attendance has dropped to xxxxx. They have missed x number of sessions which is the same as x days.

We will therefore be monitoring your child's attendance closely. Should your child's attendance continue to drop, we will write to you again and invite you in for a meeting.

We appreciate your support with improving your child's attendance and if we can help in any way by offering you any support, please do not hesitate to contact Mrs. Braysford.

Kind Regards,

The Attendance Team.

Letter 2:

SCHOOL ATTENDANCE

To the parent/carer of x,

The Attendance Team wrote to you recently informing you that your child's attendance was being monitored as it was a concern.

As mentioned in the previous letter, regular attendance at school is essential to ensure uninterrupted progress and to enable children to reach their potential. The attendance pattern for all children is monitored weekly and the school seek to work actively with parents to ensure a regular pattern is maintained.

The Department for Education has published data on their website that clearly shows the link between attendance and attainment. This shows that there will be an impact on your child's education if attendance is not consistently above 96% (no more than 8 days or 16 sessions missed) throughout a pupil's schooling.

This letter serves as a reminder of your legal duty to ensure regular attendance at school. According to school records, **your child's attendance has continued to drop to xxx.** Your child has missed xxx sessions which is xxx days.

As a result of this, we would like to invite you for a meeting to discuss this concern further and offer you some support. We will work together to create an individual attendance contract.

Meeting Date & Time:

We hope to see you at the meeting. If this date and time is not convenient, we will endeavour to rearrange. Thank you for your continued support.

Kind Regards,

The Attendance Team.

Letter 3:

SCHOOL ATTENDANCE

To the parent/carer of x,

The Attendance Team wrote to you recently informing you that your child's attendance was being monitored as it was a concern. We have since met with you and offered some support to encourage better attendance, and have created an individual attendance contract.

Through careful monitoring, we have noticed that **your child's attendance has continued to drop.** Your child has missed xxx sessions which is xxx days.

We have a duty of care to meet with you further to discuss small targets and implement an attendance contract in order to improve attendance.

As discussed in our previous meeting, regular attendance at school is essential to ensure uninterrupted progress and to enable children to reach their full potential. The attendance pattern for all children is monitored weekly and the school seek to work actively with parents to ensure a regular pattern is maintained.

The Department for Education has published data on their website that clearly shows the link between attendance and attainment. This shows that there will be an impact on your child's education if attendance is not consistently above 96% throughout a pupil's schooling.

This letter serves as a reminder of your legal duty to ensure regular attendance at school.

Due to your child's attendance being a significant concern, the following meeting has been arranged:

Meeting Date & Time:

If this date and time is not convenient, we will endeavour to rearrange. Thank you for your continued support.

Kind Regards,

The Attendance Team.

‘

Letter 4: (Inclusion Officer referral)

SCHOOL ATTENDANCE

To the parent/carer of x,

The Attendance Team wrote to you informing you that your child's attendance was being monitored as it was a concern.

Furthermore, we invited you to a meeting on _____ to offer support and guidance on this issue, and to put an Individual Attendance Contract in place. As your child's attendance continued to drop, a follow up meeting was held on _____ to discuss this.

You failed to attend/attended these meetings.

As a school, we have continued to monitor your child's attendance and are very concerned that their attendance has not improved and has continued to drop. Your child has now missed xxx sessions which is xxx days.

Due to this, the case will be referred to our Inclusion Officer.

This letter serves as a reminder of your legal duty to ensure regular attendance at school. School will no longer authorise your child's absences and will require you to supply medical evidence.

Unauthorised absences can result in legal intervention which may consist of Education Supervision Orders, Educational Prosecution, Parenting Orders and a Fixed Penalty Notices.

If you have any questions, please do not hesitate to contact us at school, or please see below the Inclusion Officer's details:

Sharon Norcliffe
Inclusion Officer
Blackburn with Darwen Borough Council
5th Floor | 10 Duke Street | Blackburn | BB2 1DH
Tel: 01254 222515
Mobile: 07890397241
Email: emma.painter@blackburn.gov.uk

Kind Regards,

The Attendance Team.

Letter: Failure to attend meetings

SCHOOL ATTENDANCE

To the parent/carer of x,

You were invited to attend two attendance meetings on [date] and [date] to discuss your child's attendance.

Unfortunately, you failed to attend the meeting and to inform school that you would not be attending. You must contact school to arrange another meeting. Failure to do so may result in a referral into the Inclusion Team at Blackburn with Darwen, and potential legal action.

Please contact school and confirm a meeting date within seven days of receiving this letter.

Kind Regards,

The Attendance Team.

Letter: Late letter

SCHOOL PUNCTUALITY

To the parent/carer of x,

As part of our commitment to improving the attainment of our pupils we monitor pupil attendance on a regular basis. During our regular monitoring of pupil attendance we identify any pupil whose attendance causes concern, including those pupils who have arrived late to school on a number of occasions. We are therefore writing to you due to your child's current number of late sessions:

Attendance	***<current attendance> %***
Number of late sessions	***<current AA> %***
Number of "**unauthorised**" lates	***<current UA> %***

Being late to school can have a considerable impact over the whole school year. The table below shows you just how much time can be missed over a year just by being 5 minutes late to school every day:

5 minutes late every day = 3 days of school lost a year
10 minutes late every day = 6.5 days of school lost a year
15 minutes late every day = 10 days of school lost a year
20 minutes late every day = 13 days of school lost a year
30 minutes late every day = 19 days of school lost a year

We understand that the school mornings can be hectic, but when your child is late for school they are missing out on vital parts of their education. We also find that arriving late can affect a child's self-esteem and anxiety levels (as walking in late does not make them feel good).

If your child arrives after 9.15, they will have an "unauthorised" late mark – this is the same as an "unauthorised absence".

If you have any queries or would like to talk to anyone about attendance and the support school can offer, please do not hesitate to contact Mrs Braysford.

Kind Regards,

The Attendance Team.