Pupil Attendance Policy

25th October 2024

Next Review Date: 31st August 2026

Contents

1. Introduction

The Rivers CofE Academy Trust is proudly recognised as an Inclusive Attendance Trust. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

2. Inclusive Attendance Professional Development Model

Our attendance approach is fundamentally guided by the Inclusive Attendance professional development model. Comprising of six tailored learning modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.
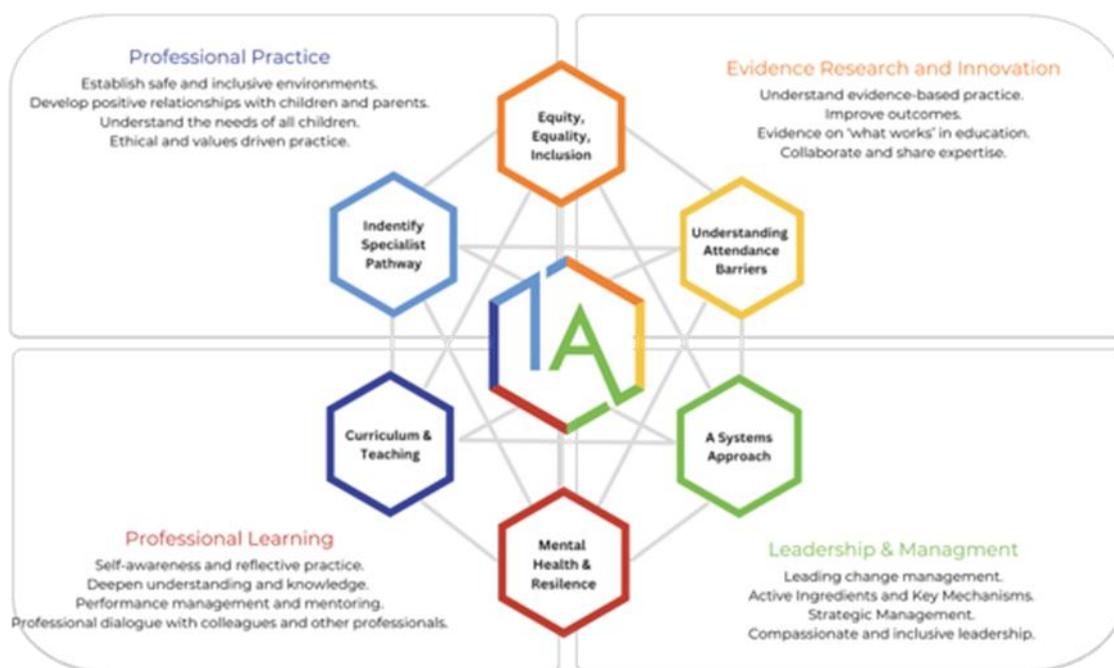
Annual Inclusive Attendance 7-Month Development Programme
Year after year, we review and further enhance our attendance practices through dedicated participation in the Inclusive Attendance 7-month development programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible assistance.

Multi-Tiered System of Support
To guarantee a comprehensive approach to attendance, we implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, carers, and external agencies – including the local authority. Data driven decision-making and training requirements are pivotal to the implementation of the system. The system aligns with the Department for Education's (DFE) "Working together to Improve School Attendance (applies from 19 August 2024)" guidelines.

Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.

Role of Teachers and School

Meet and Greet children.
Create positive classroom environments.
Build positive relationships with all children and adults.
Recognise individual and collective achievements.
Implement evidence-based teaching strategies.
Monitor daily attendance and punctuality

Role of Children

Attend school regularly and be punctual.
Engage actively in classroom activities.
Support other children.
Recognise the achievements of other children.
Share when you have a concern.

Tier 1
Universal Strategies

Role of Parents

Ensure children attend school regularly and on time.
Understand and support any concerns your child may have.
Communicate with the school regarding absence.
Recognise personal achievements.
Communicate with teachers about any concerns.

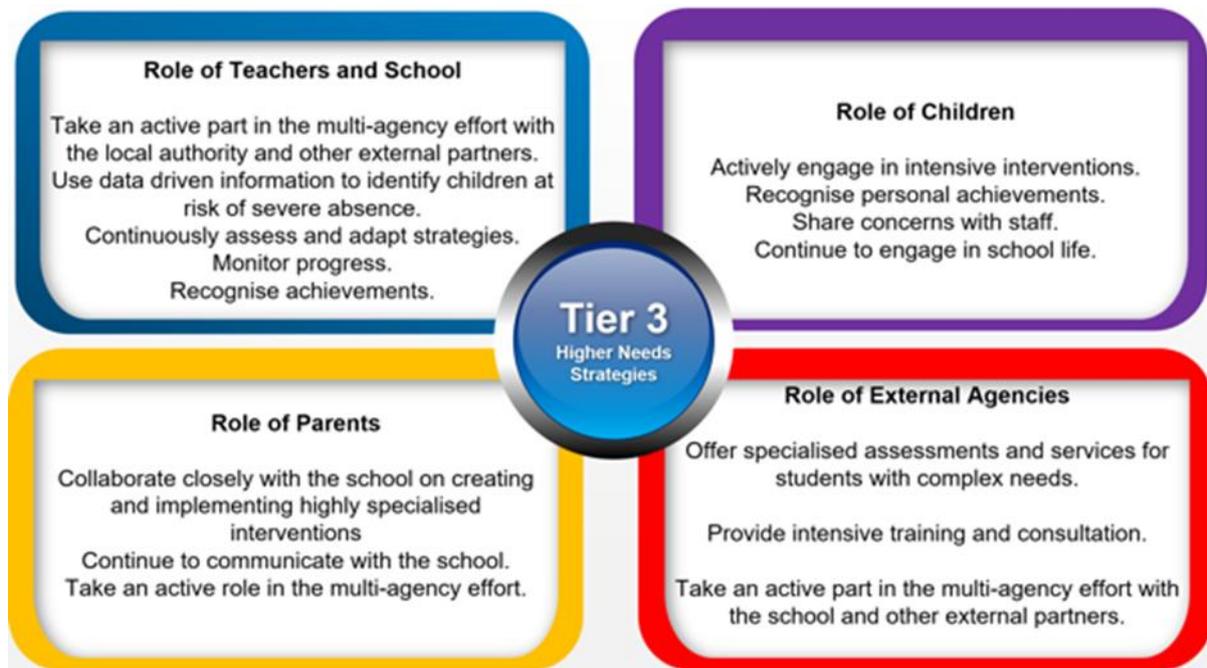### Role of External Agencies

Provide resources and training to teachers on effective classroom strategies.
Collaborate with schools on attendance initiatives.
Support a comprehensive and inclusive school-wide approach that encompasses both attendance and mental health.

Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.

Role of Teachers and School

Proactively use data information to identify children who are PA and at risk of PA.
Work with each identified child and families to understand and address the reasons for absence, including any in-school or out of school barriers to attendance.
Implement agreed strategies in daily practice.
Monitor progress.
Recognise achievements.

Role of Children

Co-create and participate in any targeted interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.

Tier 2
Individualised Strategies

Role of Parents

Work with the school to help understand their child's barriers to attendance.
Proactively engage with the support offered to prevent the need for more formal support.
Continue to communicate effectively with the school regarding absence.

Role of External Agencies

Signpost or provide access to services.
Where there are out of school barriers, provide each identified child and their family with access to services they need.
Provide professional development and early intervention support to the school.

The Rivers
C. of E. Academy Trust

Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.

3. Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

Schools within our trust will each have their own bespoke recognition-based system to suit their individual context and attendance needs.

4. The Importance of School Attendance

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.

- *Knowledge Acquisition*: School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.

- *Social Development*: School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.

- *Building Routine*: School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.

- *Teacher Interaction*: Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.

- *Preventing Knowledge Gaps*: Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.

- *School Engagement*: Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.

- *Legal and Parental Responsibility*: Parents or carers are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.

- *Community Well-being*: High levels of school attendance contribute to the overall well-being of communities.

5. Factors Influencing Attendance

Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a pupil's ability to attend school regularly.

Family Circumstances: Family-related factors such as bereavement, family illness, circumstances of family living abroad, or caring responsibilities can result in absences from school.

Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter pupils from attending. They may fear for their safety or well-being, leading to increased absenteeism.

Transportation Issues: Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.

Socioeconomic Factors: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.

Special Educational Needs and Disabilities (SEND): Pupils with special educational needs may require additional support and accommodations to attend school regularly. Failure to provide appropriate support can lead to absences.

School Climate: A positive and inclusive school climate can encourage attendance, while a negative or unwelcoming environment can have the opposite effect. Pupils who feel disconnected or unsupported at school may skip classes or stay home.

Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may skip school.

Academic Challenges: Pupils facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.

Cultural and Language Barriers: Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

Peer Pressure and Social Factors: Influence from peers can impact attendance. Children may skip school to align with the behaviour of their peers or to engage in social activities outside of school.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Religious observances: The school will take advice from local religious leaders of all faiths to establish the appropriate number of days absence required for religious festivals.

In order to address some of these factors which influence attendance, schools across our trust implement strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children is crucial for developing targeted interventions and support systems to improve attendance rates. These specific factors are addressed at school level.

6. Effective Interventions and Signposting:

Successful attendance improvement programmes are implemented in our schools, which include the following:

- Monitoring systems

- Communication with parents & carers

- Attendance information displays

- Effective recognition systems

- (See appendix 6 for local arrangements)

7. Roles and Responsibilities

Teachers: In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children. Here are the key roles and responsibilities of teachers regarding attendance in UK schools:

Monitoring Attendance: Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent pupils.

Promoting Punctuality: Teachers should encourage pupils to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

Taking Immediate Action: When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.

Early Intervention: Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the pupil, their parents or carers, and relevant support services.

Maintaining Communication: Teachers should maintain open lines of communication with parents or carers regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.

Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

Setting Expectations: Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.

Creating a Welcoming Classroom Environment: Teachers should strive to create a positive and welcoming classroom environment where pupils feel motivated and engaged. A supportive atmosphere can encourage attendance.

Identifying Barriers: Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.

Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.

Attendance Records: Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).

Collaboration: Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting pupils.

Supporting Positive Behaviour: Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

Safeguarding: Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.

Professional Development: Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.

Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

***Teaching Assistants*:** Teaching assistants (TAs) in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being. Here are some key roles and responsibilities of teaching assistants regarding attendance in schools:

Monitoring Attendance: TAs often work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.

Positive Relationships: TAs can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.

Attendance Support: TAs can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.

Reinforcing Expectations: TAs can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.

Communication: TAs can maintain open lines of communication with children's parents or carers. They can inform parents of any attendance concerns and collaborate with them to find solutions.

Attendance Interventions: TAs can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.

Supporting Pupils with Special Needs: TAs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.

Identifying Patterns: TAs can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.

Promoting Engagement: TAs can engage children in meaningful learning activities and provide extra support when pupils are struggling academically. A positive classroom experience can motivate pupils to attend school regularly.

Safeguarding: TAs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.

Role Modelling: TAs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.

Professional Development: Continuous professional development can enhance TAs skills in addressing attendance issues and supporting children effectively.

Collaboration: Collaborating with teachers and other school staff is essential. TAs can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.

Recognition of Attendance: TAs can participate in recognising children's attendance.

Attendance Champion: Heather Lindley

The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that pupils attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates. Here are some key aspects of their role:

Developing and Implementing Attendance Procedures: Attendance Champions work closely with school leadership and staff to develop and implement effective attendance procedures.

Data Analysis: Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

Early Intervention: Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

Supporting Families: Attendance Champions work closely with parents and carers to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.

Mentoring and Coaching: Some Attendance Champions offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.

Providing Resources: Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

Monitoring and Reporting: Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.

Interventions and Incentives: Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of pupils.

Staff Training: Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

Legal Compliance: Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.

Safeguarding: Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

Community Engagement: Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

Continuous Improvement: Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.

Promoting a Positive School Culture: Attendance Champions contribute to creating a school culture where attendance is valued, and pupils feel motivated and supported to attend regularly.

Trustees: Trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

Here are some key aspects of the role of trustees in supporting children's attendance:

Policy Development: Trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

Statutory Compliance: Trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.

Strategic Oversight: Trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: Trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: Trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

Policy Implementation: Trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

Setting Targets: Trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

Reviewing Interventions: Trustees assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

Parental Engagement: Trustees support efforts to engage parents and carers in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.

Training and Development: Trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

Safeguarding: Trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Community Links: Trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for pupils with attendance difficulties.

Challenge and Support: While supporting school leadership in attendance improvement efforts, trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

Continuous Improvement: Trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

Senior Staff: Senior staff in UK schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance. Here are key aspects of their role:

Leadership: Senior staff, including the headteacher and deputy headteacher, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and pupils.

Policy Development: Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.

Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify pupils at risk of poor attendance and to measure the impact of attendance improvement strategies.

Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.

Early Intervention: Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

Parental Engagement: They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and carers and may organise meetings or workshops to involve parents in addressing attendance challenges.

Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

Supporting Vulnerable Pupils: They are attentive to the needs of vulnerable pupils, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these pupils receive appropriate support to attend school regularly.

Recognising Attendance: They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.

Enforcing Policies: Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to pupils and parents.

Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

Continuous Improvement: Senior staff continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.

Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

Parents/Carers: Parents and carers play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

Establish a Routine: Establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.

Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.

Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.

Be Involved in Homework: Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.

Attend Parents' Evenings: Participate in parents' evening and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.

Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.

Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.

Lead by Example: Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.

Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.

Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.

Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children: Children also play a significant role in attending school regularly and ensuring their educational success. Here are some key roles and responsibilities that children can take on to support their attendance in school:

Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.

Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

Responsibility: Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.

Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or carers, who can then inform the school. Encouraging open communication helps keep attendance records accurate.

Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

Safety Awareness: Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.

Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.

Problem-Solving: Children should be encouraged to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.

Goal Setting: Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

Ownership of Learning: Children should be encouraged to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

8. Safeguarding Children and Attendance at Burlish Park Primary School

The school has a duty to safeguard the welfare of all pupils. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow ***Keeping Children Safe In Education*** guidance to ensure safe practices.

9. Removal from roll

This refers to the process of a child's name being officially taken off the school's register. It is typically due to continuous extended non-attendance, ceasing to attend the school e.g through Elective Home Education (EHE) in-year transfer or other circumstances. (See DfE doc: removal from roll The Education (Pupil Registration) (England) Regulations 2006 (legislation.gov.uk) Each school will have their own process for removing a pupil from roll. Please refer to Safeguarding addendum. Please see Appendix 3.

10.   Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes, please refer to Appendix 1 for coding explanations.

11.   Reporting a Child's Absence

Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence.

Each school will have their own process for how to report a child's absence. Please see local addendum Appendix 7.

12.   Requesting Absence Leave

Parents or carers must request leave of absence for their child in writing at least 4 weeks prior to the event. Please see local addendum Appendix 7.

Leave of absence during term time will only be authorised in exceptional circumstances.

13.　　Holiday Requests

Holidays during term time will not be authorised unless there are exceptional circumstances.

Holiday requests must be made in writing, at least 4 weeks prior to the first date of the leave, and a decision will be communicated to the parents or carers.

14.　　Details of the National Framework for Penalty Notices

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

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

Under section 444 of the Education Act 1996, if a child of compulsory school age, who is a registered pupil at a school, fails to attend regularly at the school, his/her parent(s) are guilty of an offence. Parents with more than one school aged child need to be aware that each child's irregular attendance is dealt with as a separate matter.

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

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

See DfE's statutory guidance on <u>School attendance parental responsibility measures</u> for more information.

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

The new National Framework for Penalty Notices came into effect from 19th August 2024 and includes:

- A single consistent national threshold for when a penalty notice must be considered of 10 sessions (usually equivalent to 5 school days) for any unauthorised absence

within a rolling 10 school week period. The 10-week period may span different terms or school years. For example, 2 sessions of unauthorised absence in the summer term and a further 8 within the autumn term.

- An increase to the rate of a penalty notice from £120 to £160 if paid within 28 days and £60 to £80 if paid within 21 days. If a second penalty notice is issued to the same parent for the same child within a rolling 3-year period, the notice will be charged at the higher rate of £160 with no option for this second offence to be discharged at the lower rate of £80.

- A national limit of 2 penalty notices that can be issued to a parent for the same child within a rolling 3-year period, so at the 3rd (or subsequent) offence(s) another tool must be considered (such as prosecution or another attendance legal interventions).

- An attendance contract is a formal agreement between parents and the school or local authority to address irregular attendance, providing support as an alternative to prosecution. It is not legally binding but serves as a formal route to secure engagement with support when voluntary early help plans have not worked. An attendance contract aims to offer support rather than punishment.

- If voluntary support or attendance contracts are unsuccessful, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority should exhaust voluntary support options and ensure the order would benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the magistrates' court by the local authority. Upon conviction, parents may face fines of up to £1,000. Local authorities have the power to prosecute parents for various offences related to attendance: Failure to comply with a school attendance order may result in fines of up to £1,000. Failure to secure regular attendance at school or alternative provision may lead to fines of up to £2,500 and/or imprisonment. Persistent non-compliance with an Education Supervision Order may result in fines of up to £1,000.

15.   Strategy for Reducing Persistent and Severe Absence

Our trust is committed to fostering an inclusive and supportive educational environment, in alignment with the government's "Working together to Improve School Attendance" legislation. Our strategy focuses on reducing persistent and severe absence through a multi-faceted approach that prioritizes early intervention, strong partnerships with families, and tailored support for individual pupils. By building robust relationships with parents and carers, we aim to understand and address the underlying barriers to attendance, ensuring that every child has the opportunity to thrive academically and socially.

We are dedicated to maintaining a whole-school culture that promotes the benefits of regular attendance. This includes implementing clear attendance policies, providing staff with comprehensive training, and regularly analysing attendance data to identify and support at-risk pupils. Our trust collaborates closely with local authorities and other educational partners to share best practices and resources, ensuring a cohesive and effective response to attendance challenges. Through these efforts, we strive to create a nurturing and engaging learning environment where all pupils feel valued and motivated to attend school consistently.

Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by pupils. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of pupil absence from school that is considered to be a significant cause for concern.

Threshold: In England, a pupil is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a pupil's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe pupils whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Absence Definitions

- 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.

Using Data to Support Improvements in Attendance

Any absence affects the pattern of a child's schooling and regular absence may seriously affect their learning. The Department for Education (DfE) defines a pupil as a 'persistent absentee' when they miss 10% or more schooling across the school year, for whatever reason. For pupils who miss more than 50% of possible sessions they are defined as 'severely absent'.
The school will ensure that data is routinely monitored to identify emerging attendance issues and will seek to prevent any pupil becoming persistently or severely absent. This will include: identifying the individual needs of pupils; working closely with families and wider support services to remove barriers to attendance; and where a formalised approach in conjunction with the local authority is required in line with the DfE guidance Working Together to Improve School Attendance.

16.   Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. **Burlish Park Primary School** adheres to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Working Together to Improve School Attendance: This guidance is statutory, and schools, trusts, governing bodies, and local authorities must have regard to it as part of their efforts to maintain high levels of school attendance

Additional Policies aligned to the Attendance Policy at Burlish Park Primary School.

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Supporting Pupils with Medical Conditions in School
- SEND Policy
- Pupil Premium Policy
- KCSIE 2024 Part One
- Child on Child Abuse Policy
- Preventing Bullying Guidance

Appendix 1: Coding Attendance in line with DFE guidance 2024:

Code /\ (Present at the school):
- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):
- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):
- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):
- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):
- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):
- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):
- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):
- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):
- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.

- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorised.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.

- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorised absence for statistical purposes.

Code R (Religious observance):
- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorised absence for statistical purposes.

Code I (Illness - not medical or dental appointment):
- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorised absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):
- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorised absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):
- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):
- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):
- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):
- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):
- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorised absence for statistical purposes.

Code N (Reason for absence not yet established):

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorised absence for statistical purposes.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorised codes.
- Classified as unauthorised absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorised absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.

Appendix 2: Attendance Contacts

Contact Details of School Staff at Burlish Park Primary School

| Role	Name	Responsibility
School Attendance Champion	Heather Lindley	To set a clear vision for improving and maintaining good attendance, establish and maintain effective systems followed by all staff and have a strong grasp of absence data. To regularly monitor and evaluate progress, including the efficacy of the school's strategies and processes.
School Attendance Officer	Cathy Wright	Ensure data is entered, present the data, meet with TAC, identify targeted groups, send appropriate communications / sanctions.
School Safeguarding Leader (DSL)	Rebecca Jelfs	Monitor attendance of vulnerable children (VCs), support with 'safe and well checks'. Share context, share information with attendance team.
School Pupil Premium Lead	Rebecca Jelfs	Share context, share information with attendance team. Monitor attendance of PP pupils. Plan and deliver strategies for support and interventions.
Head Teacher – if different to the Attendance Champion		Consistently promote the benefits of good attendance at school and make schools a place pupils want to be, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance.
Link Trustee for School Attendance	TBC	Recognise the importance of school attendance and promote it across the school's ethos and policies. Ensure school leaders fulfil expectations and statutory duties. Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most. Ensure school staff receive adequate training on attendance. Share effective practice on attendance management and improvement across schools.
Trust Attendance Lead	Steph Walker	Strategic lead, analysis of data, identify trends, Trust Attendance Working Party
Director of Education	Kerry Postans	Line management of Trust Attendance Lead
Trust Safeguarding Team Lead	Rhoda Pierpoint Amy Dobson	Strategic lead for safeguarding across The Rivers Trust

Appendix 3: Safeguarding Responsibilities

Prolonged or repeated absences from school can be critical indicators of various safeguarding concerns, including neglect, child sexual exploitation, and child criminal exploitation, particularly in the context of county lines.

Our trust's response to persistently absent pupils and children missing education is designed to identify and address such issues promptly. By intervening early, we aim to prevent these pupils from becoming children missing education in the future. This approach is crucial not only when problems first emerge but also for pupils already known to local authority children's social care who require a social worker, such as those identified as children in need, those with a child protection plan, or looked after children. For these pupils, being absent from education can exacerbate existing safeguarding risks within their families or communities.

The following flow charts outline our school's processes for monitoring and taking action on both vulnerable and non-vulnerable pupils. These procedures ensure that all pupils are closely monitored and supported, with specific attention given to those identified as at risk. Through these measures, we strive to create a safe and supportive educational environment for every pupil.

Absence Flow Chart for <u>Non Vulnerable</u> Children
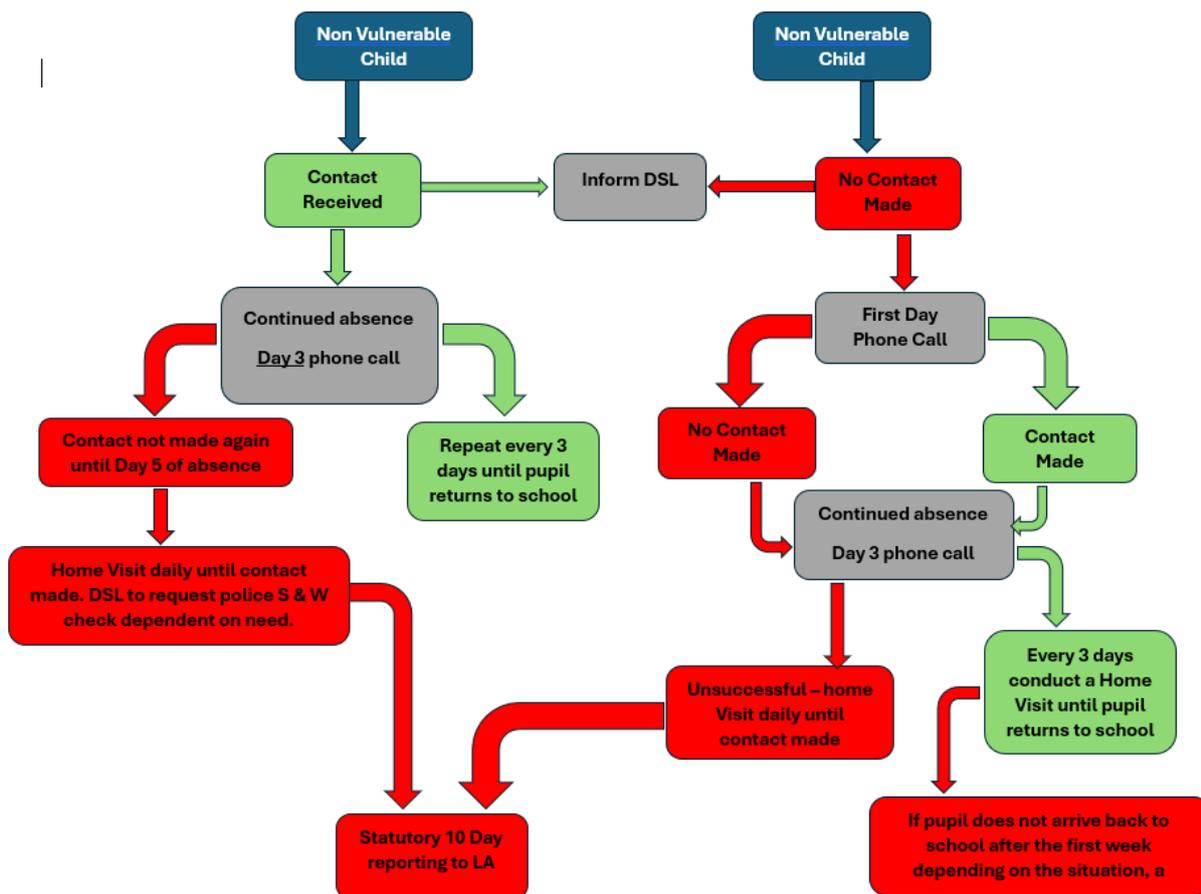
All home visits must be logged on CPOMS

Absence Flow Chart for Vulnerable Children
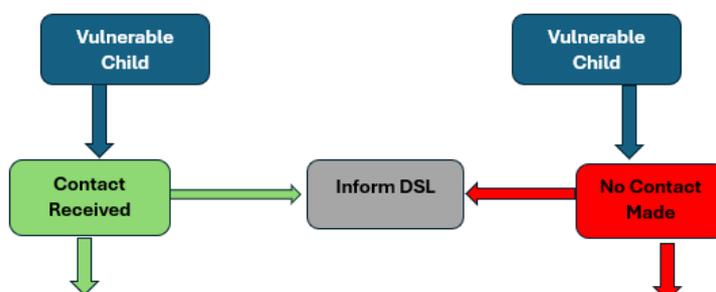
All home visits must be logged on CPOMS

Appendix 4: Attendance Team & Roles and Responsibilities

At **Burlish Park Primary School,** all staff are fully aware that positive attendance and promoting this is the responsibility of all staff. Although there are key staff who lead attendance drives and initiatives, attendance is everyone's responsibility.

These Responsibilities include:

For all pupils we will:
• Have a clear school attendance policy on the school website which all staff, pupils and parents understand. • Develop and maintain a whole school culture that promotes the benefits of good attendance. • Accurately complete admission and attendance registers. • Have robust daily processes to follow up absence. • Have a dedicated senior leader with overall responsibility for championing and improving attendance.
For pupils at risk of becoming persistently absent we will:
• Proactively use data to identify pupils at risk of poor attendance. • Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. • Where out of school barriers are identified, signpost and support access to any required services in the first instance. • If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.
For persistently absent pupils we will:
• Continue support as for pupils at risk of becoming persistently absent and: • Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. • Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. • Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. • Where there are safeguarding concerns, intensify support through statutory children's social care. • Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
For severely absent pupils we will:
• Continue support as for persistently absent pupils and: • Agree a joint approach for all severely absent pupils with the local authority.
For cohorts of pupils with lower attendance than their peers we will:
• Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. • Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.
For pupils with medical conditions or SEND with poor attendance we will:
• Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. • Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. • Consider additional support from wider services and external partners, making timely referrals. • Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.
For pupils with a social worker, we will:
• Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.

Appendix 5: Protocol for Removing from Roll and Elective Home Education

This refers to the process of a child's name being officially taken off the school's register. It is typically due to continuous extended non-attendance, ceasing to attend the school e.g through Elective Home Education (EHE) in-year transfer or other circumstances. (See DfE document removal from roll The Education (Pupil Registration) (England) Regulations 2006 (legislation.gov.uk)

At **Burlish Park Primary School,** whilst we appreciate and recognise parental preference and right, we do strongly discourage elective home education. We will have met parents and pupils several times, where possible, to discuss their needs.

In order to remove any pupil from school roll, the following processes must first happen.

Parent
- Supply school with a letter of intent
- Meet with HOY / YTL to discuss.

School
- Letter received.
- Letter acknowledged & headteacher informed.
- Parents contacted and if EHE is requested process must be explained & discouraged.
- Meeting held with parent / HOY.
- For pupils with an EHCP, the SENCO will be involved in the meeting. Also, an emergency annual review will be arranged and the EHE request submitted to the LA for a decision to be made.
- Change of school discussed.
- Mediation / restorative / work offered / adaptation.
- EHE request granted and acknowledged in writing by headteacher.
- Provision map and evidence of discouragement attached.

Appendix 6: Effective Interventions

Support for Attendance Issues

Burlish Park Primary School seeks to be proactive when dealing with attendance issues. We aim to provide high-quality teaching and learning, curriculum flexibility, mentoring, and multi-agency working. If a pupil's absence gives cause for concern, we will, where appropriate, instigate a support package, which may include some or all of the following:

- A clear focus on the core subjects
- Close liaison with the pupil's class teacher
- Nurture
- Use of peer support to assist with the pupil's social reintegration (Circle of friends)
- Attendance at alternative educational courses/projects
- Liaison with appropriate external agencies
- Continuous liaison and communication with parents/carers

Strategies and Rewards for Promoting Attendance

Good attendance will be promoted through the following non-exhaustive list:

Our school promotes the benefits of good attendance through the following strategies:

- Engaging and challenging experiences in the classroom
- Engaging experiences outside of the classroom
- Class attendance display updated weekly and shared on the newsletter and Facebook
- The attendance tracker is used to set clear targets for that pupil using a manageable timeframe
- Teacher mentoring of target pupils or Nurture
- Place on attendance support card
- Meeting with teacher and parents in school
- Meeting with SLT and parents
- Use of the trust attendance lead to challenge, support, and where necessary, prosecute parents
- Bespoke rewards set with class teacher and phase leaders / SLT
- Parents attendance meetings
- Weekly sharing of class' attendance progress in weekly staff briefing
- Parent contracts

Our school recognises the benefits of good attendance through the following activities:

- Letters home thanking parents
- Certificates
- Celebration assemblies
- Class attendance board
- Class group: experience rewards
- Individual experience rewards
- Tangible rewards

Parental/Carer Support

We ask that parents/carers support us by:

- Not letting their child take time off school for minor ailments
- Arranging appointments and outings after school hours, at weekends, or during school holidays
- Not taking holidays during term time
- Ensuring that their child attends punctually at 8.50am every day
- Ringing or emailing by 9.30am on the first morning of all absences with the reason and saying when the pupil will return (we have a dedicated section of our phone line for this purpose). We ask that this procedure is repeated for any subsequent days' absence
- Keeping us informed by telephone or letter on every subsequent day of absence after the first day
- Letting us know if there is any ongoing medical reason that prevents their child from attending the school
- Providing medical evidence if requested

By working together, we can ensure that every pupil has the opportunity to achieve their full potential through consistent and engaged attendance.

Appendix 7: Day-to-Day Processes for Managing Attendance at Burlish Park Primary School

First Day Calling and Safeguarding at Burlish Park Primary School

Parents/carers have a duty to notify the school if their child/children are absent for any reason and this needs to be done by 9:30am on the first and any other consecutive days of absence. The school will contact parents/carers if notification if not received by this time.

School Times of the Day at Burlish Park Primary

Classroom doors open at 8.40am and the school day begins promptly at 8.50am and ends at 3.15pm.

Registration opens at 8.50am and closes at 9.10am.

Children are expected to arrive on time and attend all scheduled lessons and activities.

Attendance and Punctuality Expectations at Burlish Park Primary School

- **Good Attendance –** Parents/carers have a legal duty to ensure their child/children are in school every day, it is vital for learning and prompting essential life skills.
- **Good Punctuality –** Parents/carers have a responsibility to ensure that their child/children arrive on time each day in school, between 8.40am – 8.50am, and are prepared for the day ahead.
- **Hospital Appointments –** Where possible, these should be taken outside of school hours or in holiday periods unless in an emergency situation. Appointment letters/notifications must be provided to the school office.
- **Doctor and Dental Appointments –** These should always be taken outside of school hours in holiday periods unless in an emergency situation. Appointment letters/ notifications must be provided to the school office.
- **Absences –** Parents/carers have a duty to notify the school if their child/children are absent for any reason and this needs to be done by 9.30am. The school will contact parents/carers if notification is not received by this time.
- **Holidays –** Holidays are not permitted in term time. All holidays are unauthorised except in exceptional circumstances.

Procedure for Requesting Leave of Absence at Burlish Park Primary School

If parents/carers want to request a leave of absence, it must be in writing and must be submitted to school 4 weeks in advance. If you require a Leave of Absence form you must first speak to either Mrs Lindley, Mrs Jelfs or Mrs Wright.