Attendance and Punctuality Policy

Litherland High

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1. Policy statement and principles

1.1. Improving attendance is everyone's business. The Heath Family Trust considers excellent school attendance as paramount to children achieving their full potential, central not only to academic achievement but in developing character and enhancing wellbeing.

1.2. We recognise that absence is a symptom and that improving pupils' attendance is part of improving pupils' overall welfare. We enact our Trust values when working together to improve attendance, working with kindness, integrity and tenacity to support our children and families.

1.3. At Litherland High we will develop and maintain a whole school culture that promotes the benefits of high attendance and we aim for an environment which enables and encourages children to enjoy and excel in their education.

1.4. We recognise that some children find it harder than others to attend school therefore the school will build strong and trusting relationships with children and parents to promote good attendance and remove any barriers to attendance; we act early to address patterns of absence.

1.5. We will **expect** high standards of attendance, **monitor** attendance data, **listen** to children and parents to **understand** barriers, facilitate **support,** formalising it when necessary, and **enforce** attendance through statutory intervention when all other avenues have been exhausted.

2. Why regular attendance is important.

2.1. Good attendance is essential for children to get the most out of their school experience, including their well-being and wider life chances.

2.2. Evidence shows that children with excellent attendance are more likely to reach higher standards of achievement at both primary and secondary school.

2.3. For the most vulnerable children, regular attendance is an important protective factor, putting children at less chance of exposure to crime or other safeguarding risks.

3. Safeguarding

3.1. Safeguarding and promoting the welfare of children is everyone's responsibility.

3.2. Difficulties with attendance and lateness may be signs that something is worrying a child and they and/or their family are in need of early help and support.

3.3. Lack of, or erratic attendance, persistent absence or children missing education are safeguarding issues and must act as a warning sign to a range of concerns including neglect, sexual abuse, child sexual or child criminal exploitation, and serious violence. They may also be an indication of child-on-child abuse including bullying and sexual harassment or significant mental ill health concerns. They must not be seen as purely isolated attendance concerns.

3.4. Where children have or have had a social worker or are in need of safeguarding support, this will inform decisions about attendance issues.

3.5. More information on safeguarding and the protection of children can be found in the school's Child Protection and Safeguarding Policy.

3.6. It is important for parents/carers/social workers to let the school know of any specific vulnerability in relation to their child or home circumstances. If uncertain about what would be considered a vulnerability, parents should contact Carmel Murphy Assistant Principal / Designated Safeguarding Lead

4. Who is responsible for this policy?

4.1 The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to the Trust central team, the local governing body and the principal / head of each Trust school.

4.2 The local governing body and senior leadership team at each Trust school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

5. Legal duty

5.1 Section 7 of the Education Act 1996 places a duty on parents/carers to ensure children of compulsory school age receive efficient full-time education suitable to the child's age, ability and aptitude and to any special needs the child may have. Parents/carers have a legal duty to ensure their child's regular attendance at the school where they are registered.

5.2 A parent/carer who fails to ensure that their child attends school regularly is guilty of an offence under Section 444(1) of the Education Act 1996.

5.3 **Other relevant legislation/guidance/advice:**

- Keeping Children Safe in Education Sept 2026 - statutory guidance for schools
- Working together to safeguard children – statutory guidance for safeguarding partners.
- Working together to improve school attendance July 2026
- The Special Educational Needs and Disabilities Code of Practice 0-25 years
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2024
- The Equality Act 2010
- Ensuring a good education for children who cannot attend school because of health needs Statutory guidance for local authorities December 2023
- Children Missing Education Statutory Guidance for Schools and Local Authorities Sept 2025
- Gypsy, Roma and Traveler Children: supporting access to education.
- General information and advice for academies can also be found in the Government's publication Missing Children and Adults – A Cross government strategy.
- Statutory Guidance on Children who run away or go missing from home or care.
- Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation Department for Education
- NSPCC Protecting children from sexual exploitation.
- Mental health issues affecting a child's attendance: guidance for schools.
- Prevent Duty Guidance September 2023
- Elective home education guidance for local authorities April 2019
- Elective home education – a guide for parents April 2019
- Alternative Provision Statutory guidance for local authorities last updated February 2025
- Early Years Foundation Stage Statutory (EYFS) Framework Sept 26
- Attendance toolkit for schools including A guide for schools on communicating with parents about attendance (June 2026)
- Ofsted's 2026 framework toolkit

6. Our Commitment

6.1 Sense of community and belonging matters. Recent research has found that there is a statistically significant correlation between children's sense of belonging and having higher attendance rates. Attendance is integrally linked to all aspects of school life.

6.2 We are committed to promoting excellent attendance in the first instance, by ensuring that children and their families are provided with an environment where they feel safe, included, valued, supported and are inspired by an accessible and innovative curriculum.

6.3 We recognise that excellent attendance is integral to the school's ethos and culture and that approaches to the curriculum, behaviour management, well-being, inclusivity, and attendance are all inextricably linked and impact upon one another.

6.4 At The Heath Family Trust we are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies to ensure the health and safety of our children.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and children.
- Regularly monitoring and analysing attendance and absence data to identify children or cohorts that require more support.
- Working across schools, MATs and LAs to share expertise and collaborate on interventions.

7. Our roles and responsibilities

7.1 The CEO and Trust Board will:

- Recognise the importance of school attendance and promoting it across the school's ethos and policies.
- Ensure school leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discussing, and challenging trends, and helping school leaders to focus improvement efforts on the individual children or cohorts who need it most.
- Ensure school staff receive adequate training on attendance.
- Provide support, challenge and accountability to the Trust lead for Attendance regarding attendance across the trust.
- Have an understanding of the attendance trends across the trust and the actions in place to improve/sustain high attendance including for vulnerable groups.
- Have an understanding of trust attendance performance in comparison to national averages and progress towards targets.
- Receive regular reports on attendance from the Trust lead for Attendance.
- Set and review Trust level targets for attendance and punctuality.

7.2 The Trust lead for Attendance will:

- Devise and review the Trust Attendance and Punctuality Policy.
- Provide strategic leadership across the Trust on the national attendance agenda and lead on the development of, and compliance with, the Trust's Strategic Plan for Attendance
- Lead on a strategy that supports children and families to ensure at least good attendance and tackle barriers to attending across the Trust, its schools, specific cohorts of children and individual children.
- Ensure that each school in the Trust consistently implements current statutory guidance, legislation, The Heath Family Trust Policy, procedures and ethos.
- Develop, implement, monitor and review the Trust's Strategic Plan for Attendance.
- Set and monitor overall Trust and individual school targets for attendance including vulnerable groups.
- Hold schools within the Trust to account for compliance with attendance policies, processes and strategies.
- Share effective practice on attendance management and improvement across schools.
- Be accountable for attendance data, developing and implementing robust data collection and analysis to identify attendance patterns and trends, providing recommendations on action.
- Design and implement systems for monitoring compliance across the Trust.
- Report to the CEO, Trust Board and other relevant groups within the Trust.

7.3 Executive Principals/ Principals will:

- Provide strategic leadership in attendance, ensuring the school's strategic plan is focused on the specific areas of improvement required to strengthen attendance.
- Recognise that absence is a symptom and that improving pupils' attendance is part of improving pupils' overall welfare. Attendance will be considered when reviewing strategies around attainment / behaviour / bullying / SEND / Safeguarding and support for disadvantaged pupils.
- Regularly monitor and review the impact of the school's strategic plan in relation to attendance.
- Monitor the school offer to ensure the curriculum delivered is engaging and meets children's needs.
- Ensure each school is compliant with attendance and punctuality policies, processes and strategies, and that schools operate within statutory guidelines.
- Ensure robust targets are agreed, attendance and punctuality data is accurate, reviewed weekly and actions are in place to support improvements.
- Ensure appraisal targets include a focus on attendance where appropriate (E.g. Heads of Year)

7.4 The Heads of School will:

- Ensure the school ethos promotes and celebrates good attendance and punctuality.
- Recognise that absence is a symptom and that improving pupils' attendance is part of improving pupils' overall welfare. Attendance will be considered when reviewing strategies around attainment / behaviour / bullying / SEND / Safeguarding and support for disadvantaged pupils.
- Ensure the day-to-day implementation of this policy and attendance and punctuality management procedures.

- Ensure all staff, parents, carers and children are aware of the school's attendance and punctuality expectations.
- Monitor attendance data and punctuality via regular review of reports.
- Ensure the effective deployment of resources to promote excellent attendance across the school, vulnerable groups and for individual children.
- Ensure the accurate and timely reporting of attendance data to the Trust lead for Attendance to support EPF Quality and Standards meetings.
- Determine whether to authorise any proposed absences requested on the school's official request form, or absences for which no request was made/approved.
- Provide a termly report on attendance and punctuality to the local governing body.
- Ensure arrangements are in place for children leaving school during the school day, to ensure safeguarding.
- Ensure that relevant staff with key responsibilities (eg, SLT, SENDCO, Head of Year) are aware of attendance performance and are accountable for excellent attendance within their areas of responsibility.
- Ensure that parents are aware of their legal duty to ensure that their child attends school regularly to facilitate their child's legal right to a full-time education.
- Support Local Authority liaison as appropriate, in cases where escalation is required.
- Follow up on any conduct issues in relation to register completion.
- Authorise any part time timetables to support attendance reintegration.
- Authorise any referral regarding any 'Intention to Prosecute' letters with regards to attendance.

7.5 The Senior Attendance Champion for attendance will: (NB this may be the Head of School / Headteacher in a primary school)

- Lead and manage the work of all staff responsible for attendance.
- Lead initiatives to promote the profile of attendance throughout the school.
- Interrogate and analyse data on attendance and punctuality on a weekly, half-termly, and termly basis and prepare reports, as required, for the pastoral team, senior leadership team and local governing body.
- On a weekly basis, review impact, evaluate progress and plan next actions to be taken in order to secure further improvements.
- Oversee the arrangements for attendance review meetings and quality assure the action plans devised.
- Ensure the Head of School is aware of any conduct issues in relation to failure to complete registers accurately or on time.
- Engage with and attend regular Targeting Support Meetings with the local authority to agree joint actions for persistently absent and severely absent pupils.

7.6 The Heads of Year will

- Monitor attendance on daily, weekly, half-termly, termly and annual basis, contacting parents/carers of children who have been identified as at-risk, to challenge absences and encourage early return to school.
- Where appropriate, visit the home and/or make a referral to the local authority's education welfare service.
- Understand the barriers for attendance and work with children and families to put in place appropriate support and intervention.

- Work with the Senior Attendance Champion to maintain an up-to-date attendance risk register and punctuality risk register of high-risk children in designated year groups.
- Lead pastoral / attendance review meetings and develop an action plan involving the child, parent/carer and, where appropriate, other agencies for children whose attendance and/or punctuality falls below the expected level.
- Co-ordinate the support plan for children returning to school after a prolonged absence.
- Co-ordinate the collation of all the documentary evidence required by the local authority for issuing a penalty notice or prosecution by the Local Authority for unauthorised absence.

7.7 The Form Tutors / Class Teachers responsible for registering morning and afternoon sessions will:

- Welcome children back into school following an absence with care and kindness, making it clear they have been missed to support embedding the sense of belonging.
- Support the school's punctuality strategy through exemplifying high expectations in this area, making learning purposeful from the outset of each lesson, and expecting children to catch up on missed learning.
- Provide regular advice, encouragement, challenge and support to the class as a whole and individually to children about the importance of regular attendance and punctuality using the data provided.
- Support children to catch up on missed learning by providing appropriate guidance / resources to allow children to learn the core knowledge and fully access the curriculum.
- Ensure that the statutory attendance register using SIMs is taken at the start of the first session of the school day and once during the second session.
- In secondary settings, for the purposes of safeguarding, registers should be taken at the beginning of each lesson.
- Ensure all registers are timely and accurate.
- Ensure children's absence notes or verbal messages related to attendance and punctuality are provided to the administration team.
- Be alert and deal with any signs of disaffection which could result in poor attendance and punctuality and impact on learning and ensure this is recorded on CPOMS / Bromcom / ClassCharts
- Identify absence trends or concerns and raise with the relevant member of staff.

7.8 Attendance Administrative staff will :

- Ensure data on attendance and punctuality is displayed in prominent places visible to children.
- Manage the arrangements for children who need to attend appointments during school time.
- Monitor registration on a daily basis and ensure any missing marks are quickly resolved to ensure children are safe.
- Manage the first day / second day calling / text process liaising with parents and carers.
- Be the first point of contact for parents/carers and relevant school staff regarding children's absence and appointments.

- Issue all attendance and punctuality data on a daily, weekly, half-termly, termly and annual basis to the Senior Attendance Champion.
- Manage the issuing of letters with regards to the school's Graduated Response process.
- Work with external agencies to organise support meetings as appropriate.
- Arrange and / or carry out home visits to support safeguarding and attendance.
- Maintain a record of all applications for leave of absence during term time and requests for issuing a penalty notice.
- Comply with the Department for Education Statutory Guidance on Children Missing Education (CME) by informing the local authority of the details of children who are regularly absent, missing from school following a leave of absence and prior to removing a child from the roll of the school.
- Comply with the requirement set out in the local authority's code of conduct when requesting penalty notices.

7.9 Parents / carers will:

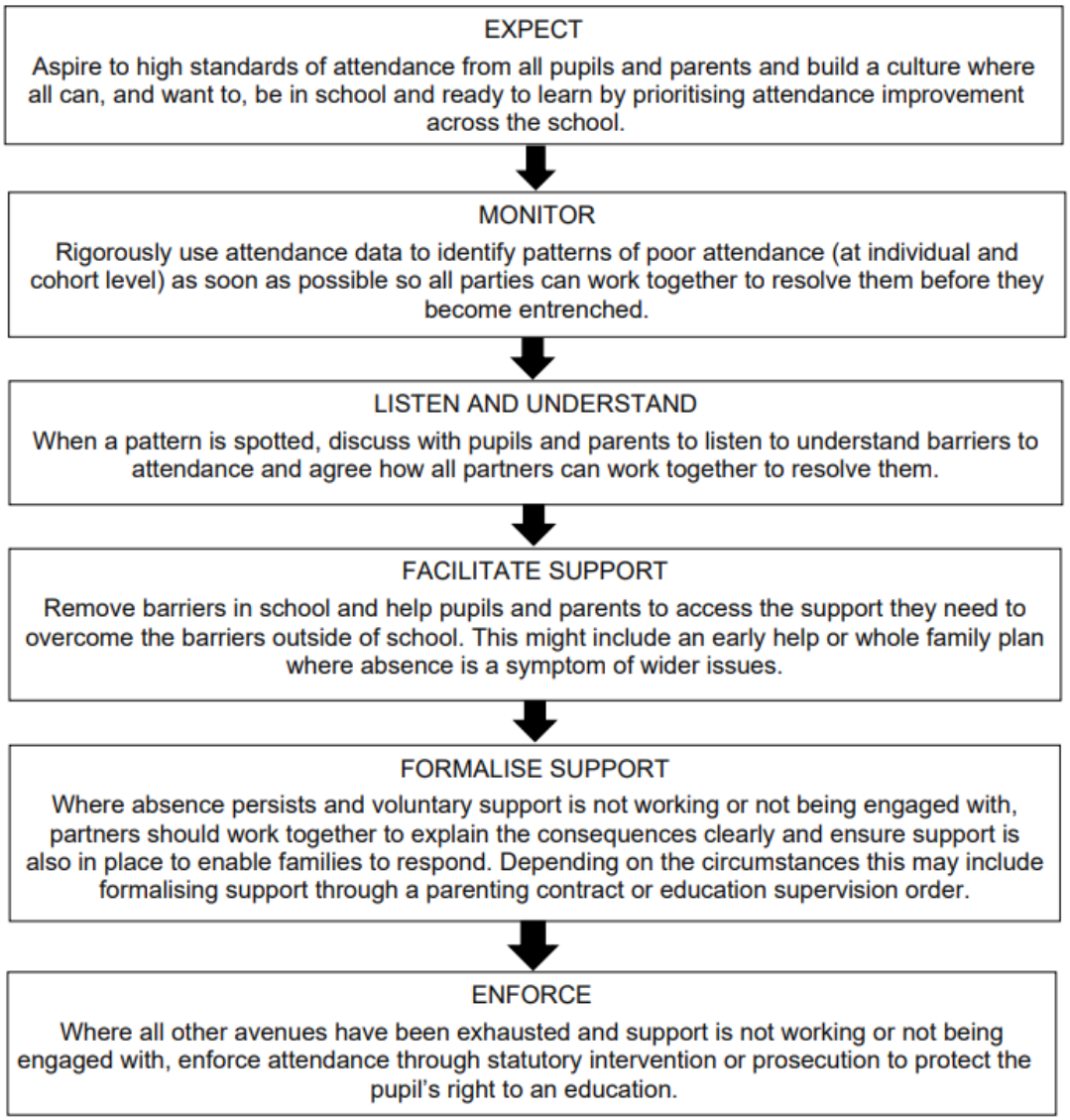
- Ensure their child attends school daily, and on time, from 8.30 am until 3.00 pm
- Engage with school communications and understand the school's high expectations with regards to attendance.
- Ensure their child arrives at school on time, dressed in full uniform and ready and equipped to learn.
- Inform the school if their child is unable to attend, including the reason for absence and the expected date of return.
- Consult the NHS guidance Is my child too ill for school? when deciding whether to keep their child home due to illness.
- Ensure that any known barriers to attendance and punctuality are shared and work with the school to agree ways forward to enable improved attendance.
- Ensure their child attends all intervention programmes agreed by the school.
- Be aware that it is an offence for a child to be absent from school without a valid reason.
- Be aware that only the school can determine if an absence from school is 'authorised'.
- Ensure all notes/appointment cards are passed to the relevant member of staff
- Ensure that all appointments, where possible, are arranged after school.
- Avoid arranging holidays/leave during term time except in exceptional circumstances.
- Ensure that all requests for leave during term time are made where possible at least one month in advance
- Be aware that for unauthorised absences, the local governing body reserves the right to apply to the local authority to issue a penalty notice (fine), intention to prosecute, or remove a child from the roll of the school

7.10 Children will :

- Aim to achieve 100% attendance and punctuality by arriving to school on time every day, well prepared and with the right attitude, to enjoy and achieve.
- Be proud of achieving excellent attendance and punctuality.
- Be punctual to all lessons.
- Ensure they are registered for all timetabled lessons
- Ensure all notes/appointment cards are passed to the relevant member of staff (Secondary)
- Speak to the appropriate member of staff if there are any problems that may affect attendance, punctuality and/or learning.

8. Our Practice

8.1 We aim to successfully treat the root causes of absence and remove barriers to attendance, at home and in school by working collaboratively with families and the local authority attendance support teams using the framework outlined below:



9. Parental Engagement

9.1 Attendance is inextricably linked to 'belonging' and it is important that we have a strong relationship with parents so that they feel part of a positive school community. We work hard to ensure we communicate our attendance expectations regularly, through regular letters and newsletters, updates via reports and telephone calls and home visits as appropriate.

9.2 The DfE expects schools to communicate with parents regularly about their child's attendance and absence levels. Where possible schools will personalise their messages to parents, frame absence in days and experiences missed rather than percentages.

9.3 It is important that parents understand the need to report and talk about the reason for their child's absence and to seek support, and that the school's expectations are clear. It is important too that we seek to listen and understand the challenges some parents face in getting their children to attend regularly and on time.

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

9.5 If a pattern of absence becomes problematic, the attendance officer will work collaboratively with the child and their parents to improve attendance by addressing the specific barriers that prevent the child from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for child absence and will approach families to offer support rather than immediately reach for punitive approaches.

9.6 Where these barriers are related to the child's experience in school, e.g. bullying, the attendance officer will work with the headteacher and any relevant school staff, e.g. the DSL, Pastoral Leaders, SENDCO, etc. to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the child's family, the attendance officer will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

10. SEND and health-related absence

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

10.2 In line with the SEND Policy and Supporting Children with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for children with disabilities to reduce barriers to attendance, in line with any EHCP plans or IHCPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

10.3 Where the school has concerns that a child's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a child that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed to ensure appropriate support is in place.

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

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

10.5 The school will implement an Attendance Support Plan to help any children with SEND and/or health issues cope with the stress and anxiety that attending school may cause

them. Such plans will be regularly monitored and reviewed until the child is attending school as normal and there has been signs of significant improvement.

10.6 For children with an EHCP the school will work closely with the LA to support their statutory duty of ensuring all provision set out in the EHCP is in place, which may require adjustments to school's policies and practices. Where needed, proposed changes to the EHCP or named setting will be considered as part of the statutory review process involving the child , their family, school, specialists and the LA.

11. Promoting and Incentivising Good Attendance

11.1 It is the belief that all students are more likely to attend regularly if the curriculum is engaging and personalised to meet their needs. The curriculum is monitored and revised on an annual basis so that it meets the ability needs of all students. In addition, children are regularly informed of their attendance levels and, if appropriate, how they can improve.

11.2 Good and improved attendance and punctuality are promoted and rewarded through our inclusive rewards programme. Adjustments will be made to ensure that students who have medical issues or whose attendance is impacted by significant events are not omitted from school praise and reward systems.

11.3 At our school we have a range of ways in which we promote and incentivise good attendance including:

- Trophy for the best Tutor Group in each year group
- Half termly attendance rewards
- End of term trips and activities

Attendance and Punctuality Procedures and Expectations

12. Attendance and Punctuality Targets

12.1 The target for all students is to achieve 100% attendance and punctuality.

12.2 The *minimum expectation* for all students is attendance over the academic year of **97%.** This equates to 5 days missed, 10 sessions missed and 25 lessons missed.

12.3 If a child's attendance falls below **97%**, it will be classed as 'under review' and the school may implement its graduated response, dependent upon individual reasons for absence.

12.4 Poor attendance can impact on a child's wellbeing, development and academic achievement. There is clear evidence that children who have high attendance are more likely to achieve well.

12.5 The table below equates percentage attendance to time missed from school:

Attendance during the academic year	Equivalent days missed	Equivalent sessions missed	Equivalent weeks missed	Equivalent lessons missed
100%	0 days	0 sessions	0 weeks	0 lessons
95%	9 days	19 sessions	2 weeks	45 lessons
90%	19 days	38 sessions	4 weeks	95 lessons
85%	29 days	58 sessions	6 weeks	145 lessons
80%	38 days	76 sessions	8 weeks	190 lessons
75%	48 days	96 sessions	10 weeks	240 lessons

13. Registration

13.1 The school will ensure that an attendance register is taken at the start of the first session of the school day and once during the second session. In addition, all teaching staff must check that the children timetabled to be in their lessons are present for each session. On each occasion they must record whether every child is:

- present
- attending an approved educational activity
- absent
- unable to attend due to exceptional circumstances

13.2 Registers will close thirty minutes after each session registration and if children arrive after this time, this will count as an absence.

13.3 Registers will be marked using the Department for Education Attendance and Absence Codes.
Where appropriate, an agreed internal code maybe be used to indicate a child is being educated on site but not in their usual lesson e.g. Mentoring session. A comment should accompany the mark to indicate the location of the child. The internal code should only be used for lessons not sessions.

13.4 If a member of staff identifies that a child is missing from lesson, they should log this on class charts and a member of SLT will respond

14. Absences

14.1 On the first day of absence, parents/carers should telephone the school office on 0151 212 3323 before 9.00am to inform them of the reason for the child's absence and the likely duration of the absence. Personal or written communication to the school is also acceptable.

14.2 Where no information has been received by 9.00am on the first day of absence, the school will telephone the home of the absent child to enquire regarding the absence.

14.3 Parents/carers should contact school every day until the child returns to school or alternatively indicate the length of the absence, and the reasons why the child will be unable to attend e.g. recovering from an operation. In these circumstances a 'check in' date must be agreed when the absence will be reviewed.

14.4 If by the third day of absence no contact has been made the school will carry out a home visit and report the absence as a safeguarding concern.

14.5 The school will reserve the right to carry out a home visit of a child after one day of an absence, if it deems this to be appropriate.

14.6 Where there are serious concerns about the safety and well-being of a child whose reason for absence is not known the school may contact the police, local authority or social services.

14.7 Failure to provide an explanation within 5 days of the start of the absence will result in the absence being marked as unauthorised. In these circumstances legal interventions may be considered.

14.8 It is the responsibility of the head of school / principal, not the parent/carer, to decide whether the absence is authorised or unauthorised. Such decisions will be made in accordance with government regulations and guidance.

15. Appointments

15.1 All appointments, where possible, must be arranged after school.

15.2 Parents/carers should provide advance notice by way of a medical card and/or letter for any time off school required for medical appointments.

15.3 Time away from school as a result of an appointment must be kept to a minimum. Where possible children should:

- Attend school before/after their appointment
- Wear school uniform to their appointment, to make it easier to return to school afterwards.

15.4 The attendance administration will manage appointments, keeping the administrative team and Senior Attendance Champion informed of authorised appointments.

16. Leave of Absence During Term Time

16.1 The Education (Child Registration) Regulations 2013 prohibits the principal of a school from granting leave of absence to a child, except where an **advance application** has been made by the parent/carer and the principal considers that one of the following specific circumstances has been met:

- Taking part in a regulated performance or employment abroad.
- Attending an interview – for entry into another educational institution or future employment.
- Study Leave – for public examinations as agreed in advance with the parent the pupil normally lives with.
- A temporary, time limited part-time timetable.
- Exceptional circumstances –the DFE does not consider the need for a holiday or other absence for the purpose of leisure to be an exceptional circumstance.

16.2 The request for leave of absence must be made at least one month in advance, where possible. Each case will be considered on merit, taking into account the individual facts and the exceptional circumstances.

16.3 For the purpose of defining 'exceptional circumstances' and as a guiding principle only, the head of school /principal may consider if the reasons given for requesting leave are **rare, significant, unavoidable and in the best interests of the child.** The following factors will also be taken into consideration when considering requests for leave of absence during term time:

- whether the event for which leave of absence is requested can reasonably take place during school holidays.
- levels of attendance and unauthorised absence over the last 12 months
- any leave of absence taken previously.
- whether the leave is during the examination period, controlled assessment period or will result in not meeting assessment deadlines.
- age and year group of the child.

16.4 The school will not consider the following to be exceptional circumstances:

- the availability of cheap holidays.
- the availability of the desired accommodation.
- an overlap at the beginning or end of the school term.

16.5 Where a leave of absence is granted, the head of school principal will decide the number of school days a child can be away from school, and the agreed date of return to school.

16.6 Where a leave of absence is **not** granted or where the child fails to return to school by the

agreed date following approval of leave of absence, then the principal will pass on the details to the local authority in line with the duty around reporting children missing education.

16.7 The principal may request the local authority to issue each adult with parental responsibility with a penalty notice for each child for absence from school.

SEND and Exceptional Circumstances

16.8 In line with our legal duties, we will always take account the needs of children with SEND when considering requests for absence. However, the law makes clear that SEND in itself does **not automatically constitute an "exceptional circumstance"**.

16.9 Each request will be reviewed on a case by case basis considering the reasons provided and any supporting evidence.

16.10 When considering requests for leave of absence and whether the reasons are **rare, significant, unavoidable and in the best interest of the child**, factors that may also be taken into consideration for pupils with SEND include :

- Whether the request relates to part of a wider care or support plan not available outside of term time.
- Whether the request relates to an essential treatment, therapy or specialist appointment not available outside of term time.

17. Punctuality

17.1 Any student arriving late should sign in at reception / student reception (depending on each school) giving their reason for being late.

17.2 Students who arrive late are missing valuable learning time and will receive a break time detention during break on the day they arrive late to school. Failure to attend the detention will result in being picked up for a lunch time detention.

17.3 Where a detention has been issued on the same day, parents and carers will be informed of the detention during the day.

17.4 A text will be sent home to inform parents of any lateness which occurs after the register has closed. Repeated lateness of any kind will be reported to parents/carers.

17.5 Repeated lateness 30 minutes after registration will count as an absence for that session and can be dealt with in the same way as absence.

17.6 The school will seek to work in partnership with parents and carers in order to understand barriers to good punctuality, the lost learning time as a result, and agree some clear actions required to move forward.

18. Analysis of Data

18.1 The lead for attendance in each school will monitor and analyse attendance data **weekly** to ensure that intervention and support is delivered quickly to address attendance issues.

18.2 The school will collect and report attendance data to the Trust lead for Attendance , Governors, the School's Senior Leadership Team, lead professionals for vulnerable groups (e.g PP, SENDCO, EAL, heads of year etc) at least half-termly. The Trust lead for Attendance will in turn collect and report attendance data to the CEO and Trust Board at least termly.

18.3 Data collected and analysed will include data for attendance, persistent absence and severe absence:

- The school cohort as a whole.
- Individual year groups.

- Children from vulnerable groups – including PP, SEND, CLA, CIN and CP.
- Any other groups deemed to be at risk of poor attendance.

18.4 The School Senior Lead for Attendance will conduct thorough analysis of the data half-termly, termly and annually to identify patterns and trends; individual or groups of children needing support/intervention. Analysis is then used to develop and implement action plans/interventions to improve attendance.

18.5 Analysis will also include identification of:

- Types of absence (codes)
- Patterns in days of absence
- Lessons which have poor attendance
- Barriers to attendance

18.6 Attendance data will be bench marked against national data. The Trust lead for Attendance visits each school within in the trust at least termly to review attendance data, analysis, trends, impact of intervention and progress towards targets.

18.7 Schools are legally required to share information from their attendance registers with the local authority and will also share information with the DFE to support the VYED site.

19. Strategy for reducing persistent and severe absence.

19.1 Attending school is critically important for *children's* life chances, including their attainment, wellbeing, safety and wider development. Those children who are missing more than 10% of school are, as a result, more vulnerable.

19.2 According to the Department for Education guidelines, a child will be considered as a persistent absentee if their attendance is 90% or lower (i.e. 10% or more sessions are missed).

19.3 Any child who is at the persistent absence threshold or at risk of moving towards that threshold is placed on the Attendance Risk Register and given priority for intervention.

19.4 Letters will be sent to parents of children at risk of persistent absence, or already persistently absent, in line with The Heath Family Trust attendance graduated response (See appendix 2)

19.5 For any child below the persistent absence threshold or at risk of persistent absence and with a number of broken weeks, medical evidence will be required if the absence is to be authorised.

19.6 The school will analyse data in order to identify patterns and discuss with families any potential barriers to attendance, in order to try and resolve any issues.

19.7 Persistent and Severe Absence data is communicated to the relevant Local Authority via the School Census on a termly and annual basis, as well as to the DFE to support the 'View Your Education Data' website.

19.8 The school will provide the local authority with the names and addresses of all pupils who fail to attend school regularly or have a continuous unauthorised absence of ten days or more – as per government guidelines (P21 Working Together to Improve School Attendance)

19.9 The school will also provide the local authority with the full name and address of all pupils who have been recorded with the code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively over a school year because of sickness. This is to help the school and local authority agree any provision needed to ensure continuity of education for pupils who cannot attend because of health needs.

19.10 Where a child has a social worker, school will ensure they are informed about any unexplained absences from school.

19.11 The school will ensure intervention is in place for all pupils who are persistently absent or severely absent, or at risk of becoming so (please refer to Appendix 2 for more details); this may include:

- A review of any external / school barriers with support in place to mitigate against these.
- An action plan to improve attendance, with agreed targets and support.
- Support from an attendance mentor.
- Referrals to other agencies alongside meetings between relevant school staff and parents/carers.
- Engagement with the Local Authority Attendance Support team.
- Consideration of an Early Help Assessment if appropriate.
- Safeguarding visits and referrals where there is no medical evidence and school monitoring procedures raise concerns about a child's welfare.
- Where parents/carers fail to co-operate with support and strategies provided by the school, further advice may be sought which could lead to legal sanctions being imposed.

19.12 Children who are in the severely absent category have attendance below 50%. These children are considered some of the most vulnerable and are at risk of not being prepared for the next stage of their education or working life. Missing significant amounts of education can impact severely on a child's wellbeing and attainment. Just 5% of severely absent children go on to achieve five or more GCSEs at grade 4+ by the end of secondary school.

19.13 All children who are severely absent will be assessed for EBSNA and where this is a potential factor, the five step plan will be implemented.

19.14 Parents of children in the severely absent category will be invited to school for a meeting to discuss barriers to good attendance and agree interventions to support the child back into school.

19.15 All severely absent children will be referred to the Local Authority Support Team.

19.16 Parental failure to support a child's attendance to school can be regarded as neglect. Regular home visits will be carried out and safeguarding referrals will be made where there are concerns about a child's welfare.

19.17 Intervention may be via:

- A review of any external / school barriers with support in place to mitigate against these.
- An action plan to improve attendance, with agreed targets and support.
- Support from an attendance mentor.
- Referrals to other agencies alongside meetings between relevant school staff and parents/carers.
- Education Welfare Officer support.
- Engagement with the Local Authority Support Team.
- Early Help Assessment where appropriate.
- Consideration of a short term, part-time timetable, to support a phased reintegration back into school.
- Consideration of on-site or off-site alternative provision where appropriate.

20. Emotion Based School Non-Attendance (EBSNA)

20.1 Emotion-based school non-attendance (EBSNA) is when children and young people find attending school or remaining in class emotionally challenging, which results in non-attendance to relieve them of their feelings. Barriers to attendance often reflect an array of interacting and complex factors across the individual and their environments. It is not uncommon for those children who are severely absent to present with EBSNA.

20.2 It is important to quickly establish if absences are due to EBSNA as opposed to truancy (parents not aware) or parental condoned absence (parents not concerned with absences).

20.3 Our school is committed to following the DFE principles to promote a whole school approach to mental health and wellbeing, in order to work proactively to prevent EBSNA in children. This includes:

- Creating an ethos and environment that promotes respect and values diversity.
- Ensuring that the curriculum promotes resilience and supports social and emotional learning.
- Enabling student voice to influence decisions.
- Prioritising staff development to support wellbeing.
- Working with parents and carers.
- Identifying need and monitoring the impact of interventions.
- Providing targeted support and appropriate referrals.

20.4 To support children who struggle with EBSNA we implement at five step progress. This is reviewed regularly, prioritizing those children who are severely absent or at risk of becoming so.

20.5 Step 1: IDENTIFY involves identification of children at risk. We identify children who are showing signs of high levels of anxiety or those who may be at risk for EBSNA. There are a range of factors that may increase a child's risk of EBSNA, these include school factors (e.g., problems with peers, change of school), family factors (e.g., significant changes at home, bereavement) and child factors (e.g., separation difficulties, anxiety, social communication difficulties, autism).

20.6 Step 2: ASSESS at risk group (Monitoring and Support).Childs highlighted to be at risk of EBSNA may benefit from targeted extra support. This may include:

- Being allocated a key adult who is able to have regular contact with the child to build a relationship with them and monitor their progress.
- Allowing time for the child to discuss any worries and support with strategies to manage these issues, taking into consideration any push pull factors and risk and resilience factors.
- Childs may benefit from completing strengths-based activities.
- Identifying a safe space in school where the child can go if they are upset or worried.
- Regular learning breaks.
- Referral to the SENDCO to assess for any additional needs and involvement of the SENDCO if child is already on the register

These children should be monitored closely and if a child's attendance falls below 90% or parents/carers report difficulties with getting their child to attend school then an initial meeting should be held with school staff, parents/carers and the child

20.7 Step 3: PLAN and support. Meeting to take place with the parent / carer and child and the school in order to develop an individual support plan. This individual support plan should be designed in a meeting collaboratively with the parents/carers, child and any other relevant agencies (EPS, School Nurse, Early Help, Positive Steps, CAMHS etc.) to support the child's attendance at school.

20.8 The action plan should include details regarding interventions and strategies to be implemented, build on the child's strengths and support their needs.

20.9 Ensure that: plans are realistic and achievable, and all parties agree to the actions.

- Practical supports to problems are clearly discussed and communicated
- There is an identified key staff member the child can access for support. The key staff member should 'check in' with the child throughout the day.
- The plan is person-centred and considers flexible timetables, arrangements for transport, buddying, and safe spaces.
- If needed, a phased reintegration plan is created to gradually increase the child's time in school.
- Ways to increase a sense of school belonging for the child is considered.
- The appropriateness of a full timetable or phased reintegration is considered, and appropriate routines are established.

20.10 Step 4: DO – Interventions and strategies. Interventions and strategies will be bespoke to the child informed by the information gathered in the assessment and planning phases. They will include the implementation of practical steps outlined in the planning phase.

20.11 Step 5: REVIEW (Interventions and strategies). After the agreed intervention and strategy phase has been conducted, a planned meeting should be conducted between the school, child and parent / carer, to explore and record what has worked well and what has not.

20.12 If there are still concerns, we will clarify if the function of the school non-attendance remains the same and return to the planning phase, building from what has worked well and adapt what has not worked well. If there are no more concerns, then we will continue to monitor the child's attendance over time to ensure good attendance is sustained.

21. Legal Intervention – including Penalty Notices

21.1 Where engagement in support is proving challenging, we will hold formal meetings with parents which may include the school's point of contact in the Local Authority School Attendance Support Team.

21.2 These meetings will explain the consequences of persistent and severe absence and the potential need for legal intervention in future whilst continuing to review the barriers to attendance and explaining the help that is available to avoid those consequences.

21.3 Where voluntary support has not been effective and/or has not been engaged with we will work the local authority to:

- Put formal support in place in the form of a parenting contract or an education supervision order.
- Issue a fixed penalty notice where support would not be appropriate or has not been successful or engaged with.
- Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).

- Prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted, to secure engagement with support.

21.4 The government have introduced a National Framework for penalty notices. The threshold is 10 sessions (5 days) of unauthorised absence in a rolling period of 10 school weeks. This can include unauthorised absence for lateness to school – e.g. 4 sessions of holiday and 6 sessions of arriving late after the register closes in a 10 week period.

21.5 From Autumn 2024 only 2 penalty notices can be issued to the same parent in respect of the same child within a three year rolling period.

21.6 Penalty notices should only be issued where support would not be appropriate or has not been successful or engaged with.

21.7 A penalty notice **may** be appropriate for a parent who has taken a holiday during term time.

22. Part Time Timetables

22.1 Placing a child on a reduced timetable may be used as a strategy to support a child who is finding attending school a challenge.

22.2 The use of part time or reduced timetables are used as a short term (ideally for no more than **6 weeks**) measure to ensure the successful return to full time education.

22.3 The decision to place a child on a reduced timetable must be approved by the Head of School / Principal and will be monitored by the Executive Principal and Trust lead for Attendance. These children must also be reported to the LA.

22.4 A part timetable should have the agreement of both the school and the parent and include regular review dates to ensure it is only in place for the shortest time necessary.

22.5 It should have a proposed end date after which time the pupil is expected to attend full time either at school or alternative provision.

22.6 Where the pupil has a social worker, we commit to ensuring they are informed and involved in the process.

22.7 If the pupil has an EHCP, we will discuss the possibility of a part time timetable with the local authority so any support package can be reviewed as swiftly as possible.

22.8 In agreeing to a part time timetable, the parent and school have agreed to a pupil being absent for part of the day or week and therefore when not required in school, absence must be recorded as an authorized absence using the C2 code.

23. Children in Alternative Provision

23.1 All professionals have a statutory responsibility to safeguard and promote the welfare of children. The tracking and reporting of attendance at alternative provision is an essential component in achieving this.

23.2 Children at alternative provision are additionally vulnerable and will be closely monitored. The attendance ambition for children at alternative provision will be the same as they are for any other child.

23.3 The senior leader with responsibility for alternative provision is Carmel Murphy Assistant Principal.

23.4 Most children at alternative provision will be D coded (dual registered at another school) and the home school is ultimately responsible for ensuring their safety and well-being, including ensuring there is a clear process for home visits when necessary i.e. in the case of non-attendance.

23.5 The Alternative Provider the pupil is scheduled to attend must record the pupil's attendance and absence with the relevant code. Code D will be used by the school for any session where the pupil is scheduled to attend a registered alternative provision. Unexplained absences should be promptly followed up.

23.6 The arrangements for monitoring of attendance, contacting of parents and carrying out safe and well checks will form part of a written individual plan, agreed with the child, parents and alternative provider before the child begins their placement.

23.7 All schools will carry out a suitability assessment before a child moves to an Alternative Provider, ensuring that the provider can meet need, and that curriculum, attendance and safeguarding procedures are robust, in order to secure good engagement and attendance for the child going forward.

23.8 Attendance at off-site alternative provision will be monitored daily by Kerri Johnson Attendance Administration who will ensure that swift action is taken when a child does not attend their alternative provision place.

23.9 The school will make regular visits to the alternative provision to meet the child, their link tutor and to check on their well –being, attendance and academic progress.

23.10 Children who require intervention and support to improve their attendance will receive will be supported in line with this policy. The school will work jointly with the alternative provision to put in place a comprehensive, regularly reviewed, written plan to support better attendance.

23.11 There is an expectation that any safeguarding concerns are raised with the designated safeguarding lead and that all alternative providers adhere to the child protection and safeguarding policies held by the school.

24. Children Missing In Education

24.1 Children missing education are children of compulsory school age who are not registered children at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

24.2 Children are entered on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the child will attend the school. If a child fails to attend on the agreed or notified date, the school will undertake reasonable enquiries to establish the child's whereabouts and notify the local authority at the earliest opportunity.

24.3 Reasonable enquires may include:

- making contact with the parent, relatives and neighbours using known contact details;
- where possible making enquiries via other agencies e.g. those of housing providers, school admissions, health services, police, refuge, Youth Justice Services, children's social care, and HMRC;
- checking with agencies known to be involved with family;
- checking with local authority and school from which child moved originally, if known;
- checking with any local authority and school to which a child may have moved;
- checking with the local authority where the child lives, if different from where the school is;
- home visit(s) made by appropriate team, following local guidance concerning risk assessment and if appropriate make enquiries with neighbour(s) and relatives.

- This list is not exhaustive or prescriptive, and so schools should treat each case on its individual merits and use their judgement, ensuring they have taken into account all of the facts of the case

24.4 Where a child has been continuously absent from school for 20 days or more, for no authorized reason, the child can be removed from the admission register, but only when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. They may also be removed from roll, if they have succeeded in finding the child but agree there are no reasonable grounds to believe the pupil will attend again, taking into account any reasonable steps they could take to secure the pupil's attendance.

25. Elective Home Education

25.1 Parents are within their rights to make requests to home educate their children. Any such requests should be discussed with the Head of School / Principal.

25.2 However, it is the ethos of The Heath Family Trust that children are best placed to learn in school and therefore requests for home education will be reviewed closely and meetings requested to try and remove barriers and support maintaining the child in school.

26. School Attendance Contacts

26.1 If you have a query about attendance, please call the school on 0151 212 3323 and ask to speak to one of the following members of the Attendance Team or email Attendance@mylhs.org

Role	Name	Email
Assistant Principal	**Carmel Murphy**	**cmurphy@mylhs.org**
Attendance Officer	**Kerri Johnson**	**kjohnson@mylhs.org**
Head of Year 7	**James Brougham**	**jbrougham@mylhs.org**
Head of Year 8	**Natalie Limb**	**nlimb@mylhs.org**
Head of Year 9	**Katie McLoughlin**	**kmcloughlin@mylhs.org**
Head of Year 10	**Rhian Reardon**	**rreardon@mylhs.org**
Head of Year 11	**Michelle King-Gibson**	**mkinggibson@mylhs.org**

Appendix 1- Attendance codes

Registers will be marked using the new codes as per the document below, following statutory government guidelines.

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

Appendix 2- Intervention Process for Attendance

"Supportive approaches are most effective when they are put in place as early as possible and therefore it is essential all partners work together in a timely manner. If a particular form of support is refused or does not work initially, schools and partners are expected to provide further opportunities to engage in that support, try something else or ultimately take legal action if support is not appropriate." P13 Working Together To Improve School Attendance

Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely, well chosen and targeted. (Ofsted Inspection toolkit, 2026)

Informal Support – working with children and families	
1) Parent / Child / School meeting Meet to address any in school barriers / outside school barriers to attendance. *"As a minimum this should included meeting with pupils and parents at risk of PA or SA to understand barriers to being in school and agreeing actions or interventions to address them" P12 of Working Together to Improve School Attendance*	Agree actions / interventions to address the barriers including Referrals to services and organisations that can provide support as appropriate. This may be in the form of an attendance support plan and could include: ✓ change of teaching set / class, ✓ curriculum amendments, ✓ provision of a single point of contact in school, ✓ incentives and rewards, ✓ provision of a bus pass / transport if appropriate, ✓ in school counselling / mentoring ✓ behaviour support, ✓ use of an attendance hub / pupil support unit, ✓ toilet pass etc. ✓ agreements from parents re expectations agreed with them.
Intensifying absence – work in tandem with the local authority and other relevant partners	
2) Agreed individual support Mentoring / Careers advice / college placements / 121 tuition / out of hours learning / EHCP / AP	Where barriers are individual to pupils and specific specialist support is required.
3) Voluntary Early Help Assessment	Where a whole family response is more appropriate.
4) Formal Meeting with Senior Attendance Champion / LA More formal meetings with Senior Attendance Champion and may include the Schools LA representative from the School Attendance Support Team	*"These meetings should clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in the future, but should also be an opportunity to continue to listen and understand the barriers to attendance and explain the help that is available to avoid those consequences."* P13 Working Together to Improve School Attendance

Formal Action – working with the local authority	
5) Attendance contract (also known as Attendance Support Plan) Should contain: ▪ Details of the requirements the parent is expected to comply with ▪ A statement from the school and / or LA setting out details of support ▪ A statement from the parent that they agree to comply with requirements of the contract.	▪ Formal written agreement between a parent and either the school or local authority to address attendance issues. Parents have to agree to enter an attendance contract. *"These should always be explored before moving forward to an education supervision order or prosecution."* P48 Working Together To Improve School Attendance ▪ Support may include: ▪ Lead practitioner to support the family / referrals to wider LA or health services ▪ Referrals to voluntary of community programmes – e.g. foodbanks ▪ Formal interventions such as family group conferencing / literacy classes ▪ Support and advisory services (e.g. benefit support) Formal parenting programmes.
6) Education Supervision Order	Only to be used where a voluntary early help plan or a formal attendance contact has not been successful. This should only be implemented when the school and local authority have exhausted voluntary support and believe that the order will be beneficial for the pupil and parent.
7) Notice to Improve This is a final opportunity for a parent to engage in support before a notice is issued.	Should only be issued where support would not be appropriate or has not been successful or engaged with.
8) Penalty Notice – From Autumn 2024 only 2 penalty notices can be issued to the same parent in respect of the same child within a three year rolling period. The threshold is 10 sessions (5 days) of unauthorised absence in a rolling period of 10 school weeks. This can include unauthorised absence for lateness to school – e.g. 4 sessions of holiday and 6 sessions of arriving late after the register closes in a 10 week period.	Despite the relatively low threshold, these should *only* be issued where support would not be appropriate or has not been successful or engaged with. A penalty notice is not deemed to be support. A penalty notice may be appropriate for a parent who has taken a holiday during term time. *"The local authority's decision on whether sufficient support has been provided before issuing a penalty notice should be treated as final"* Page 57 Working Together to Improve School Attendance
9) Statutory children's social care involvement	Where there are safeguarding concerns or when absence is severe (below 50%) with no legitimate reason for the absence.
10) Prosecution	Where all other routes have failed or are not deemed appropriate.

Appendix 3: Graduated Response to Attendance

GRADUATED RESPONSE TO ATTENDANCE			
NOTES: • **Any safeguarding concerns should be dealt with as a priority, following relevant policies and procedures.** • **Process can be expedited where there are attendance/safeguarding concerns.** • Attendance data is reviewed half termly to determine response to be chosen. • Starting point will depend on the needs and priority in each school / needs of family. • Letters will be personalised as appropriate and sent via post, email etc directly to the parents, not in given to child to take home.			
	Scenario	**Action**	**Documentation**
First Day of Absence	No reason given for absence	✓ School to call parents and all emergency contacts to ascertain whereabouts of child. ✓ If school deems it necessary they may carry out a home visit. ✓ If vulnerable child in terms of safeguarding the school will carry out a home visit / contact social worker. Log on CPOMs.	School to keep record of dates/times of phone calls
Second Day of Absence	No reason established for absence	✓ School to call parents and all emergency contacts to ascertain whereabouts of child	School to keep record of dates/times of phone calls etc
Third Day of Absence	No reason established for absence	✓ School to call parents and all emergency contacts to ascertain whereabouts of child. ✓ Carry out home visit. Log on CPOMS.	School to keep record of dates/times of phone calls etc
Day 4-10 of Absence	No reason established for absence	✓ School to call parents and all emergency contacts to ascertain whereabouts of child ✓ Follow CME procedures ✓ (ask class mates, liaise with schools attended by siblings, check with previous school, contact with other agencies known to family/police) ✓ Escalate Safeguarding Concerns ✓ Continue to make home visits	School to keep record of dates/times of phone calls/visits etc
Day 10-20 of Absence	No reason established for absence	✓ Refer to LA as CME	School to keep record of dates/times of phone calls/visits etc
STEP 1	Attendance starting to fall below school expectation of 97% but above 95%.	✓ School to send letter to parents from Assistant Principal	**Attendance Letter 1** with attendance certificate
STEP 2	Attendance not improved and falling below 95% but above 92%	✓ School to send by post letter to parents from Assistant Principal ✓ Attendance monitored closely (weekly review) ✓ HOY telephone conversation with parents / carers ✓ Identification of barriers to attendance ✓ Early support offered where appropriate by HOY (Pastoral)	**Attendance Letter 2** with attendance certificate
STEP 3	Attendance not improved and now 90-92%	✓ Parents asked to meet with HOY (Pastoral) ✓ Attendance Support Plan (ASP) created and signed by HOY / Parent / Student ✓ Clear attendance targets set (short and medium term) ✓ Increased monitoring by HOY (Pastoral) daily ✓ Referral to internal or external support services as appropriate ✓ Parents advised that failure to improve will result in escalation to Step 4 ✓ Notes of meeting recorded on CPOMS ✓ Review within 4-6 weeks (no improvement progress to Step 4)	**Attendance Letter 3** invite to meeting Record of meeting

STEP 4	Attendance below 90% or cause for concern	✓ Formal Step 4 letter sent to parents ✓ Meeting with Assistant Principal / Local Authority Attendance Officer ✓ Referral to Local Authority Attendance Panel ✓ Statutory action may be considered (Penalty Notice / Attendance Order / Prosecution under Section 444 of the Education Act 1996 ✓ Multi-agency involvement where appropriate (Early Help , Safeguarding	
Attendance Improves			**Positive letter shared**

Appendix 4: Graduated Response to Punctuality

GRADUATED RESPONSE TO LATENESS			
NOTES: • **Any safeguarding concerns should be dealt with as a priority, following relevant policies and procedures.** • **Process can be expedited where there are attendance/safeguarding concerns.** • Attendance data is reviewed half termly to determine response to be chosen. • Starting point will depend on the needs and priority in each school / needs of family. • Letters will be personalised as appropriate and sent via post, email etc directly to the parents, not in given to child to take home.			
	Scenario	**Action**	**Documentation**
STEP 1	Lateness a concern (late before or after register closed on a regular basis)	School to send by post letter to parents from Head of Year (Pastoral)	**Lateness Letter 1** with attendance certificate
STEP 2	Punctuality not improved	School to send by post letter to parents from Assistant Principal	**Lateness Letter 2** with attendance certificate
STEP 3	Punctuality not improved or more that 10 lates in a half term	Parents/carers asked to meet with Head of Year (Pastoral) (review in 6 weeks – if improved action closed, if not progress to Step 4)	**Lateness Letter 3** invite to meeting with attendance certificate 1) Copy of Punctuality Intervention record 2) Copy of current attendance certificate Ensure Punctuality meeting is recorded and logged (CPOMS?)
Punctuality Improves			**Well done letter**

Document History

Version	Date	Author	Note of Revisions
2	8/7/24	P Jones	- Senior Lead for Attendance changed to Senior Attendance champion - 7.3: EP changed to Director of Primary / reference to absence as a symptom. - 7.4: reference to absence as a symptom - 7.5: reference to LA targeting support meeting - 10.6: adjustments for attendance support - 16.2: Updated specific reasons for leave of absence during term time - 19.8-19.10: guidance for information sharing with the LA / social workers - 19.11: reference to appendix 2 Intervention overview - 21.4-21.7: guidance on penalty notices - 22.4-22.8: details re Part time timetable processes and coding, where one is required to support improved attendance - 23.5: Coding of AP - 24.4: CME and removal from admissions register - Appendix 1: Attendance codes including new codes for 2024 - Appendix 2: Intervention Process for Attendance including updated guidance re LA / forma interventions / legal actions.
3	Sept 25	P Holloway	- Name of policy owner changed. - 5.3 Keeping Children Safe in Education updated to 2025, Children Missing from Education updated guidance (September 2025) and EYFS Statutory Framework updated guidance (September 2025) - 7.1 DQS changed to Trust lead for attendance - 7.2: Trust lead for attendance will - 7.4 DQS changed to Trust lead for attendance - 16.1: removed from policy as historic typing error - 16.3: Leave of absence during term time updated - 16.8-10: guidance regarding leave of absence for pupils with SEND. - 25: Guidance included around absence in EYFS - 26: Renumbered from 25 on previous version. - Appendix 2 – Ofsted Inspection toolkit (2025) statement added - Appendix 3 – reference to children of nursery age, DQS changed to Trust lead for attendance - Appendix 4 – children of nursery age - Appendix 5-9 number changes following insertion of appendix 4 - Appendix 5 – DQS changed to Trust lead for attendance
4	Sept 26	P Holloway	- 5.3 Added further relevant legislation - 5.3: KCSIE amended to Sept 26 - 5.3 Working Together to improve school attendance amended to July 2026 - Replaced The Education (Child Registration) (England) Regulations 2006 with The School Attendance (Pupil Registration) (England) Regulations 2024 - Added The Education (Penalty Notices) (England) (Amendment) Regulations 2025

			- Added The Equality Act 2010 Ensuring a good education for children who cannot attend school because of health needs Statutory guidance for local authorities amended to December 2023 - Alternative Provision Statutory guidance – amended to reflect latest guidance reference of February 2026 - EYFS Statutory Framework amended to September 2026 - Attendance toolkit for schools including A guide for schools on communicating with parents about attendance (June 2026) - added - Ofsted's 2026 framework toolkit - added - Attendance toolkit for schools including A guide for schools on communicating with parents about attendance (June 2026) added ▪ 7.10 – Added that parents/carers will consult the NHS guidance Is my child too ill for school? when deciding whether to keep their child home due to illness. - 9.2 Additional guidance re reporting to parents - 15.3 – altered wording about attending school before/after appointments as well as wearing uniform to make returning to school easier (where possible). - Appendix 2 – Ofsted Inspection toolkit updated to 2026 - Appendices 3, 4 and 7 altered to communicate 97% is Trust's minimum attendance target. -