

Attendance Policy 2024-5

Adopted date: June 2022

Date reviewed: December 2024

Review date: December 2027

Contents:

- 1. Attendance Intent**
- 2. Expectations and Daily Routines**
- 3. Data and Monitoring**
- 4. Escalation of Procedures**
- 5. Fixed penalty notices**
- 6. Roles and Responsibilities**
- 7. Appendix of key procedures and documents**
 - Appendix 1: First Day Calling procedure
 - Appendix 2: Letter and text templates
 - Appendix 3: Attendance meeting proformas

1. Attendance Intent

We want your child to thrive in our school every day. We build strong and enduring relationships because we believe this is the foundation pupils need to fully engage in our community, to feel a sense of belonging and succeed.

Every child has a right to access education, and **everyone** is responsible for supporting and promoting excellent school attendance and punctuality. East-the-Water Primary is committed to providing the highest quality of education to our pupils and we recognise the clear link between attendance and the attainment of our pupils.

The aim of this Attendance Policy is to enable East-the-Water Primary School to provide a consistent practice that actively encourages and supports the highest possible levels of attendance for all our pupils.

East-the-Water Primary School takes a whole-school approach to maintaining regular attendance and to achieve this, all members of our school community have an important contribution to make. It is vital that we work in partnership to ensure that any in-school or out-of-school barriers are removed at the earliest opportunity, this is achieved through early and meaningful support.

We support parents to perform their legal duty to ensure their children of compulsory school age attend school regularly and in addition, promote and support punctuality when attending lessons.

We are committed to taking positive action in the line with the Equality Act (2010) regarding the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership. We make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage. Our relentless approach to ensuring our pupils attend school and receive the education that they deserve, and are entitled to, is central to our school values.

This policy is supported by policies relating to child protection and safeguarding, anti-bullying, behaviour, inclusive learning, equality, special educational needs and teaching and learning.

It is our duty to strive for a goal of 100% attendance for all pupils so that they can take full advantage of the opportunities offered. It is vital that your child is at school, on time, every day the school is open, unless the reason for absence is unavoidable. Therefore, this policy has been created to help support the school in effectively managing absences so that our pupils (your children) can make the most of the educational and life opportunities available to them.

In summary, East-the-Water Primary School aims to meet its obligations relating to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence by effectively removing the barriers to attendance
- Ensuring every pupil has access to full-time education to which they are entitled

- Acting early to address patterns of absence
- Minimising the disruption caused by late arrivals or non-attendance to the quality of the education and provisions for all pupils

This policy meets the requirements of the Working Together to Improve School Attendance from the Department for Education (DfE) and refers to the DfE's statutory guidance on school attendance parental responsibility measures.

2. Expectations and Daily Routines

At East-the-Water Primary, we expect children to attend school every day that the school is open. It is the legal responsibility of every parent to make sure their child attends school.

Why is excellent attendance important to all of us?

We want our children to be safe, healthy and successful. To achieve this, it is important that each child attends school every day and is punctual. This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing and wider life chances.

We believe that excellent attendance is in everyone's interests and it is everyone's responsibility.

If your child does not attend every day:

- they will fall behind in their learning and may struggle to keep up with their class
- May feel left out of friendship groups

Punctuality is also very important: we know where your child is and therefore we can keep your child safe.

What are our daily attendance routines?

It is very important for all children to attend school every day and to arrive on time. To have the best possible beginning to the school day we have a soft start, which works as follows:

- Meet and greet children at the gate to welcome them to school.
- Children can be dropped off between 8:40 and 9:00am.
- Our registers are taken at 9:00.
- There are staff members in every class to welcome the children at the door and start them on a range of learning activities ranging from reading, handwriting, spelling, number bonds, times tables and reviewing previous learning.
- Lessons start promptly after registration at 9.00am.
- Any child arriving after registration must report to the school office and is marked late.
- Our office staff will follow up on any unexplained absence and follow the First Day Calling procedure (Appendix 1). We need to make sure our children are safe.
- If you have not contacted the office to explain an absence, our office staff will call you and send you a message via school gateway.
- We will also make home visits to check children are safe and well.
- We will work with external agencies who can provide support for improving attendance.

How are we promoting good attendance?

- We will reward good attendance using a weekly class competition.
- Assemblies will be used to celebrate attendance.
- We will use our attendance mascots to promote the benefits of good attendance with the children.
- In school, we will have an attendance display to encourage good attendance.
- At parent's evening and in reports you will be informed of your child's attendance and the impact of this on the child's learning.
- Via our newsletter, we will explain to the children the importance of excellent attendance and punctuality to prepare them for their future.
- Regular Parent mail to inform parents of attendance and impact that absence has on learning.
- We will ask every parent to complete an attendance charter on entry to the school.
- We will keep all of our staff regularly updated with attendance data as everyone is responsible for ensuring good attendance.

When will an absence be authorised?

A pupil will be classed as absent if they arrive after the register has closed or if they do not attend for any reason.

For an absence to be, authorised approval has to be given in advance or we have to have an accepted explanation offered afterwards as justification from a parent or carer. This may include:

- An absence for illness for which we have granted leave
- Medical or dental appointments may be granted leave where every attempt has been made to arrange outside of school hours, has been unsuccessful and so cannot be avoided, or where the appointment is a genuine emergency
- Religious or cultural observances for which we have granted leave. The day must be exclusively set apart for religious observance by the religious body to which the parents or pupil belong. Where necessary, we will seek advice from the parents' religious body about whether it has set the day apart for religious observance
- An absence due to a change to exceptional circumstances

When will an absence be unauthorised?

An unauthorised absence is defined as one where we are not satisfied with the reasons given for the absence. Reasons may include:

- Parents keeping children from attending unnecessarily or without reason
- Missing sessions before or during the school day
- Absences which have never been properly explained
- Arrival after the register has closed
- Day trips and holidays in term time that have not been agreed
- Leaving our school without authorisation during the day

3. Data and Monitoring

We recognise that early intervention can prevent poor attendance. We monitor attendance and punctuality throughout the year. We recognise that certain groups of pupils may be more at risk of poor attendance and will provide support and assistance wherever possible.

We set challenging attendance targets for the whole school.

How do we track the attendance of children?

- We check our registers daily.
- Our attendance lead checks all registers weekly to support good attendance and take appropriate actions to improve attendance on an individual basis.
- Pupil-level absence data is collected regularly and published at national and local authority level through the DfE's school absence national statistics releases. We compare our attendance data to the national average.

We look for:

- Patterns of lateness
- Patterns of medical appointments
- Correct and consistent use of absence codes
- Trends in reasons for absence, for example, use of the C code, leave of absence and exclusions
- Trends in particular groups of children for example, pupils with Special Educational Needs and Disability (SEND).

If any concerns or patterns are identified this will be shared with the headteacher and class teacher. The parent or carer will be contacted to discuss any issues and/ or arrange a School Attendance Meeting (SAM) to develop a joint plan to improve attendance of a pupil. Data will also be used by the school to monitor the impact of any interventions put in place to modify them and inform future strategies.

What does good attendance look like?

This information shows the risk categories for our school and how we support attendance. Table below is based on end of year data.

0-2 days off	0-10 lessons missed	99-100%	Teachers	• Warm welcome on gate and in the classroom • Attendance matters assembly on Fridays • Weekly Amazing Attendance Friday award • Attendance mascots will be used to promote attendance • Awards for 100% attendance and excellent each half term • Weekly Attendance newsletter sent to parents
4-7.5 days off	20 – 38 lessons missed	96-98%	Attendance leader	
9.5 – 13 days off	48 – 65 lessons missed	93 – 95%	Attendance leader	• Class teachers will monitor and analyse attendance

			Pastoral Team	- Class teachers will refer any concerns to the attendance lead and take action - Attendance lead will take appropriate action for each individual - Phone call/text/Letter sent to parent when attendance is improving - Pastoral support to be offered where necessary
15 – 19 days off	75 – 95 lessons missed	90-92%	Senior Leadership Team Pastoral team	- Attendance lead or class teachers will take appropriate action for each individual pupil - School Attendance meeting to be held and subsequent review meetings - Impact of intervention will be monitored and reviewed - Support will be sought from other agencies, including the school's Attendance Information Officer (AIO). - Pastoral support to be offered where necessary
20+ days off	100+ lessons missed	Under 89%	Senior Leadership Team Pastoral team	- Attendance lead or class teachers will take appropriate action for each individual pupil - School Attendance meeting to be held and subsequent review meetings - Impact of intervention will be monitored and reviewed - Support will be sought from other agencies, including the school's Attendance Information Officer (AIO). - Pastoral support to be offered where necessary

In the Autumn and Spring term the attendance lead will monitor any child who is below 92% and take appropriate actions until their attendance is above 95%.

Is it important for my child to be on time?

Being late for school reduces learning time and does not prepare your child or young person for their future working lives.

Arrival 5 minutes late every day = 3 days of learning missed each year

Arrival 15 minutes late every day = 10 days or 2 weeks of learning each year.

Persistent lateness is defined as pupils who have five or more late marks recorded in a single half-term.

How do I know if my child is at risk of being persistently absent or severely absent?

Persistent Absence is defined as: 10% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

Severe Absence is defined as: 50% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

Persistent absence will be very carefully tracked. The table below shows how many the number of days your child has missed to mean that they would be considered to be persistently absent.

Date	Number of Morning and afternoon Sessions missed	Number of Days missed	Number of lessons missed (Approx 5 per day)
Autumn 1	6	3	15
Autumn 2	12	6	30
Spring 1	18	9	45
Spring 2	22	11	55
Summer 1	28	14	70
Summer 2	34	17	85

How will we ensure that our work is effective?

- We will meet with families for those children who are at risk of/ or being persistently absent.
- We will review attendance plans regularly to monitor effectiveness of the support.
- We will measure the impact of actions on weekly and half-termly basis and contact parents accordingly.
- The attendance lead will use attendance tracking to monitor any child whose attendance falls below 95%.

4. Escalation of Procedures

How do we ensure children are safe and tackle absence together?

If a child's attendance falls below 97%, the following procedures will be triggered:

- Class teachers will contact parent/carer to discuss impact of absence on learning
- Class teachers will share concerns with attendance lead
- Attendance lead to agree intervention and monitor impact

If attendance falls below 92%:

- Attendance lead will contact the parents/ carers to discuss any concerns / issues
- Parents/ carers will be contacted to arrange a School Attendance Meeting (SAM) to discuss a support plan around improving a pupil's attendance.
- Review meetings will be held between 2-4 weeks after SAM meeting to monitor impact
- Further review meetings to be held when necessary
- Pastoral support offered where necessary
- Other services to be contacted to provide appropriate support

If attendance continues to decline, and parents/ carers are not engaging with attendance support plan:

- Legal meeting to be held, following DCC procedure.
- School's attendance information officer to be contacted (AIO) to provide further support.
- Impact will be monitored and actioned on an individual and timely basis.

5. Fixed penalty Notices

Fixed penalty notices can be issued where the pupil's absence has not been authorised by the school and the absence constitutes an offence. East-the-Water Primary School will follow the code of conduct drawn up by Devon County Council.

Fixed penalty notices can be issued to each parent liable for the attendance offence.

They are used to prevent the need for court action and support to secure regular attendance.

They can be issued for:

- A number of unauthorised absences.
- One off instances of irregular attendance, such as holidays taken in term time.
- Where an excluded child is found in a public place during school hours without a justifiable reason.

Parents will receive a warning letter about taking holidays in term time annually.

6. Roles and Responsibilities

Key members of attendance team

Headteacher	Adam Buckeridge
Attendance Lead	Clare Jackson
SENDco	Deana Smith
Pastoral Team	Katie Everett
Pastoral Team	Julie Servaes

Head teacher is responsible for:

- Implementation of this policy at the school.
- Monitoring school-level absence data and reporting it to governors.
- Supporting staff with monitoring the attendance of individual pupils.
- Issuing Fixed Penalty notices where necessary.
- Approval of any exceptional absence requests.

Attendance lead:

- Is responsible for monitoring data across the school and at an individual pupil level.
- Will report any concerns about attendance to the Headteacher.
- Will work with the AIO to tackle persistent absence and analyse data.
- Will arrange calls and meetings with parents to discuss attendance issues.
- Will share weekly class attendance data with class teachers, Senior Leadership Team and Pastoral support team.
- Will monitor lateness log and take action where necessary, issuing a late letter to parents.

The School:

- Has a clear school attendance policy on the school website which all staff, pupils and parents understand, or can request
- Develop and maintain a whole school culture that promotes the benefits of good attendance.
- Accurately completes admission and attendance registers.
- Have a robust daily process to follow up absences.
- Have a dedicated senior leader with overall responsibility for championing and improving attendance. They will be known as the attendance lead.
- Proactively use data to identify pupils at risk of poor attendance.
- Work with each identified pupil and parents to understand and address 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 based placed lead service. Where the lead practitioner is outside of the school continue to work with the local authority and partners.
- Where there are safeguarding concerns, intensify support through statutory social care.
- Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
- Maintain the same ambition for SEND and disadvantaged pupils' attendance and work with parents to maximise this.
- Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as individual health care plans and if applicable, ensuring the provision outlined in the pupil's Educational Health Care Plan (EHCP) is accessed.
- Regularly monitor data for pupil groups, including at governor's meetings and with the Local Authority.

Governors:

- Will take an active role in attendance improvements, support the school to prioritise attendance and work together with leaders to set whole school cultures.
- Ensure school leaders fulfil expectations and statutory duties.
- Ensure school staff receive training on attendance.
- Regularly review attendance data and help school leaders focus support on the pupils who need it, including different groups, including SEND and Disadvantaged.

Parents are expected to:

- Work together with the school to support their children's attendance.
- Ensure that their child attends school every day.
- Notify the school as soon as possible when their child is unexpectedly absent e.g. sickness.
- Only request leave of absence in exceptional circumstance and do so in advance.
- Book medical appointments outside the school day where possible.

- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with support offered to prevent the need of more formal support.

Office Staff:

- Will follow first day calling procedures and ensure that any child absent from school is contacted before 10am.
- If no reason for absence has been given on day 3, office staff must alert Attendance lead who will then make home visit.
- Procedures for register coding to be followed.
- Register codes will be accurate and amended promptly.
- Will notify the attendance lead daily if unable to contact a parent of a child who is absent.
- Lateness will be monitored and log shared with attendance lead.

This policy will be reviewed every three years or in the following circumstances:

- Changes in legislation and/or government guidance
- As a result of any other significant change or event
- If the policy is determined not to be effective

Appendix 1 Procedure for First Day Calling

Step by Step Guide to First Day Calling and beyond When no reason for absence has been provided by the parent/ carer, schools should as a minimum follow the below steps	
Day 1 of absence	Telephone parents/carers if a response is not received following the phone call, leave a message if there is the facility to do so. Send a text via Parent mail. Record actions on SIMS (School Information Management System). If child is deemed at risk, Senior Leadership Team also to be notified.
Day 2 of absence	Telephone parents/carers if a response is not received following the phone call, leave a message if there is the facility to do so. If no response - telephone all contacts on SIMS, if no answer leave message to return call. Send a text via Parent mail. Record actions on SIMS. A safe and well home visits will be made. Leaving visit note and move to next step.
Day 3 of absence	Telephone parents/carers if a response is not received following the phone call, leave a message if there is the facility to do so. Telephone all contacts on SIMS/equivalent, if no answer leave message to return call. A safe and well home visits will be made. If there is no answer, leave calling card and move to next step. Send letter of concern for absence. Ensure separate letters are sent to all parents/carers and those with day-to-day care first class. Record all actions on SIMS.

Day 4 of absence	Telephone parents/carers if a response is not received following the phone call, leave a message if there is the facility to do so. Telephone all contacts on SIMS, if no answer leave message to return call. Record all actions on SIMS.
Day 5 of absence	Telephone parents/carers if a response is not received following the phone call, leave a message if there is the facility to do so. Telephone all contacts on SIMS, if no answer leave message to return call. Make welfare call to police, only if you believe this family are NOT on holiday and you are concerned about the child's welfare. Send a letter to parent/carers detailing concerns of absence and no contact having been made. Record all actions on SIMS.
Day 6-8 of absence	Telephone parents/carers if a response is not received following the phone call, leave a message if there is the facility to do so. Telephone all contacts on SIMS, if no answer leave message to return call. Make a further home-visit. If there is no answer, leave calling card and move to next step. Record all actions on SIMS.

Day 9-10 of absence	Send Absent text to parent/carers (if facility to do so) Telephone parents/carers if a response is not received following the phone call, leave a message if there is the facility to do so. Telephone all contacts on SIMS, if no answer leave message to return call. Make welfare call to police, only if you believe this family are NOT on holiday, and you are concerned about the child's welfare. Send a further concern letter, separately to both parent / carers, by first class post. Submit referral for Missing Pupil Checklist, which notifies the Local Authority. A Missing Pupil Checklist must be completed within 10 days of the child going missing, when one of the following criteria applies: • A pupil has gone missing and no contact can be made with parent/carer to establish reason for absence • A pupil ceased to attend the school and forwarding address of the family is not known • A pupil has not returned from holiday within 10 school days of the expected date of return • A pupil fails to take up their place at the start of the academic year and the whereabouts of the young person is unknown School must continue investigations, while the Local Authority undertake their investigations.
Day 11 - 19 of absence	Telephone parents/carers if a response is not received following the phone call, leave a message if there is the facility to do so. Telephone all contacts on SIMS, if no answer leave message to return call. Make another home visit on day during this period, leaving a calling card. Record all actions on SIMS.

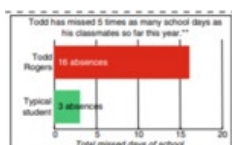
Day 20 of absence	Telephone parents/carers if a response is not received following the phone call, leave a message if there is the facility to do so. Telephone all contacts on SIMS, if no answer leave message to return call. If a referral has been made to the Local Authority, school will require confirmation from them before removing from roll. Record all actions on SIMS.
--------------------------	---

Appendix 2: Letter and text Templates

Initial attendance text

Dear Parent/ Carer of {Name of pupil}. {Name of pupil} has missed more school than his classmates. {Name of pupil} was absent for {Number of} days so far this year. Students fall behind when they miss school – whether it is for authorised or unauthorised reasons. You can have a big effect on {Name of pupil}'s absences going forward – and we really appreciate your help.

e.g. (Add graph)



Start of term/ half term for PA pupils

Template 1:

Dear {parent name}, Last half term, {student name} missed {number of days missed in previous term} days of school. Pupils who miss 1 or 2 days a month can fall behind. The next term is a fresh start – you can have a big effect on {student Name}'s attendance and we appreciate your help!

Template 2:

Dear {Parent Name}. Last term, {Student Name} missed {Number of days missed in previous term} days of school. Absences can have lasting effects on learning. This term is a fresh start and we appreciate your support in getting {Student Name} to school every day!

Template 3:

Dear {Parent Name}. Last term {Student Name} missed {Number of days missed in previous term} days of school. School attendance is more important than ever, and every day matters. This term is a fresh start and we appreciate your support in getting {Student Name} to school every day!

First Day Calling message

Safe and well check: Your child is not in school today. Please can you notify us about the reason.

Letter proformas

Dear xxxxxx

Re: xxxxxxxxx Improving Attendance

I am writing to inform you that after monitoring xxxxxxx's attendance, that there has been an improvement during this half term. This is great news as [his] attendance is now in line with [his] classmates. I hope that this improvement continues for xxxxx as it will mean that will allow [him] to achieve his learning potential.

If you ever need any further support, please do not hesitate to contact the school.

Yours sincerely,

xxxxxxx

Dear xxxxxx

Re: xxxxxxxxx Improving Attendance

I am writing to inform you that after monitoring xxxx's attendance, that there has been an improvement this half term. This is great news and I hope that this improvement continues for [Rowan], making a positive impact on his learning and well- being.

However [Rowan's] attendance continues to be below the acceptable level of %. [He] has already missed xx number of lessons and I will continue to monitor [Rowan's] attendance so that [he] doesn't fall further behind in [his] learning.

If you need any further support please contact the school and we'd be happy to help in any way.

Yours sincerely,

xxxxxxx

Dear xxxxxxxxxxxxxxxxx,

Re: At risk of Persistent absence meeting

Child's Name xx% attendance = xx days absent = xx lessons missed

I am writing to inform you that after monitoring your child's attendance, I am very concerned about the extremely high level of absence for xxxxxxxx as it is well below the attendance of their classmates and children nationally who on average have only missed xx days. This means that your child has fallen behind in their learning.

Your child is at risk of being classed persistently absent and will struggle to catch up on the learning that they have missed.

I am inviting you to an at risk Persistent Absence Meeting on [State date and time] where we can develop an attendance plan and discuss any support that is needed to improve attendance.

We are able to provide Early Help if there is a specific issue at home that you may be struggling with. If you require any support at all, please contact the school.

I would like to assure you that we are here to support you in any way possible.

Yours sincerely,

Xxxxxxx

Monitoring Lateness letter

Dear xxxxxxxx

Name of child and class

I have monitored [Harry's] attendance and have noticed some late arrivals via the school office.

State dates of days that have been missed

- If your child is 5 minutes late everyday they will miss 3 days of learning each year
- If your child is 15minutes late every day they will miss 2 weeks of learning each year.

If you wish to discuss any attendance/punctuality or any other concerns you may have, please do not hesitate to contact me.

Yours sincerely,

Warning of taking holidays during term time letter to parents

Re: Holidays during term time

Dear «salutation»

Re: «chosen_forename» «chosen_surname» - Holidays and Avoidable Absences in Term Time

We believe that in order for a pupil to fully benefit from their education, good attendance is crucial. It is the policy of our school to celebrate achievement and full attendance is a critical factor to a productive and successful school career.

In September 2013, an amendment to the Education (Pupil Registration)(England) Regulations 2006 came in to force and greater clarity was introduced to the issue of schools authorising absence requests. In addition on 19 August 2024, an amendment to the Education (Penalty Notices) (England) (Amendment) Regulations 2024 came into force and set out a new National Framework for issuing penalty notices. These changes reinforced the Government's view that every minute of every

school day is vital and that pupils should only be granted authorised absences by the school in 'exceptional circumstances'.

A family holiday is not normally considered by the Government to be an 'exceptional circumstance' and therefore will not be authorised by this school.

I must take this opportunity to remind you, that should you choose to take your child out of school without the authorisation of the school, then Parental Responsibility Measures could be instigated. This could mean receiving any of the following;

- A Penalty Notice
- A summons to the Magistrate Court which could result in a fine of up to £2,500 and/or a term of imprisonment for up to 3 months.

Schools are required to notify the Local Authority if a pupil has a number of unauthorised absences. Unauthorised absences can be acquired when;

- 1) Leave has been requested, but the circumstances are such that the school is unable to authorise the leave and it is taken anyway.
- 2) Leave is not requested and/or the school has grounds to believe that the child has been taken out of school for an avoidable reason (example – a family holiday). Only the Head teacher can authorise an absence. This year there have been occasions when schools have been notified that the pupil is sick, but the school later discovers and reasonably believes that the reason given for the absence is not genuine.
- 3) A child continually arrives late after the registration period has closed.

This school will be notifying the Local Authority in all of the circumstances listed above.

Should a Penalty Notice be issued as a result of unauthorised absence then one notice will be issued to each parent/carer for each child involved. In addition to natural parents and any person with parental responsibility, any person considered to have day to day care and control of a young person is deemed to be a parent in matters relating to education and school nonattendance (s576 Education Act 1996).

From 19th August 2024, following changes to secondary legislation, the amount charged in a penalty notice was increased.

The first penalty notice issued will be charged at £160 if paid within 28 days. This is reduced to £80 if paid within 21 days.

The second penalty notice issued will be charged at a flat rate of £160 if paid within 28 days. If a Penalty Notice goes unpaid after 28 days, then court proceedings will be initiated.

We understand the disappointment that the refusal of a leave request may cause and we apologise, but as you can appreciate this policy represents the schools responsibility and commitment towards providing your child's education and supporting their future life opportunities. We hope you will support us by ensuring that your son/daughter obtains the maximum benefit from their time at

school by attending punctually for the 190 days each year that the law requires (unless prevented from doing so by an unavoidable circumstances).

Thank you for your anticipated support in this matter.

Yours sincerely

Head Teacher

Appendix 3: Attendance meeting proformas (See below)

School Attendance Support Meeting Record and Plan (SAM)

This format of this form is a guide to help schools identify any barriers to attendance as an early intervention. You are welcome to amend it to suit your needs whilst still addressing all areas for reason of absence.

Attendance %	The focus of the meeting should be on how to improve attendance and really understand the barriers you face and agree how we can all work together to resolve them. (It is also useful to identify on what has worked well or had a positive influence)
	This is an opportunity for everyone to share ideas about anything else that might help, including any new strategies or interventions that may be worth trying to prevent things becoming worse. At the end of the meeting, everyone will have a clear plan of the way forward.

Date of Meeting:		Location:			
Parent Name:		Parent name:			
Address: (If different from school records)		Address: (If different from school records)			
Name of pupil:		Year Group:		Attendance %	
Name of pupil:		Year Group:		Attendance %	
Siblings:		School:		Year group:	
Siblings:		School:		Year group:	

Invitees Name:	Role & Organisation:	Attended? (Y/N)	Email address:

Sibling(s):					
Name:		DOB:		School:	
Name:		DOB:		School:	
Name:		DOB:		School:	
Name:		DOB:		School:	

EARLY HELP: Support/Services already involved?

Is there anyone that is working with your family that has not been invited to this meeting?	Y/N		
If Yes: Who are they and organisation? What support is in place and how is it working?	Right for Children system number (if applicable):		
If No: Would you like us to explore support for you and your child at the end of this meeting?	Y/N		
Is the child subject to a Child Protection or Child in Need	Y/N	Social worker name (if applicable)	

Child's view: Depending on the age of the child and their understanding, it would be a good idea to obtain their views of attending school. This must be the most appropriate person, usually the class teacher or another significant adult who they may be working with. If they have not been given chance to have their voice heard and they are at the meeting, ask if they would a chance to talk to someone now. See relational and restorative practice on suggestions when working with a young person Relational and Restorative Practice in Devon - Workforce Development – form attached below.

Attendance is presently:											
% Attendance		Authorised sessions:		Unauthorised sessions:		Sessions available:		Full weeks your child could have attended:		Full weeks your child has only attended:	
To put this in perspective, any broken weeks will impact on their academic and social progress. 85% and below - Any attendance percentage below this level will be very hard for the pupil to keep up with the work and feel connected to friends and the school experience as a whole, and their potential could be significantly damaged.											

What are the main reasons for not attending:	
---	--

SCHOOL INTERVENTION/SUPPORT PROVIDED TO DATE: (In this section you should discuss the child's absence to date providing a copy of the registration certificate, log of school support provided both academic and pastoral including phone calls/letters sent home)
<i>Include EHCP – what's in plan? Do you understand what actual support is in place and what it looks like for your child?</i> <i>Does your child know what support is in place, what it means for them, how it may help, are they happy with the support in place, does it need to change?</i> <i>If there are SEN needs – what reasonable adjustments have been made in school?</i>

Present situation – You already may know what is impacting the attendance so any questions can be adjusted to suit the family circumstances.	
What has impacted/caused the current low attendance? Worries at home, school issues, relationships, friendship group. All relevant safeguarding concerns Impact of absence on the child's attainment and progress)	

Include any SEND requirements	
What actions are you currently taking to improve the attendance?	
What has worked previously? What helped me the past? When have things been better? Why were things better?	
What strengths do you think your family and the pupil has? Identify and record pupil strengths that can be built upon to secure improved attendance	
What can we do to help them with improving attendance?	
Is there anything you could be doing to improve attendance?	

Other key issues discussed: (please ensure you record any issues/key points not captured above):

--

We need to set up a plan to support you and your child to attend school with a target for attendance over the next 2-4 weeks initially.
The target is up to you and may vary according to circumstances

Action Plan Aim:

--

Actions to be taken to achieve this Aim:

(Include school, parent(s), child, other professionals)

If there is a medical condition that requires support in school - complete an Individual Healthcare Plan (IHCP) [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/supporting-pupils-with-medical-conditions-at-school)

	Identified Barrier:	Actions/interventions to be taken to address the barrier:	By When:	Person responsible:	How will we know it is working for the child?
1					
2					
3					

4					
5					

**Everyone is to be given a copy of the plan.
A review of your child's attendance will be carried out in 2-4 weeks.**

Review Meeting Date:		Time:		Venue:	
-----------------------------	--	--------------	--	---------------	--

School could either

- **send a letter with a copy of the plan to the parents with a reminder of the review meeting date.**
- **Phone parents prior to the review date to remind them.**

If there are any difficulties or concerns that they have forgotten to mention after, they must contact the school rather than wait for the review as the earlier any concerns are addressed the better.

If things change for your family, you must also contact the school in the first instance

SCHOOL CONTACT NAME:

OPTIONAL: Day in the life of the pupil: On days that the pupil is not in school, what does it look like? The questions asked would depend on why they are not attending school:	
Do the parent's work?	
What time do they leave for work? Is the pupil at home all day on their own? Does anyone visit them throughout the day?	
How does the day start?	
What time do they get up, who wakes them? Alarm/Mobile phone/parents – what happens? Do they get up straight away, do they have to be reminded? Do they get angry/upset?	
What do they do after they get up?	
Do they go on computer? Are they on their phone? Playstation/Xbox/TV? What games are they playing? Are they inactive all day?	
What does bedtime look like?	
What time do they go to bed? Do they have their mobile phone with them? Do they have their laptop/Computer/games in their room?	
Does the poor attendance effect his friendships?	
How does the low attendance affect friendships, In and Out of school? Do they see their friends in the evenings or at weekends? What do they do? Could friends meet them before school?	
Medical support: Anxiety/Mental/Physical Health needs?	
Camhs – engagement/waiting – What are you doing while waiting Have you seen your GP? When did you see them? (In person appointment) Has any evidence been given to school? What School support is in place? When are the next appointments? What do you think will help?	

What school support is in place?	
What support is offered in-house Counselling/121/pastoral support/Safe place Have any reasonable adjustments been made? Has the school received medical advice on what reasonable adjustments could/should be made? How is the pupil in school?	

Child Focused Restorative Enquiry

Restorative enquiry questions can be used as a prompt for reflecting on an event or situation impacting on a child. Whilst you may not be using these questions directly with a child, they open a professional curiosity to consider the child's perspective, impact and focus towards a solution. This can be completed as a reflective exercise within your individual practice or as a discussion during supervision. The questions can also prompt others to connect with the child's experience and could be used with family members/carers and professionals.

Question	Why is the question important
1) What happened? What is the child's experience? How do you know?	Remaining child centred, grounded in understanding their experience and perspective.
2) What was the child thinking? How were they feeling? How do they feel now?	Linking thoughts, feelings and behaviour.
3) How has the child affected by what has happened? What has the impact been?	A focus on harm and how to repair this harm; on the effect of the action and who has been affected.
4) What does the child need to move forward?	An appreciation of individual needs and also that there is much similarity between the needs on all sides.
5) So what needs to happen now?	

What support does the child need? Who can help them? What do others need to do?	Ownership of problem-solving and decision making by those directly involved Accountability; empowerment; collaborative problem-solving
---	---

Recording

Case recording should say when a restorative enquiry has been used. You might like to consider using a phrase like:

“A restorative enquiry was used as a reflection tool to better understand the child’s lived experiences, what impact this has had, and what solutions can be considered to address the difficulty.”

A summary of how the activity deepened your understanding or opened new questions to make sense of will demonstrate reflection and professional curiosity.

Days off school add up to lost learning!																									
365 days in each	175 – Non-school days each year (104 days of weekends) These 175 days are available to spend on family time such as visits, holidays, shopping, household jobs and other appointments																								
	190 school days each year 190 days for your child’s education					180 school days each year					171 school days each year					161 school days each year					152 school days each year				
	100	99	98	97	96	95	94	93	92	91	90	89	88	87	86	85	84	83	82	81	80	79	78	77	76
	100%					95%					90%					85%					80%				
	EXCELLENT/VERY GOOD/GOOD					NATIONAL AVERAGE/CAUSE FOR CONCERN					CAUSE FOR CONCERN/MAJOR ISSUE					MAJOR ISSUE					MAJOR ISSUE				
	Best chance of success – gets your child off to a flying start					Less chance of success – Makes it harder to make progress					Nor fair on your child – Progress will suffer					Significant impact on outcomes and achievement					Significant impact on outcomes and achievement				
						School contact with support and advice - possible					School contact with support and advice escalated -					Further escalation of external support					Local Authority involvement				

		involvement of external support	Involvement of external support with possible Local Authority involvement	and Local Authority involvement	
	97% and above – pupils with attendance at this level throughout their school career, will make the most progress and this should lead to better prospects for work, college, and university.	95% - pupils with attendance at this level should reach their target grades and should have good prospects and opportunities for work, college, and university but they are just below the national average rate of attendance	90% - pupils with attendance at this level are missing a month of school per year and are likely not to reach their target grades. Progress will be negatively affected, and their attendance will be viewed negatively by employers, further and higher education.	85% - pupils with this attendance will find it very difficult to keep up and their chances of achieving their potential will be significantly damaged	Any attendance percentage below this will be very hard for the pupil to keep up with the work and feel connected to friends and the school experience as a whole
	> Please don't let your child miss out on the education they deserve. > Every school day counts				

Attendance

80% - 90% in a test is excellent and generally good news!

The danger is that we feel the same way about attendance until it is explained

90% attendance is equivalent to missing half a day every week (approx. 2.5 hours of learning)

80% attendance is equivalent to missing a whole day every single week (approx. 5 hours of learning)

If attendance is 90% from Year 7 to 11 then this is equivalent to missing half a year of school

If attendance is 80% from Year 7 to 11 then this is equivalent to missing an entire year of school

Attendance %	Missed Days	Missed Weeks	Days Missed Over 5 years	Weeks Missed Over 5 years	Annually	Hours of Learning Missed (approx.)	Impact over 5 years
100%	0	0	0		Excellent	0	None
99%	1.9	0.38	9.5	1.9	Very Good	9.5	
98%	3.8	0.76	19	3.8	Very Good	19	
97%	5.7	1.14	28.5	5.7	Very Good	28.5	
96%	7.6	1.52	38	7.6	Good	38	
95%	9.5	1.9	47.5	9.5	National Average	47.5	Quarter Year missed
94%	11.4	2.28	57	11.4	Below National Average	57	
93%	13.3	2.66	66.5	13.3	Below National Average	66.5	Approximately third year missed
92%	15.2	3.04	76	15.2	Requires Improvement	76	
91%	17.1	3.42	85.5	17.1	Requires improvement/worrying	85.5	
90%	19	3.8	95	19	Cause for concern	95	Half Year missed
89%	20.9	4.18	104.5	20.9	Serious concern	104.5	
85%	28.5	5.7	142.5	28.5	Major issue	142.5	
80%	38	7.6	190	38	Significant impact on outcomes	190	Whole Year missed
75%	47.5	9.5	237	47.5	Significant impact on outcomes	237.5	1 ¼ year missed

Appendix 11

School Review Meeting

Pupil Name:		Parent name(s):	
Date:		Staff Member:	

% Attendance at start of last meeting	Attendance target set at last meeting	% Attendance presently

PREVIOUS ACTION PLAN INTERVENTION/SUPPORT PROVIDED TO DATE SINCE THE LAST MEETING: (In this section you should discuss the child's absence to date providing a copy of the registration certificate)	
What has gone well?	What has not gone so well?

Parent(s)	Parent(s)
School:	School:
Child	Child
Other professional support or family member:	Other professional support or family member:

Has the previous target been met?	
No	If the target has not been met and there has been no engagement or attendance has not been improved with further unauthorised absences, there are two options: • A further plan will need to be implemented today but if there is no improvement over the next 3 weeks, legal intervention will need to be considered. Legal intervention will be a last resort, so we are hoping that the attendance of your child will improve. • If there is no improvement or the improvement is not satisfactory, a further letter will be sent to you inviting you to a further meeting which may result in considering legal intervention.
Some Improvement	If there has been some improvement, further support may need to be explored and another action plan will need to be implemented with another review date.
Yes	If the target has been met, it may be that you there is no further action, however you may need to continue with a further action plan to keep things on track.

Further Actions to be taken to achieve improved attendance: (Include school, parent(s), child, other professionals)		By When:	Person responsible:	How will we know it is working for the child?
	Identified Barrier:	Actions/interventions to be taken to address barrier:	By when:	Person responsible:
1				

Review Meeting (3 weeks):

Attendance Target:

Days off school add up to lost learning!																														
365 days	175 – Non-school days each year (104 days of weekends) These 175 days are available to spend on family time such as visits, holidays, shopping, household jobs and other appointments																													
	190 school days each year 190 days for your child's education					180 school days each year					171 school days each year					161 school days each year					152 school days each year					143 school days each year				
	100	99	98	97	96	95	94	93	92	91	90	89	88	87	86	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71
	100%					95%					90%					85%					80%					75%				

	EXCELLENT/VERY GOOD/GOOD	NATIONAL AVERAGE/CAUSE FOR CONCERN	CAUSE FOR CONCERN/MAJOR ISSUE	MAJOR ISSUE	MAJOR ISSUE
	Best chance of success – gets your child off to a flying start	Less chance of success – Makes it harder to make progress	Nor fair on your child – Progress will suffer	Significant impact on outcomes and achievement	Significant impact on outcomes and achievement
		School contact with support and advice - possible involvement of external support	School contact with support and advice escalated - Involvement of external support with possible Local Authority involvement	Further escalation of external support and Local Authority involvement	Local Authority involvement
	97% and above – pupils with attendance at this level throughout their school career, will make the most progress and this should lead to better prospects for work, college, and university.	95% - pupils with attendance at this level should reach their target grades and should have good prospects and opportunities for work, college, and university but they are just below the national average rate of attendance	90% - pupils with attendance at this level are missing a month of school per year and are likely not to reach their target grades. Progress will be negatively affected, and their attendance will be viewed negatively by employers, further and higher education.	85% - pupils with this attendance will find it very difficult to keep up and their chances of achieving their potential will be significantly damaged	Any attendance percentage below this will be very hard for the pupil to keep up with the work and feel connected to friends and the school experience as a whole
	> Please don't let your child miss out on the education they deserve. > Every school day counts				

Attendance

80% - 90% in a test is excellent and generally good news!

The danger is that we feel the same way about attendance until it is explained

90% attendance is equivalent to missing half a day every week (approx. 2.5 hours of learning)

80% attendance is equivalent to missing a whole day every single week (approx. 5 hours of learning)

If attendance is 90% from Year 7 to 11 then this is equivalent to missing half a year of school

If attendance is 80% from Year 7 to 11 then this is equivalent to missing an entire year of school

Attendance %	Missed Days	Missed Weeks	Days Missed Over 5 years	Weeks Missed Over 5 years	Annually	Hours of Learning Missed (approx.)	Impact over 5 years
100%	0	0	0		Excellent	0	None
99%	1.9	0.38	9.5	1.9	Very Good	9.5	
98%	3.8	0.76	19	3.8	Very Good	19	
97%	5.7	1.14	28.5	5.7	Very Good	28.5	
96%	7.6	1.52	38	7.6	Good	38	
95%	9.5	1.9	47.5	9.5	National Average	47.5	Quarter Year missed
94%	11.4	2.28	57	11.4	Below National Average	57	
93%	13.3	2.66	66.5	13.3	Below National Average	66.5	Approximately third year missed
92%	15.2	3.04	76	15.2	Requires Improvement	76	
91%	17.1	3.42	85.5	17.1	Requires improvement/worrying	85.5	

90%	19	3.8	95	19	Cause for concern	95	Half Year missed
89%	20.9	4.18	104.5	20.9	Serious concern	104.5	
85%	28.5	5.7	142.5	28.5	Major issue	142.5	
80%	38	7.6	190	38	Significant impact on outcomes	190	Whole Year missed
75%	47.5	9.5	237	47.5	Significant impact on outcomes	237.5	1 ¼ year missed