



Attendance Policy

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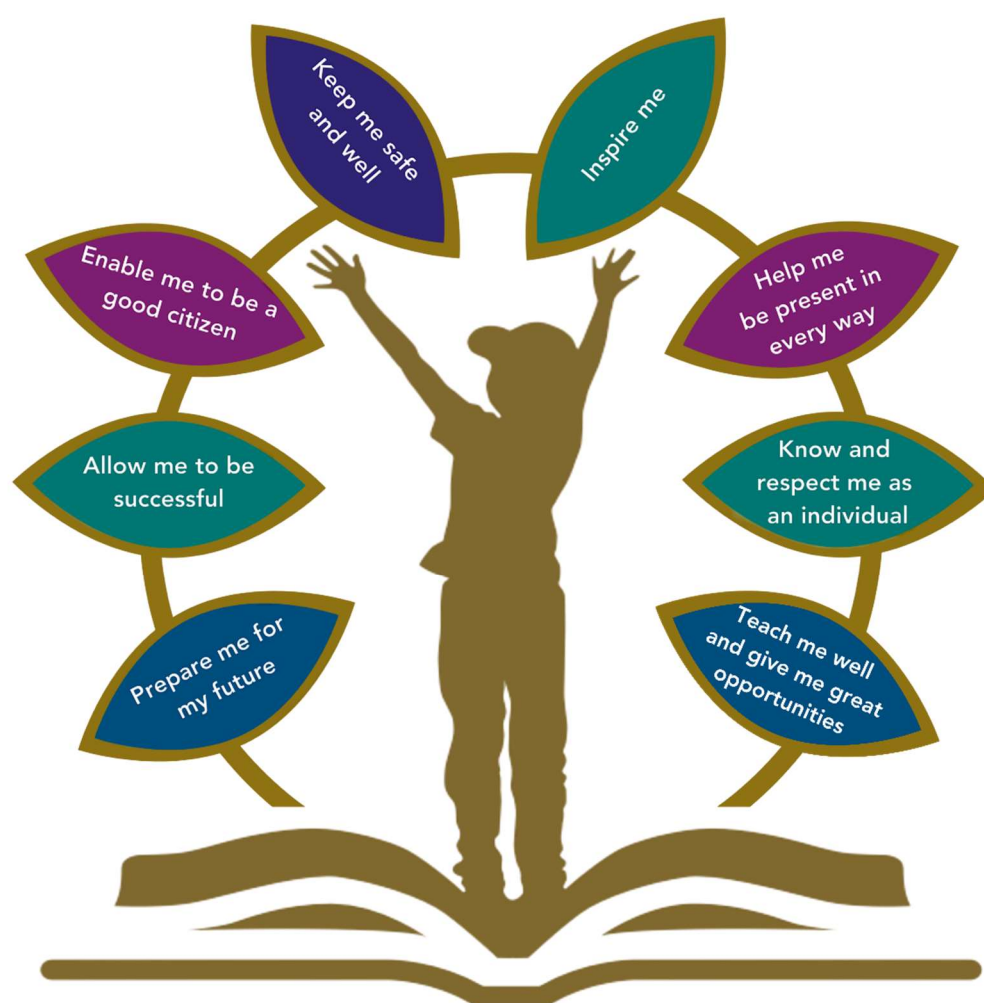


History of Policy Changes

Date	Page	Change	Origin of Change
Sep 25	All	References to Governing Body changed to Local Governing Committee (LGC)	Annual review
	All	References to Headteacher changed to School Leader	
	Item 1, Introduction	Addition of para in relation to 'Good Punctuality'	
	Item 5, sub para 'Responsibilities of School and Staff' – School	2 nd and 3 rd bullets added	
	Item 5, sub para 'Responsibilities of School and Staff' – Parents/Carers and Pupils	Bullet points related to Pupils added	
	Para 8	% attendance targets aligned with HET Graduated Response	

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Sam's Entitlement

1. Introduction

Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together.

This policy sets out that we recognise that good attendance (above 96%) and good punctuality is key to good pupil outcomes.

The links between regular attendance, good punctuality and reaching potential attainment and future life opportunities are well researched. For this reason, the school will encourage good attendance and punctuality be robust in monitoring attendance and punctuality data and take action when this falls below the expected level. Good attendance impacts significantly on progress, learning, friendship groups and the child's overall happiness at school.

Good attendance is important because:

- regular attenders make better progress both socially and academically
- regular attenders find school routines, schoolwork and friendships easier to cope with
- regular attenders find learning more satisfying
- statistics show a direct link between under-achievement and absence below 95%
- regular attenders are more successful in transferring between primary school, secondary school and higher education and training.

Good punctuality is important because:

- lateness can mean lost learning time and gaps in knowledge and understanding
- habits of lateness can be formed and continued in later life
- pupils can feel anxious and embarrassed walking into class late.

We understand that there are many reasons why children may be absent or late for school. Please speak to staff about ways that we can support you with this.

2. Key Information

Attendance Champion	Sian Carr
Attendance Officers	Vicky Robinson
School opens	8:30 am
Registration begins	8:40 am
Present mark given until	8:45 am
Late mark given between	8:45 and 9:15 am
U code, un-authorised absence, applied after	9:15 am
School closes	3:15 pm
How to report your child absent:	
First Day Absence A child not attending school is considered a safeguarding matter. This is why	Contact the school office 02380463240, email info@hpslive.net , use the MCAS app or the school website as soon as possible on the first day of absence and by 9.15am where possible.



information about the cause of any absence is always required.	If contact is not made by the parent/carer, then the school will phone, email and/or text the contacts listed for the child to endeavour to make contact. If we are unable to make contact or ascertain sufficient reason for absence, a member of staff may make a home visit. Records of the above will be made available to social care in the event of any Missing in Education investigation.
If your child is absent, we will:	Telephone on the first day of absence if we have not heard from you; this is because we have a duty to ensure your child's safety as well as their regular school attendance. If we are unable to reach you and do not hear from you by 10am, your child's absence will be recorded as unauthorised, and we will: <ul style="list-style-type: none"> • Invite you into the school to discuss the situation with the attendance officer and the Family support worker if absences persist. • Follow all DfE guidance and our graduated response if absence is unauthorised and attendance falls below 90%.
How to report your child absent:	
Third Day Absence	Please note after three days of absence, if your child is not seen and contact has not been established with any of the named parents/carers, the school is required to start child absent from education procedures as per the DfE guidance DfE Child Missing Education Guidelines . We will make all reasonable enquiries to establish contact with parents/carers and the child, including making enquiries to known friends and/or wider family.

3. Scope

This policy is for all pupils on roll at the school – Harefield Primary School.

4. Definitions

- HR' in this policy, means Hamwic Education Trust HR.
- 'Local Governing Committee' in this policy, where reference is made to the Governing Committee, this means the Local Governing Committee of the school, or the Trust in the case of a school where no Local Governing Committee is present. Where a Governing Committee is not present in a school, or numbers are low, Governors from other schools/partnerships may be used.
- 'Manager' in this policy, is anyone as identified in the staffing structure with line management responsibilities.

5. Responsibilities

Responsibilities of the school and staff

School will:

- Promote and reward good and improving attendance with pupils at all appropriate opportunities.
- Have a dedicated member of the senior leadership team who will have the role of Senior Attendance Champion responsible for improving attendance and punctuality. They are expected to set a clear vision for improving and maintaining good attendance, establish and maintain effective systems for tackling absence and make sure they are followed by all staff and have a strong grasp of absence data to focus the collective efforts of the school. They are responsible for liaising with HET in regard to whole school attendance, severe absence and complex cases.
- Follow the Hamwic Education Trust's attendance fundamental offer set out in Appendix 2.
- Accurately complete admission and attendance registers.
- Have robust daily processes to follow up absence.
- Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.
- Liaise with the attendance parents/carers on matters of attendance and punctuality.
- Communicate any concerns or underlying problems that may account for a child's absence.
- Warmly welcome and support pupils to reengage with learning on their return.
- Work with pupils and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.
- If the absence persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service.
- Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.
- Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.
- Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.
- Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.
- Support the HET attendance Fundamentals: see Appendix 2
- Observe and fulfil the responsibilities set out in guidance issued by the Department for Education ([Summary table of responsibilities for school attendance \(applies from 19 August 2024\)](#) (publishing.service.gov.uk) to the extent not covered above or elsewhere in this policy.

Responsibilities of LGC and HET

Governors will regularly review attendance data and help School Leaders focus support on the pupils who need it. Attendance data is shared with Trustees x6 times per year.

Responsibilities of Parents/Carers and Pupils



Ensuring your child's regular attendance at school is a parent/carer's legal responsibility (Section 444 of the 1996 Education Act) and permitting absence from school that is not authorised by the school creates an offence in law.

Parents/Carers will:

- Inform the school on the first day of absence
- Discuss with the class teacher or attendance staff any planned absences
- Discuss with the class teacher or attendance staff if they need any support to help their child to attend.
- Support the school with their aim to improve attendance
- Make sure that any absence is clearly accounted for by Phone / Email /MCAS /School Website on the first day and subsequent days of absence
- Avoid taking their children out of school for non-urgent medical or dental appointments.
- Only request leave of absence in very exceptional circumstances.

Pupils will:

- Attend every day that they are able
- Attend school on time
- Attend ready to learn

Responsibilities of Local Authority

Local Authorities will:

- Have a strategy to improve attendance for their whole area.
- Have an Attendance Support Team to work with all schools in the area.
- Provide a named point of contact. Provide opportunities for sharing effective practice.
- Hold termly conversations with every school around attendance.
- Work jointly with schools and relevant agencies to facilitate support for families and remove barriers to attendance particularly for those pupils who are missing out on education.

6. Information for Parents

Good and Improving Attendance

We will recognise the effort that families make to get pupils into school each day by rewarding good and improving attendance at every opportunity.

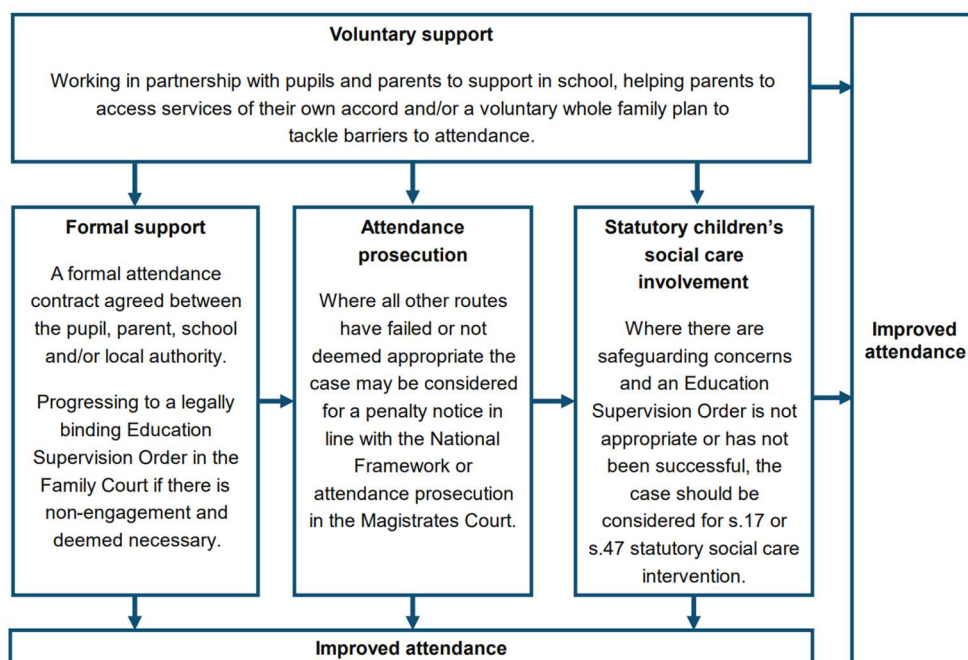
- Welcomes and stickers on the gate from Attendance officer, Family support worker, SLT and Junior attendance ambassadors
- Pupils with consistently good and or improving attendance have the opportunity to become attendance ambassadors and peer mentors.
- We acknowledge 100% attendance each week with positive behaviour points and Celebration emails home
- We acknowledge improving attendance each week with positive behaviour points and Celebration emails home
- The class with the highest attendance received Sir Fluffles visiting their class for the week



7. School Strategies to Improve and Support Attendance

The school will follow the DfE guidance below outlined in [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Providing support first before attendance legal intervention



8. Interventions for Poor and Declining Attendance

The school will use data to target attendance improvement efforts to the pupils or groups of pupils who need it most. In doing so, the School, led by the Senior Attendance Champion, will:

- Monitor and analyse weekly attendance patterns, proactively using data to identify pupils at risk of poor attendance.
- Regularly reference DfE VYED data and reports.
- Provide regular attendance reports to class teachers and relevant leaders.
- Identify pupils who need support from wider partners, as soon as possible, and deliver this support in a targeted manner.
- Conduct thorough analysis of half-termly, termly and full-year data to identify patterns and trends.
- Benchmark school attendance data at each level against local, regional and national level.
- Monitor the impact of school strategies and actions to improve attendance on particular pupils and particular groups.
- Work with the local authority and other local partners to identify groups in need of support.
- Hold regular meetings with the parents or carers of pupils who the school and/or local authority consider to be vulnerable

MANAGING UNEXPLAINED ABSENCES

Documented approach to unexplained absence



Where absence or punctuality is a cause for concern, for example because there is:

- a pattern of unauthorised absence;
- a question over the reasons provided for a particular absence or late arrival;
- persistent truancy or lateness;
- we will make contact with the parents/carers with a view to working together to support improved attendance and/or punctuality

In cases where the school has been unable to establish a clear reason for absence and/or has welfare concerns about the pupil a home welfare check may be carried out.

The school will follow a graduated response based on the following percentage attendance:

100% attendance: This is excellent attendance

99.9% - 96% attendance: Your child's attendance is good, and you are giving them the best chance of success.

95 - 93% attendance: Early Intervention Support - Attendance at this level is possibly becoming a concern, will be tracked and monitored and may trigger an intervention to prevent your child becoming persistently absent.

92.9 - 90.1 attendance: Targeted Additional Support - If your child continues to be absent, and their attendance level is falling towards 90%, depending on the reasons for the absence, will contact you to inform you of our next steps.

90 - 80% attendance: Targeted Intensive Additional Support - Your child is considered a **Persistent Absentee** and attendance is a serious concern. If your child misses 10% (three weeks/30sessions) or more schooling across the school year, for whatever reason, they are defined as **persistent**

absentees. Absence for whatever reason disadvantages a child by creating gaps in their learning. Research shows these gaps affect attainment, social interaction and future earnings. Pupils who are persistently absent will be subject to interventions on a graduated response scale, (see appendix 2) including mandatory reporting to the local authority where there are 10 sessions of consecutive or cumulative absence (session being one of AM or PM) or 15 days of consecutive or cumulative absence marked with an I for illness (this includes illness due to mental health).

79.9 - 50% attendance: Bespoke provision - Your child's attendance will now be seen as a safeguarding concern

Below 50% attendance: Bespoke provision - Your child's attendance will now be seen as a serious safeguarding concern. Your child is considered a **Severe Absentee** and will be subject to intervention from the Local Authority, legal interventions, statutory action including fixed term penalties, court proceedings and possible referral to other outside agencies for a supported return.

9. Absence Due to Illness

It is recognised that children can become ill and may occasionally need to have time off school. If the school feel that the pupil may need further support with maintaining good health or there are concerns around the number of times the pupil is ill, school may request parents to provide medical evidence to support the family and school in implementing the most effective support.

Letters and recommendations from medical professionals will be considered on a case-by-case basis but will not automatically be seen as a reason to authorise an absence.

Absences due to parents/carers health or medical procedures will not be authorised as standard. If your child is unwell and you are unsure of whether to send them in to school a useful site to check is <https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/>

The school may be able to administer some over the counter medications with parental consent, to help your child manage minor illness when in school. This will be decided on a case-by-case basis.

10. Medical Conditions

Pupils attending our Schools may have medical conditions, either long or short term that will affect their attendance at some stage in their school career. We understand that students with medical conditions are more vulnerable and have greater needs than the majority of their mainstream counterparts. This means that they may have more genuine absences from school for medical reasons or experience greater social needs than others. It is our responsibility as educators to do all we can to encourage and support regular and frequent school attendance whilst they are facing the challenge of ill health and remove the in-school barriers these pupils face, including considering external support and reasonable adjustments, for example, supporting their ongoing learning.

One of our aims is to support children back into school as soon as their health allows because we know that this is best for the child. We aim to help ensure that the reintegration process encourages maximum attendance is resumed as quickly as possible. This includes working with families, ensuring that they understand how important regular attendance is to their child's development and health. We will support routines where school transport is regularly being missed and work with other



partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day.

It is crucial that our schools receive and fully consider advice from healthcare professionals and listen to and value the views of parents and pupils. We understand that some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Some pupils may also have special educational needs (SEN) or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. We will ensure that staff are properly trained to provide the support that pupils need, their healthcare plan is closely monitored and implement an Individual Healthcare plan if needed. It is at the discretion of the School Leader if they accept a pupil in school if it is judged that the attendance of that pupil may be at the detriment to their own health or the health of other pupils. The School Leader may seek medical advice where necessary.

11. Request for Leave of Absence

The DfE states: ‘Head teachers should only authorise leave of absence in exceptional circumstances. If a head teacher grants a leave request, it will be for the head teacher to determine the length of time that the child can be away from school. Leave is unlikely, however, to be granted for the purposes of a family holiday as a norm.’

School Leaders may not grant any leave of absence during term time unless there are **exceptional** circumstances only and this is not the norm. It is important to note that School Leaders can determine the length of the authorised absence as well as whether the absence is authorised at all. The fundamental principles for defining ‘exceptional’ are rare, significant, or unavoidable circumstances (which means the event could not reasonably be scheduled at another time). Circumstances will vary from family to family.

There is no legal entitlement for time off in school time to go on holiday and, in the vast majority of cases, holiday will not be authorised.

Parents/Carers wishing to apply for a leave of absence need to fill in an application form (available on request from the school office) in advance and before making any travel arrangements. If term time leave is taken without prior permission from the school, the absence will automatically be unauthorised and if the number of sessions absent exceeds 10 sessions, the school may request the Local Authority to consider issuing a fine or a warning letter.

Taking holidays in term time will affect your child’s schooling as much as any other absence and as such, we expect parents to help us by not arranging holidays during school time. Unauthorised absence of more than 10 sessions (a session being one morning or afternoon) in a ten-week period can be issued with a penalty notice.

School work for pupils that are absent will only be provided during exclusions or long-term medical absences and not during unauthorised absences.

12. Religious Observance



We recognise that pupils of certain faiths may need to participate in days of religious observance. Where a day of religious observance:

- falls during school time and
- has been exclusively set apart for religious observance by the religious body to which the pupil belongs.

The absence will be authorised. We ask that the parents/carers notify the school in advance.

13. Welcome Back

On returning from absence, all pupils are made to feel welcome, helped to catch up on missed work and brought up to date with any information that has been passed to the other pupils.

14. Penalty Notices

Penalty Notices may be used under the Local Authority's Code of Conduct for the use of Penalty Notices in Cases of Non-Attendance at school. A copy of this Code of Conduct can be obtained from the Attendance Officer at the school or the Local Authority. Unauthorised absence of more than 10 sessions (a session being one morning or one afternoon) in a ten-week period can result in a penalty notice. A penalty notice can be issued per parent for each child that is absent. Only two penalty notices will be issued to the same parent for the same child within a 3-year period. Following this the Local Authority can consider instigating Court Proceedings via the Single Justice Procedure. Under the new national framework, all schools will be required to consider a fine when a child has missed 10 or more sessions (5 days) for unauthorised reasons. From August 2024, the fine for school absences across the country has been **£80 if paid within 21 days**, or **£160 if paid within 28 days**. This rate is in line with inflation and is the first increase since 2012.

In the case of repeated fines, if a parent receives a second fine for the same child within any three-year period, this will be charged at the higher rate of £160. Fines per parent will be capped to two fines within any three-year period. Once this limit has been reached, other action like a parenting order or prosecution will be considered. If you're prosecuted and attend court because your child hasn't been attending school, you could get a fine of up to £2,500. Money raised via fines is only used by the local authority to cover the costs of administering the system, and to fund attendance support. Any extra money is returned to the government and does not go to the school.

For more information, please see:

[School attendance and support \(southampton.gov.uk\)](https://www.southampton.gov.uk/school-attendance-and-support)

How We Can Support Our Children to Attend

My child is trying to avoid coming to School. What should I do?

Children are sometimes reluctant to attend school. Any problems with regular attendance are best dealt with between the school, the parents and the child.

If a child is reluctant to attend, it is never better to enable them to stay away from school. This may give the impression that attendance does not matter and may make things worse.



Please do contact your child's class teacher, pastoral worker or attendance staff as soon as possible to openly discuss your worries. Your child could be avoiding school for a number of reasons such as difficulties with schoolwork, friendship problems, family difficulties, special educational needs or bullying issues. It is important that we communicate effectively to identify the reason for your child's reluctance to attend school and work together to tackle the problem.

In some cases, you may find it helpful to discuss the circumstances of your child's difficulties with another professional and we may be able to make referrals or signpost you towards further assistance.

What can parents do to encourage their child to attend school?

- Make sure your child gets enough sleep and gets up in plenty of time each morning.
- Ensure that they leave home in the correct clothes and are properly equipped. (contact the school if you require assistance with this)
- Show your child, by your interest, that you value their education.
- Be interested in what your child is doing in school, chat to them about the things they have learnt, their progress towards rewards, their friendships, and even what they had for lunch!
- Speak positively about school at home.

For many parents, a child starting school may be their / your first experience of being separated from them. This can seem daunting at first but thinking and speaking of it as a new and exciting adventure will help you both. The transition into a settled and happy school life also depends on routine and regular, punctual attendance can help as much as any other intervention.

Record Preservation

School registers are legal documents. We will ensure compliance with attendance regulations by keeping attendance records for at least 3 years. Computer registers will be preserved as electronic back-ups.

Criteria for success

- Improved attendance percentage for persistent absentees (**10% or higher of their possible sessions missed**)
- Improved attendance data across all years.
- Attendance rate increases
- Authorised absence rate decreases
- Unauthorised absence and persistent absence rate decreases
- Improvement in individuals' attendance
- The profile of good attendance within the school community is raised

15. Further Information

Process for Leavers

If your child is leaving our school (other than when transferring to the secondary school) parents are asked to give the school office comprehensive information about their plans including any date of a move and your new address and telephone numbers, your child's new school and the start date when known. This should be submitted to our school in writing.



If pupils leave and we do not have the above information, then your child is considered to be a 'Child Absent from Education.'

This requires schools and Local Authorities to carry out investigations to try and locate your child, which includes liaising with Children's Services, the Police and other agencies. By giving us the above information, these investigations can be avoided

Possible Exceptions to Unauthorised Absence

The School Leader will consider the **impact on learning**, the **frequency of absence**, and whether **educational provision** is in place during the absence.

Absence through child participation in public performances, including theatre, film or TV Work and modelling

Parents/carers of a child performer can seek leave of absence from school for their child to take part in a performance. They must contact the School Leader to discuss the nature and frequency of the work, whether the child has a valid performance licence and whether education will be provided by the employer during any future leave of absence. Any absence approved by the School Leader as being part of a child's participation in a public performance is recorded as an authorised absence.

Absence through competing at regional, county or national level in sport.

Parents/carers of able sportsmen and women can seek leave of absence from school for their child to take part in a regional, county, national and international events and competitions. It is however, down to the School Leader's discretion whether to authorise this. They will wish to discuss with you the nature and frequency of the absence and how learning will continue if absence occurs. Permission for your child to leave early or arrive late to attend coaching and training sessions are also at the discretion of the School Leader and are not likely to be approved if it is a regular event, unless the sports club or association are providing an education tutor as part of their coaching.

Service Families

The Ministry of Defence (MoD) issue additional guidance to schools with regards to term time absences for the children of service families. This is provided because it is acknowledged that the operational needs of the Armed Forces may legitimately prevent a service family from taking holidays within the school holidays. Ultimately the decision on whether to authorise leave in term time still lies with the School Leader, however further clarification regarding the exact circumstances may be sought from Unit Commanding Officers and their welfare staff. When deciding whether to authorise an application for a leave of absence from a service family, the School Leader will take into account the circumstances, the child's attendance record and the school year which the child is in.

Gypsy Roma and Traveller families

Absence of a child from a traveller family that has left the area may be authorised if the absence is for work purposes only and it is believed that the family intends to return. To ensure the continuity of learning for traveller children, dual registration is allowed. That means that a school cannot remove a traveller child from the school roll while they are travelling. When the traveller is away the home school holds the place open and records the absence as authorised through the T code. Distance Learning packs for traveller children are not an alternative to attendance at school.



16. Link to Other HET Policies

- Safeguarding and Child Protection Policy
- Children with Medical Conditions who Cannot Attend school policy:

17. Monitoring & Review

“This policy will be reviewed annually by the HET Attendance Officer, and the application will be monitored by the school’s attendance champion, Sian Carr, during fortnightly attendance reviews.

18. Appendix 1 – Coding Guidance

Coding Guidance

Summary of the UK school attendance and absence codes along with their meanings and categories, based on the latest guidance effective from August 2024 found here: [Working together to improve school attendance](#)

Code	Meaning	Category
/	Present at morning session	Present
\	Present at afternoon session	Present
L	Late (before register closes)	Present
B	Attending any other approved educational activity	Approved Educational Activity
D	Dual registered (attending another school)	Approved Educational Activity
K	Attending alternative provision arranged by the LA	Approved Educational Activity
P	Participating in a supervised sporting activity	Approved Educational Activity
V	Educational visit or trip	Approved Educational Activity
J1	Interview (e.g. for a job or college)	Authorised Absence
C	Leave of absence for exceptional circumstance	Authorised Absence
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking employment abroad.	Authorised Absence
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable	Authorised Absence
E	Excluded but not attending alternative provision	Authorised Absence
I	Illness (not medical/dental appointments)	Authorised Absence
M	Medical/dental appointments	Authorised Absence
R	Religious observance	Authorised Absence
S	Study leave	Authorised Absence
T	Traveller absence	Authorised Absence
G	Family holiday (not agreed or unauthorised)	Unauthorised Absence
N	Reason for absence not yet provided	Unauthorised Absence
O	Absent without authorisation	Unauthorised Absence
U	Late (after register closed)	Unauthorised Absence
X	Not required to be in school (e.g. non-compulsory age, COVID-related)	Not counted in attendance calculations
Y1	Transport normally provided not being available	Not counted in attendance calculations
Y2	Widespread disruption to travel	Not counted in attendance calculations
Y3	School premises partially closed	Not counted in attendance calculations
Y4	Whole school site being unexpectedly closed	Not counted in attendance calculations

Y5	Pupil is in criminal justice detention	Not counted in attendance calculations
Y6	Unable to attend in accordance with public health guidance or law	Not counted in attendance calculations
Y7	Unable to attend because of any other unavoidable cause	Not counted in attendance calculations
Z	Pupil not yet on roll	Not counted in attendance calculations
#	School closed to pupils	Not counted in attendance calculations
Q	Unable to attend school because of lack of access arrangements	Attendance not required

19. Appendix 2 - HET Attendance Fundamentals



ATTENDANCE - OUR FUNDAMENTAL OFFER FOR PUPILS

PROCESS AND PROCEDURE		What this will look like?
1. Attendance is a team approach		<ul style="list-style-type: none"> Involving and training all staff members to promote good attendance. Information sharing across your school, including your SENCO and PP Lead, teachers and form tutors. Liaising with schools who share the same families, your feeder and receiver schools and external agencies. Providing your time and required data to your Local Authority Officer during their statutory visit.
2. Policy and process is clear and accessible		<ul style="list-style-type: none"> Your Attendance Policy is shared with all your stakeholders. Your Attendance Policy on a Page shared with parents. Consistently using the HET Graduated Response contextualised to your setting. Early intervention when attendance concerns arise. Having a dedicated Attendance Champion on your SLT. Ensuring your Attendance Officer has enough time to do the job well.
3. Accurate recording is happening as standard		<ul style="list-style-type: none"> Registers are completed accurately and quickly at the start of each lesson/session. Correct coding is being used to reflect up to date DfE guidance. Keeping a record of actions and support given to a child/family to help improve attendance.
4. Monitoring and analysis of data happens regularly		<ul style="list-style-type: none"> Monitoring attendance trends and identifying pupils who may need additional support. This includes monitoring lates. Having daily, weekly, half termly and termly attendance monitoring routines. Drilling down beyond whole school figures, including individual cases of PA and SA (in particular those who are SEN and FSM). Understanding of patterns and the attendance of groups such as FSM, SEN, girls and boys. Sharing of attendance analysis across appropriate teams within your school and the Trust.
5. Absence is treated as a safeguarding concern where appropriate		<ul style="list-style-type: none"> Closer and more regular monitoring, support and intervention for vulnerable pupils. Making sure that medical and mental health needs are met as far as the school is able. Recognising CME can be a vital safeguarding warning. Consistently reporting to the LA children reaching the 15-day threshold. Make medical referrals to the LA when a school cannot meet educational need. Where attendance is 90% or less, concerns and actions are recorded on CPOMS/MyConcern.
CULTURE AND ETHOS		What this will look like?
6. Expectations and aspirations for pupils are high		<ul style="list-style-type: none"> Setting high expectations for attendance and punctuality for all pupils. Clear communication of these expectations to both parents and pupils. Expectations are communicated at each stage of transition.
7. The environment is warm, safe and meets need		<ul style="list-style-type: none"> Making sure pupils are warmly welcomed as they arrive to school, regardless of the circumstances of their arrival. The physical environment is warm, safe and meets need.
8. The curriculum is accessible, enticing and exciting		<ul style="list-style-type: none"> FOMO FOMO - Fantastic Original Marvellous Opportunities that families have a Fear Of Missing Out on. An accessible for all curriculum; a curriculum that all children can access, particularly those who struggle to come into school.
9. Building relationships with families and stakeholders is a priority		<ul style="list-style-type: none"> Establishing strong communication channels with parents. Offering support to the families that need us most. Providing clubs, activities, leadership opportunities and wraparound care to encourage attendance, engagement and belonging. Support pupils at transition points especially where attendance has previously been identified as low.
10. Rewards and incentives are given for improved attendance		<ul style="list-style-type: none"> Reward for improvement as well as high attendance. Use of positive reinforcement strategies to encourage good attendance. Some examples may include: badges, experiences, whole class rewards, attendance champion soft toy, time.

20. Appendix 3 - Attendance Graduated Response



Graduated Response for Attendance

Graduated Response for Improving Pupil Attendance			
Stage	Provision Required	What that should look like	Who is Responsible
U	Universal Support Every child should receive our fundamental offer.	<ul style="list-style-type: none"> The school has high expectations for attendance and punctuality. The physical environment is warm, safe and meets need. All staff promote good attendance. Staff work to build positive relationships with pupils and their families. Attendance information is shared across the school and to parents. The school has a robust and up to date attendance policy. Robust daily processes follow up absence. The school is liaising with feeder schools. The school has a dedicated attendance champion on their SLT. The school provides the required data to the LA. Registers are completed accurately and on time with the correct coding. Absence Data is closely monitored and analysed. Medical and mental health needs are met as far as the school is able. All pupils are warmly welcomed as they arrive regardless of the time and circumstances of their arrival. There is a curriculum that all children can access. Pupils are supported at transition points. Clubs, activities, leadership opportunities and wraparound care to encourage attendance, engagement and belonging are offered. Good and improved attendance is rewarded regularly. Welfare calls and visits are happening where a pupil or family cannot be contacted or has not been seen. National guidance Working together to improve school attendance (applies from 19 August 2024) and supporting documents are widely understood and followed. 	All staff
1	Early intervention support	<ul style="list-style-type: none"> Log of actions has begun. Significant adult has met with the child to ascertain any reasons for non-attendance. 	Class Teacher/ Tutor Support staff



Graduated Response for Attendance

	95-93% Attendance is dropping below desired level.	<ul style="list-style-type: none"> Parents are notified and updated regularly, not just with percentage attendance but hours of lost learning and what that might mean for the pupil. Families are offered help to support their child back into school and improvements rewarded. Records of communications with Parents/Carers are made. Conversations are held with parents by class teacher, tutor, or family support worker to consider what might help improve attendance. The pupil is offered access to breakfast club and end of day activities. Access to pastoral / ELSA support is in place if appropriate. 	SENDCo DSL Attendance Officer
2	Targeted, additional support. 92.9 -90.1% The pupil is approaching persistent absence.	<ul style="list-style-type: none"> Log of actions and communications is continuing. Liaison is happening between attendance staff, SENDCo and DSL to check for any additional vulnerabilities with the pupil. Support is in place within class to ensure learning can be accessed effectively with assessment for learning systems used to identify strengths/gaps. The pupil has a key adult who maintains contact during absence. Work with parents regarding routines and signposting support outlining potential need for local authority intervention is in place. Evidence based interventions that match with the pupil's interests and/or needs is in place. The attendance data for these pupil's is tracked and reviewed weekly by attendance staff. Where attendance falls due to medical need, there is a clear plan to support the child to learn remotely and to maintain contact with their peers. 	Class Teacher/ Tutor Support staff SENDCo DSL Attendance Officer
3	Targeted, intensive additional support 90-80% The pupil is persistently absent, and	<ul style="list-style-type: none"> Team around the child meetings including Attendance Champion, SENDCo and DSL are arranged to discuss barriers and solutions with parents present and any referrals to outside agency support is discussed. Attendance support/action plan has been jointly agreed with parents and Attendance staff and the plan, do review cycle has begun. Messaging and communication with parents have been checked for accessibility and is free from judgement. The school have considered referral to outside agencies to support the child and gain a better understanding of their support and medical needs. Examples of this include but are not limited to CAMHS, MHST, GP and EP. 	Class Teacher/ Tutor Support staff SENDCo DSL Attendance Officer Attendance Champion





Graduated Response for Attendance

	absence is a serious concern.	<ul style="list-style-type: none"> The school has followed the process of referral to the relevant LA department and considered legal interventions. 15 days of illness and/or 10 days of unauthorised absence has been reported to the LA. The family has been referred to the local family hub. Attendance concerns are recorded on CPOMS/My Concern. Pupil's attendance data has been analysed in detail and reports sent to relevant staff. School to assess whether they are, with reasonable adjustments, able to meet the educational need of the child and consider if a medical outreach referral is appropriate. 	Local Authority
4	<p>Bespoke provision over and above that which would be expected.</p> <p>79.9-50%</p> <p>Absence is a safeguarding concern, and the pupil will have missed out socially and academically.</p>	<ul style="list-style-type: none"> The school are ensuring that work with other agencies involved has attendance as a key focus in any support. Multi-professional planning and coordinated support including clarity for parents regarding impact of attendance is in place. Where pupil is too young to make their own choices, the focus of attendance plans is to support parents' engagement. Opportunities for peer contact are in place to ensure relationships are maintained. DSLs are recording contact with children's services. The pupil's plan and progress are regularly discussed in safeguarding and attendance meetings. Contact between LA case worker and school attendance staff is regular and tenacious. Teaching staff maintain a level of contact with the family. Alternative provision and/or adapted environment has been considered. School to reassess whether they are, with reasonable adjustments, able to meet the educational need of the child and consider if a medical outreach referral is appropriate whilst seeking advice and support from the LA around complex cases. 	Class Teacher/ Tutor Support staff SENDCo DSL Attendance Officer Attendance Champion Local Authority Trust
5	<p>Provision In Line with Local Authority statutory guidance</p> <p>Below 50%</p>	<ul style="list-style-type: none"> There is an agreed joint approach with the school, Local Authority and HET. The school has asked for consideration for an EHCP or Alternative provision if not already in place. The school has contacted Children's Social Care for consideration of educational neglect, utilising any educational neglect guidance from their local authority case worker. Where absence is due to a medical need, school has ensured that the child is receiving an appropriate educational offer. 	Class Teacher/ Tutor Support staff SENDCo DSL




Graduated Response for Attendance

	The pupil is now Severely Absent		Attendance Officer Attendance Champion LA
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21. Appendix 3 - Attendance on a Page




HAREFEILD PRIMARY SCHOOL

We recognise that good attendance (above 96%) is key to good pupil outcomes. The links between regular attendance, reaching potential attainment and future life opportunities are well researched. For this reason, the school will encourage good attendance and be robust in monitoring attendance and take action when attendance falls below the expected level. Good attendance impacts significantly on progress, learning, friendship groups and the child's overall happiness at school.

Easy as

- 1** There are 190 school days in a year; this leaves 175 days to spend on family time and holidays.
- 2** It is the responsibility of parents and carers to ensure that their child(ren) attend school every day and on time. The school opens at: 8:30am; registration is from 8:40am
- 3** Please arrive as close to 8:40 am as possible to maximise learning opportunities for your child.



Attendance Matters

Every student Every Day

We're here to help!

We understand that there are many reasons why children may be absent or late for school. Please speak to staff about ways that we can support you with this.

Equates to number school days of each year	Percentage	Category
0	100%	Perfection
4	98%	Impressive
6	97%	Good
7	96%	On Target
9	95%	Slight Concern
13	93%	Concerns
20	90%	Very Concerned
30	85%	Serious Concerns

If your child misses...	That equals...	Which is...	And over 13 years of schooling that's...
1 day per fortnight	20 days per year	4 weeks per year	almost 1.5 years
1 day per week	40 days per year	8 weeks per year	over 2.5 years
2 days per week	80 days per year	16 weeks per year	over 5 years
3 days per week	120 days per year	24 weeks per year	almost 8 years

Key Contacts:

Attendance Champion:

Sian Carr

Attendance Officer:

Vicky Robinson

Leave of absence is only given in very exceptional circumstances. We have a duty to follow the Local Authority code of conduct for issuing Fixed Penalty Notices for absence.

Our Attendance Policy should be read in conjunction with the Child Protection and Safeguarding Policy.

Reporting Absences:

A parent/carer must notify the school of the reason for a child's absence before 9.15 a.m. on the day of absence.

To report absence please:

Call 02380 463240

Email info@attendance@hpslive.net or attendance@hpslive.net

Use the MCAS App or our school website

