Pye Bank CE Primary School

'Learning Together, Learning to be Together, Sharing God's Love'

Attendance Policy

2024-25

Last reviewed on:	September 2024
Next review due by:	September 2025

Contents

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1. Vision

"Learning together, learning to be together, sharing God's love"

'We love, because God first loved us.' 1 John 4:19

Our vision is to embody the Christian value of '**love'**, putting the uniqueness and diversity of our children, our staff, our families and our community at the heart of all we do. This is driven by our belief in the value of every individual as an equal, uniquely made in the image of God and loved by him.

With a focus on excellence and equality, we strive for all children to flourish academically and personally through *'learning together', 'learning to be together', and 'sharing God's Love',* addressing all disadvantage and enabling them to make a positive contribution to each other, the life of the school and the wider world, now and in the future.

This policy was created with our vison at its heart.

2. Aims

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

❯ Setting high expectations for the attendance and punctuality of all pupils

❯ Promoting good attendance and the benefits of good attendance

❯ Reducing absence, including persistent and severe absence

> Ensuring every pupil has access to the full-time education to which they are entitled

> Acting early to address patterns of absence

> Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

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

> Part 6 of the Education Act 1996

> Part 3 of the Education Act 2002

> Part 7 of the Education and Inspections Act 2006

> The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)

> The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

> School census guidance

> Keeping Children Safe in Education

> Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The Headteacher/Senior Attendance Champion

The headteacher is responsible for:

> The implementation of this policy at the school

> Have responsibility as Senior Attendance Champion, as per statutory guidance.

> Development, review and implementation of the attendance policy at the school

> Monitoring school-level absence data and sharing this information with the local school board in the Headteacher's Termly Report.

> Supporting all staff in monitoring the attendance of individual pupils

> Monitoring the impact of any implemented attendance strategies

> Having an oversight of data analysis regarding attendance

> Setting and monitoring targets for improving attendance within the school, and evaluating targets with the senior leadership team

> Liaising with other partner agencies and services towards improving and developing strategies to raise levels of attendance.

> Promoting good attendance across the school community through the weekly newsletter and assemblies, and creating a whole school ethos of 'every school day matters'.

> Issuing fixed-penalty notices, where necessary, and/or authorising the Attendance Officer to be able to do so

- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

The Headteacher and Senior Attendance Champion is Rhea Kurcewicz and can be contacted via school reception (0114 2760472)

3.2 Class teachers

- Complete registers accurately and promptly
- Have regular discussions with pupils about the importance of regular attendance and punctuality
- Liaise with other school staff and respond to attendance issues promptly.
- Support the Trust/whole school ethos of promoting good attendance.
- To know and understand absence data, and to identify those pupils who are at risk of persistent absence and work with the attendance lead to offer early intervention and support.
- Celebrate good or improved attendance within their classrooms as agreed by the school, e.g extra playtimes, rewards.

3.3 Attendance Officer

The school Attendance Offier is responsible for:

- Monitoring and analysing attendance data as required for senior leadership team, DfE, Local Authority, DSAT and Local School Board
- Benchmarking attendance data to identify areas of focus for improvement
- Producing and distributing attendance information for parents/carers
- Identifying individual pupils with known punctuality/attendance issues, and ensuring these pupils are monitored closely
- Supporting all school staff in their work related to attendance
- Referring pupils to the Trust Attendance Lead when attendance gives cause for concern, and liaising with them to develop strategies to support these pupils/families.
- Providing regular attendance reports to school staff and reporting concerns about attendance to the Senior Attendance Champion (Headteacher)
- Working with Local Authority officers to tackle persistent absence
- Advising the Senior Attendance Champion (Headteacher) when to issue fixed-penalty notices

The Attendance Officer is Zabeda Hussein and can be contacted via school reception (0114 2760472)

3.4 School Admin Staff

School staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Attendance Officer where appropriate, in order to provide them with more detailed support on attendance
- Make first day absence phone calls in line with the First Day Absence protocol

3.5 The Local School Board

> Will receive information from the Headteacher and/or EWO on attendance in the Headteacher's termly report.

> Will support the school in setting attendance targets

> Will support the school in planning a response where attendance is a cause for concern

> Will support the school in its efforts to raise attendance

> May support the school by attending strategic meetings or attendance panels as appropriate.

3.6 Trust Attendance Lead

The Trust has its own appointed Attendance Lead who will:

> Work with the CEO, Head of Business and Operations, Headteachers, School Business Managers, Learning Mentors and Attendance Leads to develop and evaluate processes, communication streams and efficient ways of working to support attendance.

> Have an up-to-date knowledge of legal proceedings and support schools in relation to statutory processes, and provide advice for schools and engage with pupils, parents and families to improve pupil attendance rates

> Arrange and carry out home visits or on-site visits, to explore and offer support to improve pupil attendance

> Work with other staff and agencies who support pupils, such as local authorities and multi agencies, including support for Early Help assessments and TAF meetings

> Take part in internal meetings to share information and provide guidance on Trust policy where necessary

> Where required participate in Child Protection procedures as appropriate, including making an education contribution at case conferences and multi-agency meetings

The Trust Attendance Lead is Alison Halliwell and can be contacted on Tel: 01709 718640 Option 4

3.7 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

> All natural parents, whether they are married or not

> All those who have parental responsibility for a child or young person

> Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

> Make sure their child attends every on time

> Call the school to report their child's absence before close of register (9am) on the day of the absence ([add if your school expects this] and each subsequent day of absence), and advise when they are expected to return

> Provide the school with more than 1 emergency contact number for their child

> Ensure that, where possible, appointments for their child are made outside of the school day

> Keep to any attendance contracts that they make with the school and/or local authority

> Seek support, where necessary, for maintaining good attendance, by contacting The Attendance Officer (Zabeda Hussein) who can be contacted via the school office.

3.8 Pupils

Pupils are expected to:

> Attend school every day, on time

4. Recording attendance

4.1 Attendance register

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

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

> Present

> Attending an approved off-site educational activity

> Absent

> Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

> The original entry

> The amended entry

> The reason for the amendment

> The date on which the amendment was made

> The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

> Whether the absence is authorised or not

> The nature of the activity, where a pupil is attending an approved educational activity

> The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

Pupils must arrive in school by the beginning of the register on each school day. This is made known to all families annually and is shown on the website.

The register for the first session will be taken at 8:50am and will be kept open for 30 minutes. The register for the second session will be taken at 12:30 (F2)/ 12:45pm (KS1)/ 1:15pm (KS2) and will be kept open for five minutes until the start of the first lesson.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9am, or as soon as practically possible, by calling the school admin staff, who can be contacted via the main school office on 0114 2760472

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

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

This is done by speaking to the admin staff at school, either in person or by phone. An email can also be sent (parents@pbp.dsat.education) An appointment letter can also be sent into school.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

> Before the register has closed will be marked as late, using the appropriate code

> After the register has closed will be marked as absent, using the appropriate code

The school monitors punctuality carefully. If the school begins to be concerned about lateness they will contact the parent/carer to explore this. This may be due to the total number of lates recorded or repeated lates within a short space of time

4.5 Following up unexplained absence

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

> Follow the first day absence protocol (appendix 2)

> Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the Trust Attendance Officer.

> Where relevant, report the unexplained absence to the pupil's Social Worker

> Where appropriate, offer support to the pupil and/or their parents to improve attendance

> Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

> Where support is not appropriate, not successful, or not engaged with, school will follow the Graduated Approach (appendix 4)

> 4.6 Reporting to parent/carers

Attendance and punctuality information about their child is reported to parent/carers half-termly through a Readiness for Learning Report. Overall attendance percentage, number of sessions missed and number of lates are reported. Within the Readiness for Learning Report, parents are also given information about the threshold for cause for concern and persistent absence and whether their child's absence falls within this.

Chidlren's attendance and punctuality is also discussed at bi-annual parent/carer consultation meetings.

When a child's attendance is a cause for concern, it will be discussed more regularly with parents through the Graduation Response (appendix 4).

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

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

> Taking part in a regulated performance, or regulated employment abroad

> Attending an interview

> Study leave

> A temporary, time-limited part-time timetable

> Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as s situations that are "sudden, unforeseen, out of the norm and which may temporarily and significantly impact on the child's family situation".

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office

The headteacher may require evidence to support any request for leave of absence.

Oher valid reasons for **authorised absence** include (but are not limited to):

> Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)

> Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart

> Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

> If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

> Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school

> Attending another school at which the pupil is also registered (dual registration)

> Attending provision arranged by the local authority

> Attending work experience

> If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

> Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)

> Whether a penalty notice is the best available tool to improve attendance for that pupil

> Whether further support, a notice to improve or another legal intervention would be a more appropriate solution

> Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

> Details of the pupil's attendance record and of the offences

> The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996

> Details of the support provided so far

> Opportunities for further support, or to access previously provided support that was not engaged with

> A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis

> A clear timeframe of between 3 and 6 weeks for the improvement period

> The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

A number of strategies are used to promote good attendance. First and foremost is the creation of a culture of care and nurture within the school so children feel safe and also a high quality provision for all so children feel successful in their learning. In addition, the following incentives are in place:

> Half Termly Attendance Awards Assemblies where children are presented with bronze, silver and gold certificates and badges based on their attendance for the half term

> Best attending EYFS, KS1 and KS2 classes are celebrated in the weekly Family Newsletter

> A whole-school display celebrates best attending classes

> Children with 100% attendance for the year receive and end of year treat

> Parents receive improvement letters when attendance improves

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers and/or mental or physical ill health or SEND

School will use the Graduated Response (appendix 4), working with the parents and seeking the support of the Trust Attendance and Safeguarding outside agencies to help address any barriers to good attendance. Agencies may include:

> Family Intervention Service

> Local Authority Attendance and Inclusion Service

> The Trust Attendance Lead

> Social Care

> Educational Psychologist Service/CAHMS

> GPs

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

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

School work with parents to agree a personalized plan to support successful reintegration.

8. Attendance monitoring

8.1 Monitoring attendance

The school will:

> monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

> Identify whether or not there are particular groups of children whose absences may be a cause for concern

> Report termly to the LGB and Trust

Specific pupil information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the Local School Board.

8.2 Analysing attendance

The school will:

> Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and

> Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

> Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends

> Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance

The school will:

> Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis

> Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)

The school is aligned to the Sheffield LA Working Together to Improve Attendance, Sept 24, approach in which there are three stages:

1. *Voluntary Support*
2. *Formal Support: including the use of an Attendance Contract.*
3. *Enforcing Support: including prosecution*

There is a Graduated Approach taken to the monitoring of attendance for individuals and intervention (see attached procedures in appendix 4)

It is important to note that non improvement and lack of engagement can mean moving up to the next stage. When a case moves to the next stage is based on the individual circumstances of that family and child.

> Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the Local School Board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead)

> Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

> Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

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

The school will:

> Use attendance data to find patterns and trends of persistent and severe absence

> Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

> Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:

> o Discuss attendance and engagement at school

> o Listen, and understand barriers to attendance

> o Explain the help that is available

> o Explain the potential consequences of, and sanctions for, persistent and severe absence

> o Review any existing actions or interventions

> Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant

> Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

> Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Rhea Kurcewicz (Headteacher/Senior Attendance Champion) At every review, the policy will be approved by the full Local School Board.

10. Links with other policies

This policy links to the following policies:

> Child protection and safeguarding policy

> Behaviour policy

Appendices

Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination

X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or

		• Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: First day absence protocol

If a child is absent and we have not had contact from a parent or guardian, the following steps will be taken.

1. Contact via telephone to all emergency contacts. Parent/carer answers call and reason for absence recorded. (If there is any concern regarding the reason for absence or the child is identified as a lower attending pupil the *headteacher, attendance manager* or *designated safeguarding lead* is informed.)

2. If no contact is made during the first call:

   Pupils deemed as not vulnerable: If a child is assessed as having good attendance and there are no other perceived vulnerabilities, an answerphone message will be left and the contact recorded on Arbor. A second call would be made in the afternoon and the following morning and reason recorded when established

   Pupils deemed as vulnerable: if no contact is made and the child is assessed as vulnerable or absence is a concern, an answerphone message will be left asking the parent to contact school as a matter of urgency, and the contact recorded on Arbor, The call will be repeated at 10am. If no contact has been made from the parent by lunchtime for vulnerable children, a home visit will take place.

   If a home visit is carried out and no response is secured a visit letter is left asking parents to contact school as soon as possible.

   Next steps in line with Children Missing to Education protocol are carried out, with a further visit the following day.

If at any point it is felt that the child may be at risk, safeguarding procedures are followed.

Any child at risk of truancy has their attendance checked at 9am and a call placed to a parent/carer immediately to ensure the parent/carer is aware that the child is not at school. Risk factors would be previous incidents of not attending when a parent/carer believes the child is in school, children who walk to school on their own, children where incidents have occurred the day before.

Desired Outcome: For every child to be in school every day, and on time.

To reach this outcome, we must support all children.

We need to support our 100% attenders to remain 100% attenders.

We need to support our 96%-99% attenders to raise their attendance and get as close to 100% as possible.

We need to challenge our 92%-96% attenders, to remind parents of their duty to ensure their child is in full time education and offer support to prevent further absences in the future.
And we need to follow a graduated approach for our irregular attenders to ensure we assess why they are not attending regularly, create a plan to support improvement in attendance, implement the plan and review to see if improvements have been made.

Assess

The reason preventing the child attending regularly

The needs across Education, Health and Care

Has the child's voice been captured, what do they need to happen so they can attend?

What has already been implemented to improve the child's attendance?

What support is required to improve the attendance?

What interventions may be required to improve the child's attendance?

What further assessments may be required?

Set time scales for assessments to be carried out

Plan (Voluntary Support)

What next steps need to take place to help the young person attend every day, on time?

Who will support and what their actions are?

Set time scales for the plan to be implemented

What outcomes do we expect to see?

Ensure the plan is shared with all parties including the child

Do

The plan is carried out by all professionals, the family, and the young person

Review

Has the support worked, does the child and family feel they have been supported?

Are we seeing movement towards the desired outcomes, even small improvements can be big steps?

Has there been any party who hasn't carried out their actions?

Has the child's voice been captured, how do they feel the last few weeks have gone, what difference has been made, what are they proud of, what could have been better?

Appendix 4: Graduated Response- Stages of Support

Half termly monitoring will identify the need for staged intervention.

Significant falls in attendance may instigate immediate movement to a higher stage. Parents/carers may be invited to meet informally with the pastoral team and Attendance Officer.

The following staged interventions are guidance and are applied flexibly to offer the best support to family in order to bring about improvement.

Stage	Trigger	Description of Intervention	Monitoring All attendance/ punctuality causing concern is monitored through the Absence Tracker	Person/s responsible/ involved
Stage 1a: Cause for Concern	• Child's attendance falls below 95% And/or • Child has more than 5 late marks in a half term	• **A Cause for Concern Letter is sent to parents**	• Attendance/ punctuality is analysed at half-termly Attendance Monitoring Meetings	Attendance Officer
Stage 1a: Voluntary Support	• Absence remains below 95%, following Cause for Concern. And/or • Punctuality has not improved	• **A Stage 1a letter is sent to parent/carer and the Attendance Officer makes contact with parents/carers, usually by telephone**. Absence is unpicked and support is offered where appropriate.	• Attendance/ punctuality is checked every two weeks • The Attendance Officer makes contact with the parent/carers again if any changes are noted (including improvements)	Attendance Officer
Stage 1b: Enhanced Voluntary Support	• Absence remains below 95%, following Stage 1a And/or • Punctuality has not improved	• **A Stage 1b letter is sent to parent/carer inviting them to a meeting in school.** • A meeting takes place between the Headteacher (Senior Attendance Champion), the Attendance Officer and the parent/carer. It may also be appropriate to involve the child. • During the meeting, a target and plan is agreed between parent/carer and school. • Outside agency support is discussed and considered (eg Family Intervention Service) • The meeting is recorded and a copy is shared with the parent/carer and saved on CPOMS • The DSAT Education Welfare Officer is notified	• Attendance/ punctuality is checked every two weeks • The Attendance Officer makes contact with the parent/carers again if any changes are noted (including improvements) • At the end of the half term, the plan is reviewed between the parent/carer and the Attendance Officer. It is adapted where appropriate.	Senior Attendance Champion (Head) and Attendance Officer DSAT EWO
Stage 2: Formal Support	• Absence persists And/or • Parent/carers not	• **A Stage 2 letter is sent to parent/carer inviting them to an Attendance Panel Meeting** • An Attendance Panel Meeting takes place between the Headteacher (Senior Attendance Champion), the Attendance	• Following the panel meeting, attendance is monitored daily. • Reviews meetings take place every	Senior Attendance Champion (Head) and Attendance

	engaging with Voluntary Support	Officer and the parent/carer. It may also be appropriate to involve the child. • The DSAT EWO, the child's FIS or social worker (where applicable) and any other school staff (eg SENDCO) or external agencies working with the family are invited. • An **Attendance Contract** is completed, using the Sheffield Local Authority template. • The **Attendance Contract** shared with the parent/carer and saved on CPOMS • The school's Local Authority Attendance and Inclusion Officer is notified.	three weeks between parent/carer and school.	Officer DSAT EWO LA Attendance and Inclusion Officer
Stage 3: Enforced Support (prosecution)	Absence persists AND All other voluntary and formal support has been exhausted	• School uses the Local Authority ALP Checklist to ensure all measures to avoid prosecution have been undertaken. • School contacts the link Attendance and Inclusion Social Worker. • School informs the parent/carer that the legal prosecution process has begun	• The Attendance Contract will remain in place and be monitored as outlined above.	Senior Attendance Champion (Head) and Attendance Officer LA Attendance and Inclusion Social Worker