

Respect

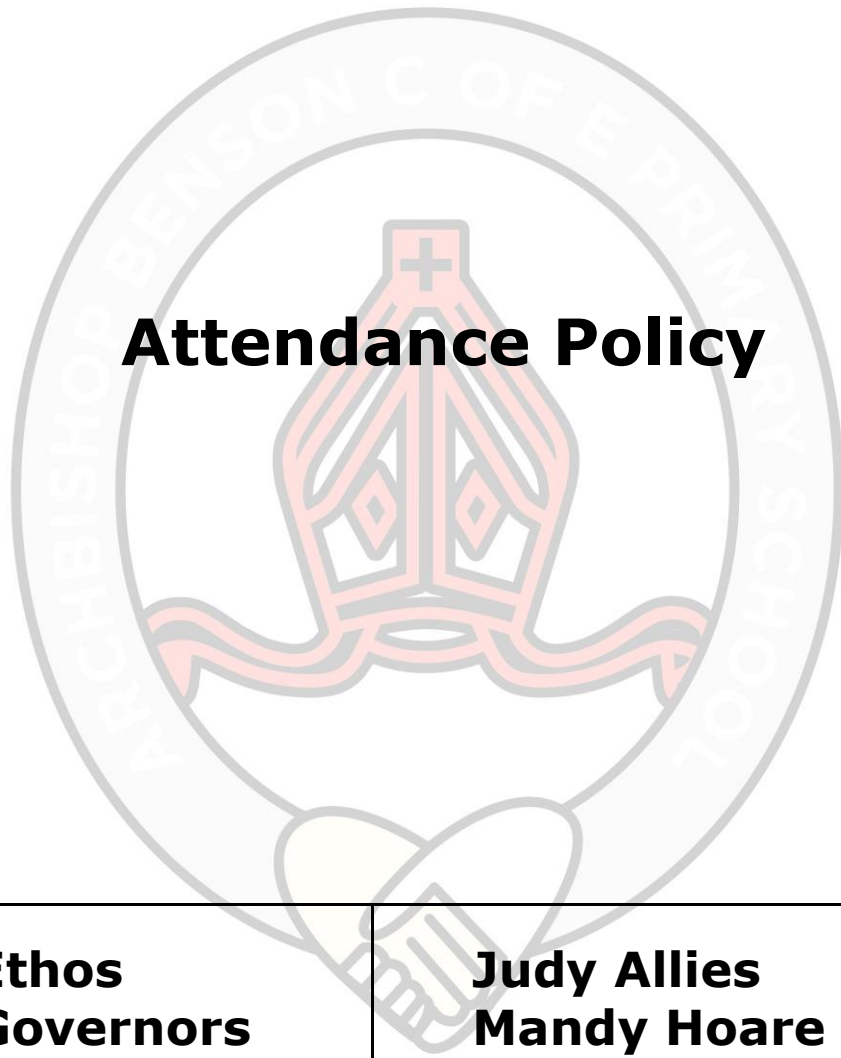
Creation

Fellowship

Wisdom

Hope

ARCHBISHOP BENSON C of E SCHOOL



Attendance Policy

**Chair of Ethos
Chair of Governors**

**Judy Allies
Mandy Hoare**



1.0 Introduction

At Archbishop Benson School, we are proud to be a Church of England school rooted in our local community. In keeping with our inclusive vision and values, we are committed to being the school of first choice for all local families providing an excellent education for all our pupils.

Our policies and procedures are focused on ensuring that we all enjoy and achieve within a nurturing and enriching school community.

Vision:

With **fun and learning**, **hand in hand**, **all things are possible**.

"**I can** do **all things** through **Him** who strengthens me. (Philippians 4:13)

Values:

RESPECT

CREATION

FELLOWSHIP

WISDOM

HOPE

2.0 Aims:

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting 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 ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

3.0 The importance of school attendance

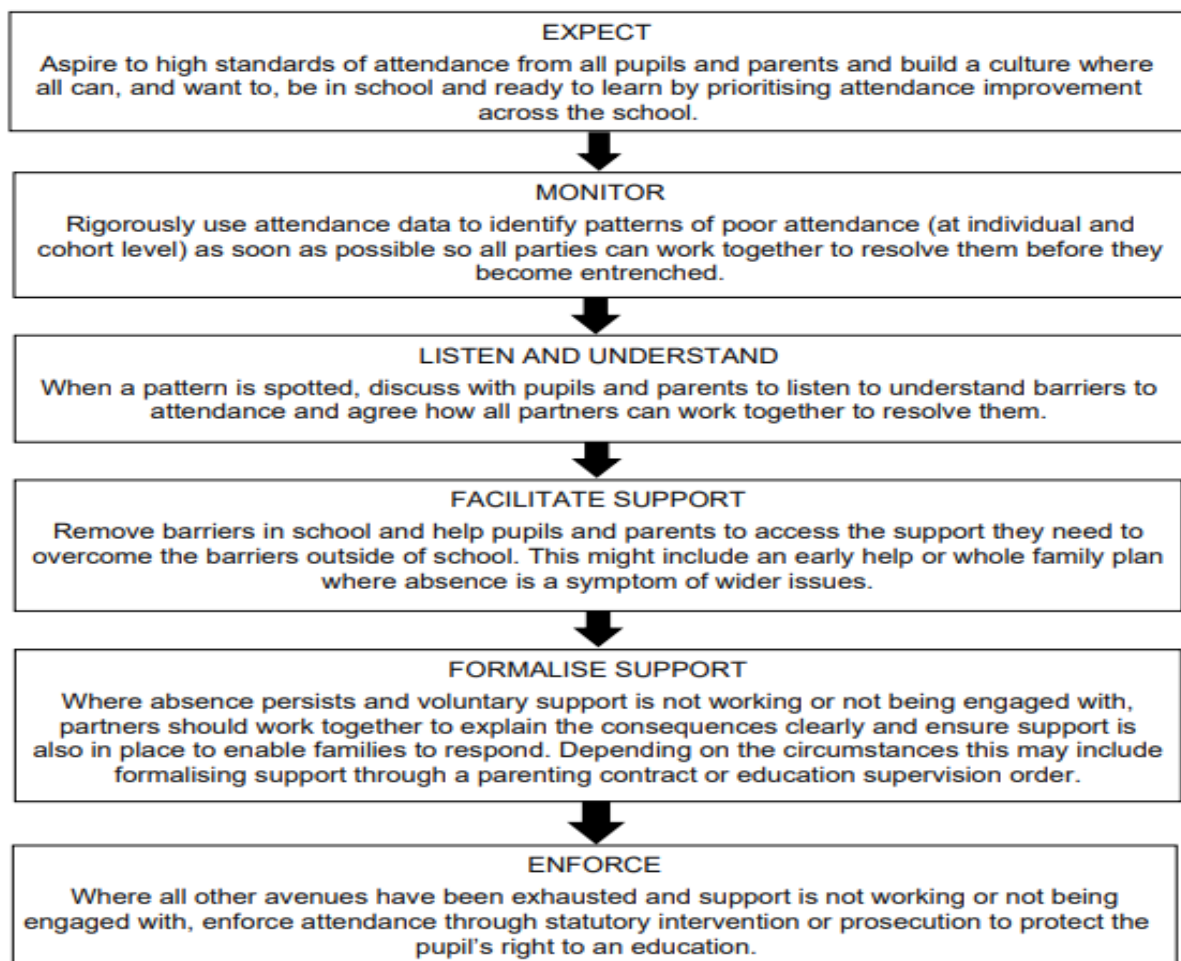
Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, school and partners will work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and non-teaching staff in school, the governing body, the local authority, and other local partners.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child

receives that education either by attendance at a school or by education otherwise than at a school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school. This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. Nationally, the pupils with the highest attainment at the end of key stage 2 have higher rates of attendance over the key stage compared to those with the lowest attainment. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms.

3.1 Working together to improve attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:



3.2 Expectations of school

All schools have a continuing responsibility to proactively manage and improve attendance across their school community. As set out in section 1, attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as **everyone's responsibility** in school.

As a school we consistently promote the benefits of good attendance at school, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse our data to identify patterns to target improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance. We also recognise that attendance cannot be seen in isolation and that the foundation to good attendance is a calm, orderly, safe and supportive environment in which all pupils want to attend and can learn and thrive.

4.0 Legislation and guidance

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](#). These documents are drawn from the following legislation setting 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 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- › [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

5.0 Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- › Promoting the importance of school attendance across the school's policies and ethos
- › Making sure school leaders fulfil expectations and statutory duties
- › Regularly reviewing and challenging attendance data
- › Monitoring attendance figures for the whole school
- › Making sure staff receive adequate training on attendance
- › Holding the headteacher to account for the implementation of this policy

The Ethos committee is responsible for School Attendance. The Designated Governor for Attendance is David Galler. They can be contacted via clerk@archbishop-benson.cornwall.sch.uk

5.2 The headteacher

The headteacher 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
- › Monitoring the impact of any implemented attendance strategies
- › Issuing fixed-penalty notices, where necessary

5.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- › Leading attendance across the school
- › Offering a clear vision for attendance improvement
- › Evaluating and monitoring expectations and processes
- › Having an oversight of data analysis
- › Devising specific strategies to address areas of poor attendance identified through data
- › Arranging calls and meetings with parents to discuss attendance issues
- › Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is **Mrs Carolyn Power** and can be contacted via 01872 273185

5.4 Classteachers

Classteachers are responsible for:

- › recording attendance on a daily basis. If reason for absence is known via Class Dojo, this information will be communicated to the school office on the same day.
- › Maintaining relationships with parents enabling challenge over poor attendance/punctuality and support
- › Inform the Designated Senior Leader where they have early concerns about behavior.

5.5 School Office staff

School Office staff will:

- › Take calls from parents about absence on a day-to-day basis and record it on the school system
- › Transfer calls from parents to the designated Senior Leader in order to provide them with more detailed support on attendance
- › Ensure accurate coding of absence is completed daily.

5.6. Parents/carers

Parents/carers are expected to:

- › Make sure their child attends every day on time
- › Call the school to report their child's absence before 8.30 a.m. on the day of the absence 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

5.7 Pupils

Pupils are expected to:

- › Attend school every day on time

6.0 Recording attendance

6.1 Attendance register

We will keep an 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 whether every pupil is:

- › Present
- › Absent

See appendix 1 for the DfE attendance codes.

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Pupils must arrive in school between 8.35 and 8.45 a.m. on each school day. The register for the first session will be taken at 8.45 a.m. and will be kept open until 9 a.m.

KS1 (YR- Y2)	KS2 (Y3-Y6)
Children arriving between 8.45 and 9.00 will be given a late mark. Anyone arriving after 9.00 will be given an unauthorised late mark	Children arriving between 8.45 and 9.00 will be given a late mark. Anyone arriving after 9.00 will be given an unauthorised late mark
Register open at 1.00 p.m. Anyone arriving between 1.00 and 1.10 p.m. will be given a late mark and anyone arriving after 1.10 p.m. will be given an unauthorised late mark.	Register open at 1.00 p.m. Anyone arriving between 1.00 and 1.10 p.m. will be given a late mark and anyone arriving after 1.10 p.m. will be given an unauthorised late mark.
School closes at 3.15 p.m.	School closes at 3.25 p.m.

6.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30 a.m. or as soon as practically possible by calling the school office staff on 01872 273185

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

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide 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/carers will be notified of this in advance.

6.3 Absences due to Mental Health

Supporting Pupil Mental Health

At ABB we believe that we will achieve good attendance by promoting children and young people's mental health and wellbeing through a whole-school approach to pupil mental health, and by developing a trusted relationship with parents/carers and families that involves them in the conversation about the school's ethos, and emphasises the importance of supporting mental health and regular attendance. The school has a trained senior mental health lead who has a strategic oversight of our setting's whole school approach to mental health and wellbeing. We also play an important role in teaching pupils about respectful relationships, emotional wellbeing, mental health and supporting social and emotional development through the Jigsaw PSHE programme.

The DFE document 'Summary of responsibilities where a mental health issue is affecting attendance' states:

When is it appropriate for a pupil to be absent because of a mental health issue?

Schools should set and maintain high expectations for the attendance, engagement and punctuality of pupils who are anxious about attending school. It is important to recognise that, in many instances, attendance at school may serve to help with the underlying issue as much as being away from school might exacerbate it, and a prolonged period of absence may heighten their anxiety about attending in future. School staff will recognise that there can be attendance challenges where a child has a social, emotional or mental health issue, particularly a severe issue for which the child is receiving clinical treatment. As per paragraph 219 of the Working Together to Improve School Attendance guidance, school staff should advise parents/carers to notify them on the first day the child is unable to attend due to illness. Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, exams or variable moods. It is important to note that these pupils are still expected to attend school regularly. School staff should work quickly to communicate this expectation to parents/carers, and work together with them to ensure that such circumstances do not act as a barrier to regular attendance. Any associated anxiety about attending should be mitigated as much as possible by creating a

plan to implement reasonable adjustments to alleviate specific barriers to attendance. These adjustments should be agreed by and regularly reviewed with all parties, including parents/carers. As mentioned above, in this guidance any actions taken to support attendance are referred to as "reasonable adjustments". This term is used throughout this guidance as a way of describing those actions in general terms, as opposed to relating to a school's duty to make reasonable adjustments pupils with a disability under section 20 of the 2010 Equality Act. In developing a plan to support attendance through reasonable adjustments, school staff will need to take into account the individual circumstances of the child, being mindful of safeguarding responsibilities as set out in the Keeping Children Safe in Education 2022 guidance

Any plan to help a pupil to attend well may also involve making referrals to in-school (e.g. pastoral care input from a trusted adult) or external professional support (e.g. a health professional, family support). The school will work proactively with home and with external professionals to ensure the same ambition is maintained for the attendance of the child by all other parties as by the school, maximising in-person learning where possible

Parents/Carers are expected to:

- Make sure their child attends school.
- Work with the school and other partner organisations such as the LA, GPs or other medical professionals to establish a shared understanding of perceived barriers to attendance, with a view to supporting their child to maintain full-time attendance at school.
- Proactively engage with any support offered
- Keep in touch with the school and be open in communicating information that will help improve the quality and nature of support being provided.
- Take action as best they can to support their child(ren) to recognise and manage their social, emotional and mental health and wellbeing. Support is available at Children's mental health - Every Mind Matters.

The School will:

- Set and maintain high expectations for attendance for children with mental health concerns and work with pupils and parents/carers to maximise their attendance.
- Facilitate support for pupils experiencing mental health problems as well as for those experiencing normal but difficult emotions through sensitive conversations with pupils and parents/carers.
- Consider additional pastoral care inputs, where appropriate making referrals.
- Engage with parents at an early stage in conversations to support their child experiencing anxiety to ensure robust support for the child.
- Support parents if they feel the child needs to visit a specialist in relation to a mental health concern. Schools should encourage parents to make appointments out of school hours where possible.

6.4 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment and provide evidence of the appointment e.g. an appointment card/text.

Parents should inform the school office on 01872 273185 detailing the date, time and nature of the appointment.

However, we encourage parents/carers 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, attending school before and/or after the appointment where possible.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to Appendix 2 to find out which term-time absences the school can authorise.

6.5 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed (8.45 - 9a.m.) will be marked as late, using the appropriate code
- After the register has closed (9 a.m.) will be marked as absent, using the appropriate code
- If a child is persistently late, their classteacher will speak to the parent/carer to ascertain how the school can support punctuality. If the child continues to be late, the Designated Senior Leader will arrange a meeting with the parent to discuss how punctuality can be supported.

6.6 Following up unexplained absence

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

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. Encourage attendance later in the day if appropriate.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues for 2 days without explanation, the school will consider involving an education welfare officer.

6.7 Reporting to parents/carers

The classteacher will regularly inform parents about their child's attendance and absence levels during the Autumn and Spring terms at parent evenings verbally and through a written report and through a written report during the Summer Term.

7.0 Authorised and unauthorised absence

7.1 Approval for term-time absence

The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be '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. The Headteacher will contact the school's of any siblings to discuss whether to authorize absence to provide a consistent approach to the family.

Definitions of 'exceptional circumstances' can be found in Appendix 2
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 or school website. The headteacher may require evidence to support any request for leave of absence.

7.2 Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, or penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

8.0 Strategies for promoting attendance

The school employs a range of strategies to encourage, celebrate and reward good and improving attendance:

- Daily Senior Leader and Classteacher Meet and Greets to welcome each child into school
- School led Breakfast & Wraparound Child Care facility
- Before School Club for targeted children
- Attendance data shared weekly in newsletter
- Attendance data shared weekly in Collective Worship with pupils
- Attendance Cup awarded weekly to class with highest collective attendance
- Stickers/certificates for those pupils with improved attendance.

9.0 Attendance monitoring

9.1 Monitoring attendance

The school will:

- › Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- › Identify whether or not there are particular groups of children whose absences may be a cause for concern

Pupil-level absence 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 compare attendance data to the national average, and share this with the governing board.

9.2 Analysing attendance

The school will:

- › Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- › Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

9.3 Using data to improve attendance

The school will:

- › Provide regular attendance reports to classteachers and other school leaders, to facilitate discussions with pupils and families
- › Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

9.4 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.

The school will:

- › Use attendance data to find patterns and trends of persistent and severe absence
- › Monitor targeted children closely.
- › Send letters to make parents aware of poor attendance/punctuality including attendance data, concerns and offers of support.
- › Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- › Provide access to wider support services to remove the barriers to attendance

9.5 Children Missing in Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation (including travel to conflict zones), and becoming NEET (not in education, employment or training) later in life;

Archbishop Benson C of E Primary School will monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority. In the more general circumstances of a child going missing who is not known to any other agencies, and there are no immediate safeguarding concerns, the Head Teacher will inform the Education Welfare Officer of any child who has not attended for 10 consecutive schools days without provision of reasonable explanation.

Archbishop Benson C of E Primary School has a safeguarding duty in respect of our pupils, and this includes investigating any unexplained absences.

10.0 Policy monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum bi-annually by Carolyn Power, Designated Senior Leader. At every review, the policy will be approved by the full governing board.

11.0 Links with other policies

This policy links to the following policies:

- › Child protection and safeguarding policy
- › Behaviour policy
- › SEND Policy

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

B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations

T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 2: SCHOOL GUIDANCE ON EXCEPTIONAL CIRCUMSTANCES

The Education (Pupil Registration) (England) (Amendment) Regulations 2013 came into force on 1 September 2013, changing the rules about term-time holidays. These regulations have not been amended since their introduction, and remain in force. The amendments specify that headteachers may not grant any leave of absence to pupils during term time unless they consider there to be "exceptional circumstances". If a headteacher grants leave, he or she should determine the number of days the child can be away from school. **If an event can reasonably be scheduled outside of term time then it would not be normal to authorise absence.** The school can only grant or accept pupil absence for **unavoidable reasons**. The legislation is clear that any avoidable absence may only be authorised by a school if there are **exceptional circumstances**. The fundamental principles for defining "exceptional" are rare, significant, unavoidable & short. And by "unavoidable" we mean an event that could not reasonably be scheduled at another time.

Before authorising an absence the headteacher will consider the impact on the pupil's sustained progress, the pupil's attendance rate over time and whether the period of absence falls during any national tests or exams. The headteacher will not authorise absences if believed it is to the detriment of a child's education. Please note that supporting documents to aid decision making must be submitted at the time of any request for absence.

The headteacher decides what constitutes 'exceptional circumstances'

No parent/carer can demand leave of absence as of right. Page 9 of the DfE's advice document on school attendance says:

Schools should consider each request individually taking into account the circumstances, such as: the nature of the event for which leave is sought, the frequency of the request; whether the parent gave advanced notice; and the pupil's attainment, attendance and ability to catch up on missed schooling. [School attendance: departmental advice, GOV.UK - DfE](#)

Leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Illness and medical/dental appointments
- Religious observance
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

REQUESTS FOR PUPIL ABSENCE WHICH WILL/MAY CONSTITUTE EXCEPTIONAL CIRCUMSTANCES

Where necessary, parents will be request to provide sufficient information in order to confirm the nature of the exceptional circumstance. The school has referred to the NAHT document, Guidance On Authorised Absence In Schools (October 2014), to provide clarity and consistency to support schools in making decisions regarding requests for leaves of absence

Family Circumstances

Absence for the wedding of a close family member is considered an exceptional circumstance but for the day of the wedding & appropriate travel, but not a request for extended leave

Absence for the funeral of a close family member is considered an exceptional circumstance but for the day of the funeral service only and appropriate travel time, but not a request for extended leave

Absence to visit a close family member who is seriously/terminally ill is considered an exceptional circumstance

Absence for a holiday or absence, linked to a close family member which is likely to be the last such holiday is considered an exceptional circumstance

Where there has recently been a death or other significant trauma in the immediate family and it is felt that an immediate holiday or absence might help the child concerned deal with the situation better and/or the family needs to spend time together to support each other during or after a crisis, this may be considered an exceptional circumstance

Where leave is recommended as part of a parents' or child's rehabilitation from medical or emotional problems, this may be considered as an exceptional circumstance. Information/evidence must be provided

Absence for pupils and families with complex special educational needs or disabilities may be considered as an exceptional circumstance. Information/evidence must be provided

Domestic circumstances

Absence to deal with the sudden loss of housing may be considered an exceptional circumstance but not a request for extended leave

Absence for a family moving within county & needing to look/visit a new school is considered an exceptional circumstance and would be granted a day or half-day's leave

Absence for a family moving out of county & needing to look/visit a new school is considered an exceptional circumstance and would be granted 2 days leave

Armed Forces

Absence to spend time with a parent who is on leave from the armed forces or is about to go on an extended tour of duty is considered an exceptional circumstance

Appendix 3: Attendance Overview

Attendance % (days off in a year)	Impact on achievement	Staff Involved	Actions
99-100% (0-2 days off)	Excellent – child is accessing all learning opportunities	Class teacher/ Headteacher	<ul style="list-style-type: none"> • Great contribution to class Attendance Award – Well done!
96-98% (4 – 7.5 days)	Good – very few learning opportunities are missed		
93-95% (9.5 -17 days off)	Risk of under achievement	Class teacher	<ul style="list-style-type: none"> • Class teacher check in to support absence/punctuality
90-92% (19-25 days off)	Severe risk of under achievement	Class teacher/ Designated Senior Leader	<ul style="list-style-type: none"> • Class teacher referral to DSL • DSL monitors risk of Persistent Absence
Below 90% (Persistent Absence) (27+days off)	Extreme risk of under achievement	Designated Senior Leader/ Education Welfare Officer	<ul style="list-style-type: none"> • Parent/carer meeting with DSL (and EWO) to create plan to support attendance • Formalised support from EWO • Home Visit from EWO • Consideration of Fixed Penalty

Appendix 4 – Sample Letters to Parents

«date_of_printing»

Parent/Carer of «forename» «surname» - «reg» **LETTER ONE**

Dear «salutation»,

Please find below the current attendance rate for your child, which we are required to report to you at regular intervals by the Department for Education.

We fully understand both that occasional absences can be totally unavoidable and also that when those absences are translated into a percentage, it can sometimes be a surprise or upsetting for some parents.

We want to reassure you that we know there are many, many genuine circumstances that combine to make a particular attendance rate and to thank you for keeping us informed during those periods. That close contact with the school is very much appreciated and has enabled us to explain pupils' absence to the Education Welfare Officer on your behalf, meaning this letter is just for your information only and to help you keep track of your child's attendance so far this academic year.

If we have not added a personalised, hand written note to the letter, you need take no further action, unless of course there is anything you wish to discuss or clarify. If that is the case, please speak to your class teacher at the end of the school day or send them a dojo if that is easier for you.

If at the end of the letter I have added a hand-written note for you, please do not worry. It simply means that we either a) need to clarify an aspect of your child's attendance so that our records are up to date and we can offer support where necessary and helpful or b) we need to follow up from a previous conversation or support plan.

Your Child's Attendance

Your child's attendance for the school year as of ??????		Missed Days Learning By The End Of The Year
Name	«forename»	98% = Approximately 4 days missed learning
% Attendance	«percentage_attendance»%	95% = Approximately 10 days missed learning
% Authorised Absences	«percentage_authorized_absences»%	90% = Approximately 4 weeks missed learning
% Unauthorised Absences	«percentage_unauthorised_absences»%	85% = Approximately 5½ weeks missed learning
Number of Lates	«total_lates_both»	80% = Approximately 7½ weeks missed learning

Personal Message For Your Family (if necessary)

Once again, thank you for all of your invaluable support this year, the staff really do appreciate it.

Yours faithfully,



Mrs. Carolyn Power
Deputy Headteacher

Dear Parents/Carers

Re: School Attendance – LETTER TWO

You may recall that I wrote to you recently to make you aware that ***** attendance was %. ***** attendance is now % and is still a cause for concern. I enclose an attendance certificate for your information.

I am sure you are well aware regular attendance at school is important so that pupils can maximise their educational opportunities. The table below outlines the impact of absence on your child's learning as well as missed opportunities to develop social and emotional skills.

Absence from School

Children are required to attend school for 190 days each year

Attendance during one school year	equals days absent	which is approximately weeks absent	Which means this number of missed lessons
95%	9 days	2 weeks	45 lessons
90%	19 days	4 weeks	95 lessons
85%	29 days	6 weeks	145 lessons
80%	38 days	8 weeks	190 lessons
75%	48 days	10 weeks	240 lessons
70%	57 days	11.5 weeks	285 lessons
65%	67 days	13.5 weeks	335 lessons

How does your child's attendance compare with this target?

Please remember that children who miss a lot of school achieve less

The average attendance nationally is 96%. We aim to achieve this average or even better to ensure that our pupils gain full benefits from their education.

Consequently, becausechild... attendance is below the national average,....School now require medical evidence in order to authorise any further absence due to sickness. This can be a Dr's appointment card or a copy of any prescribed medication/ prescription

I am also inviting you into school on [date] at [time] to meet with me to look at ways that we can work together to support ***** in improving their attendance.

If you are unable to attend the appointment date or time, then please do not hesitate to contact us to rearrange this.

Yours sincerely

Mrs C Power

Deputy Headteacher

Enc – attendance certificate

Dear Parents/Carers
Re: School Attendance – LETTER THREE

I notice from the school register that at present, ...child..... attendance is only% This may include times when your child has been ill or attending routine appointments

I am sure you are well aware regular attendance at school is important so that pupils can maximise their educational opportunities . The table below outlines the impact of absence on your child's learning as well as missed opportunities to develop social and emotional skills.

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I am also writing to invite you to an Attendance meeting at XXXXX on; -----
-----at -----pm with the Headteacher, Mrs Giblett and Rachel Jarman (Education Welfare Officer).

The purpose of the meeting is to review previous actions and to look at other ways we can work together to support ***** to improve their attendance.

If you are unable to attend this meeting, please contact the school office on 01872 273185 so we can re-arrange the appointment.

Yours sincerely
Mrs C Power
Deputy Headteacher

Policy monitored by	FGB Ethos
Date of adoption	September 2022
Date of Review	27 th February 2024
Date of review	March 2026

