



Priory School

Pupil Attendance Policy

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Signed: _____

Date:

Caroline Masih - Chair of Governors

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Statement of Intent

Priory School believes that regular attendance is fundamental to pupils' education, wellbeing and future outcomes. We have high expectations for attendance and punctuality while recognising that barriers to attendance can be complex and that some pupils and families will require additional support to overcome them.

Our vision is to work relentlessly and collaboratively with pupils, parents and partners to remove barriers, improve attendance and reduce persistent and severe absence. Attendance is everyone's business and is supported through a welcoming school culture, strong relationships, effective safeguarding, appropriate SEND and pastoral support, and early intervention.

Priory School is committed to equality, diversity and inclusion (EDI). Attendance expectations and interventions will be applied fairly, while recognising that pupils may experience different barriers linked to disability, SEND, physical or mental health, caring responsibilities, socioeconomic disadvantage, discrimination or other individual circumstances. We will make reasonable adjustments where required and analyse attendance data to identify and respond to inequalities, including intersecting barriers to attendance.

We are also committed to environmental sustainability. Attendance processes will use digital communication and records where appropriate, minimise unnecessary printing and travel, and make proportionate use of home visits and face-to-face meetings where these are necessary to safeguard pupils, understand barriers or provide effective support.

The school's Senior Attendance Champion is Aimee Proffitt, Deputy Headteacher. The Attendance Officer is Mrs Kingsley. Attendance queries can be directed to attendanceofficer@prioryschool.com.

1. Legal Framework

This policy has due regard to relevant legislation and statutory guidance, including:

- Education Act 1996
- Equality Act 2010
- School Attendance (Pupil Registration) (England) Regulations 2024
- Education (Penalty Notices) (England) Regulations 2007, as amended
- Children (Performances and Activities) (England) Regulations 2014
- DfE (2026) Working together to improve school attendance
- DfE (2026) Keeping children safe in education
- DfE Children missing education guidance
- DfE Providing remote education guidance

This policy should be read alongside the Child Protection and Safeguarding Policy, Children Missing Education Policy, Behaviour Policy, SEND Policy, Supporting Pupils with Medical Conditions Policy and Complaints Procedures Policy.

2. Roles and responsibilities

The governing board will monitor implementation of this policy, review attendance information regularly, provide support and challenge to leaders, and ensure that attendance arrangements are inclusive and compliant with statutory requirements.

The Headteacher retains overall responsibility for attendance and ensures that the school has effective systems, sufficient resources and appropriate communication with families.

The Senior Attendance Champion will:

- set a clear strategic vision for improving and maintaining good attendance
- establish and maintain effective systems for tackling absence and ensure these are followed consistently
- monitor and analyse attendance data, including patterns affecting groups and pupils with intersecting barriers
- evaluate the impact of attendance strategies and interventions
- work with pupils, parents, the local authority and relevant partners to remove barriers and escalate concerns where necessary

The Attendance Officer will support the day-to-day implementation of the strategy, including monitoring attendance, first-day follow-up, accurate coding, communication with families, identifying barriers and escalating persistent, severe or otherwise concerning absence to the Senior Attendance Champion.

All staff have a responsibility to promote attendance, follow this policy, take registers accurately where designated, notice changes or patterns in attendance and punctuality,

build positive relationships with pupils and families, and escalate welfare or safeguarding concerns promptly.

Parents are responsible for ensuring their child attends regularly and punctually, providing accurate contact details, notifying school promptly of unexpected absence, requesting leave only in exceptional circumstances and in advance, and engaging with support offered by the school and local authority.

Pupils are expected to attend regularly and punctually, be ready to learn and engage with support intended to improve their attendance.

3. Definitions and attendance thresholds

- Persistent absence (PA): absence of 10% or more of possible sessions.
- Severe absence: absence of 50% or more of possible sessions.
- Late before the register closes: recorded using code L.
- Late after the register closes: recorded as an unauthorised absence using code U.

Percentages and thresholds support early identification but will not be used mechanically. Staff may intervene or escalate earlier where there is a concerning pattern, sudden change, safeguarding concern or known vulnerability.

4. Attendance and punctuality expectations

Pupils are expected to attend every day the school is open to them, for the full school day, unless there is an authorised reason for absence. The school day begins at 8:45am (8:30am for the morning Nursery session). Children should be in class and ready to learn by this time.

Parents should always bring a child to school even if they are late. Arriving late is preferable to missing a whole session or day. Persistent lateness will, however, be monitored and addressed because it disrupts learning and can contribute to unauthorised absence.

The morning register is taken at the beginning of the morning session and the afternoon register once during the afternoon session, at the same time for all registered pupils. The school will communicate the time at which registers close and any changes to this arrangement.

5. Absence procedures and safeguarding

Parents should report absence through Arbor, by calling the Attendance Officer or by email before 8:30am on the first day and on each subsequent day of absence unless another arrangement has been agreed. They should give the reason for absence and, where possible, the expected return date.

Where no reason has been provided, the school will make first-day contact as soon as practicable. The school will follow up absence to establish the reason, identify the correct attendance code, offer support where needed and consider any safeguarding implications.

Code N is temporary. Reasonable steps will be taken to establish the circumstances of absence and the register will be amended within five school days to the appropriate code. Where no authorised reason can be established, code O will normally be used.

The school will not routinely request medical evidence. Evidence may be sought where it is genuinely necessary to establish the reason for absence, identify appropriate support or

where there is reasonable doubt about the explanation provided. The school will take a proportionate and supportive approach.

Unexplained, prolonged or repeated absence may be a safeguarding warning sign. Where relevant, the DSL will be informed and the school will follow its safeguarding procedures. Where a pupil has a social worker and/or youth offending team worker, unexplained absence will be shared with them as appropriate.

6. Local authority attendance and sickness returns

The school will work collaboratively with the local authority and provide required attendance information. At the frequency agreed with the local authority, and no less frequently than once per calendar month, the school will provide the names and addresses of pupils of compulsory school age who fail to attend regularly or who have been absent continuously for ten school days where absence has been recorded using one or more of codes G, N, O and/or U.

The school will also provide a sickness return for a pupil of compulsory school age recorded with code I where there are reasonable grounds to believe that the pupil will miss 15 school days, consecutively or cumulatively during the school year, because of sickness. Only one sickness return is required for a continuous period of sickness in a school year.

7. Attendance register and national codes

Priory School uses Arbor to maintain the attendance register. The school will use the national attendance and absence codes set out in the School Attendance (Pupil Registration) (England) Regulations 2024.

- # = planned whole-school closure
- / = present in the morning
- \ = present in the afternoon
- L = late arrival before the register has closed
- C = leave of absence for exceptional circumstances
- C1 = leave for a regulated performance or employment abroad
- C2 = absent with leave where a temporary reduced timetable does not require attendance
- E = suspended or permanently excluded with no alternative provision made
- J1 = leave for a job or education interview
- I = illness
- M = medical or dental appointment
- K = attending provision arranged by the local authority
- R = religious observance
- B = attending another approved educational activity
- G = unauthorised holiday
- = unauthorised absence

- U = arrived after registration closed
- N = reason for absence not yet established; this must be resolved within five school days
- X = not required to be in school
- T = travelling for occupational purposes
- Q = unable to attend because of a lack of access arrangements in the circumstances prescribed by the 2024 Regulations
- V = educational visit or trip
- P = supervised sporting activity
- D = dual registered at another school
- Y1-Y7 = specified circumstances where a pupil is unable to attend
- Z = pupil not on the admission register

Pupils receiving remote education while not physically attending school will continue to be recorded as absent using the appropriate absence code. Any amendment to the register will preserve the original entry and record the amendment, reason, date and person making it. Registers will be retained in accordance with statutory requirements and the school records management arrangements.

8. Leave of absence

The Headteacher may grant leave of absence only in exceptional circumstances, except where regulations provide a specific entitlement or permitted reason. Requests should be made in advance and will be considered individually. The school cannot grant leave retrospectively.

Family holidays during term time will not normally be authorised. Where leave is not granted and the pupil is absent, the absence will be recorded as unauthorised and may contribute to the national threshold for a penalty notice.

Medical and dental appointments should be arranged outside school hours wherever possible. Where this is not possible, pupils should miss only the minimum time necessary and attend school before and/or after the appointment where practicable.

Religious observance will be authorised where the day is exclusively set apart for religious observance by the religious body to which the parents belong. The school may seek advice where necessary.

Absence connected with performances, employment, approved educational activities or occupational travel will be considered and coded in accordance with the relevant regulations and licensing requirements.

9. SEND, disability, health and temporary reduced timetables

Prory maintains high expectations for all pupils while recognising that pupils with SEND, disabilities, physical or mental health needs may face additional barriers to attendance. The school will work with pupils, parents, the SENCO, health professionals, the local authority and other partners as appropriate to understand and remove those barriers.

Reasonable adjustments will be considered for disabled pupils. Support may include a trusted adult, pastoral support, adapted transitions, quiet spaces, changes to routines, phased reintegration after absence, or other individual strategies. Support will be regularly reviewed for impact.

A temporary reduced timetable will only be used in exceptional circumstances, where it is in the pupil's best interests and forms part of a time-limited plan towards full-time attendance. It will be agreed with parents, have clear review dates, be regularly reviewed and use the appropriate attendance code. It will not be used to manage behaviour or as an informal exclusion.

Where a pupil is unable to attend because of health needs, the school will liaise with the local authority in accordance with statutory guidance, including where absence is expected to reach the relevant 15-day threshold.

10. Working with families and attendance intervention

Priory will take a support-first approach: expect, monitor, listen and understand, facilitate support, formalise support where necessary and enforce only where support is unsuccessful, not engaged with or not appropriate.

The school will seek to understand barriers with pupils and families and may provide or coordinate support such as pastoral input, SEND support, signposting to health or family services, uniform or enrichment support, breakfast provision, home visits, attendance plans and multi-agency work.

The graduated response in Appendix A provides indicative thresholds and actions. Professional judgement will be used and cases may move between stages according to need, risk, patterns of absence and response to support.

11. Recognition and celebration of attendance

The school will promote the value of regular attendance in a positive and inclusive way. Priory will continue to recognise pupils who achieve 100% attendance, as this is valued by pupils and the school community.

The school will also recognise and celebrate meaningful improvement in attendance and punctuality. This enables pupils who have overcome barriers or made significant progress to have their effort acknowledged, even where their overall attendance is not yet 100%. Recognition will be sensitive to individual circumstances and will not shame or disadvantage pupils for absence linked to illness, disability, SEND or other legitimate reasons.

12. Persistent and severe absence

Pupils who are persistently or severely absent, or at risk of becoming so, will receive targeted support. The school will work with the pupil and family to understand barriers, agree actions and review the impact of support. Particular attention will be given to vulnerable pupils, including pupils with SEND, disadvantaged pupils, young carers, children in need, looked-after and previously looked-after children, pupils with a social worker and pupils experiencing bullying or discrimination.

Severe absence will be treated as a priority. The school will work with the local authority and other partners to ensure relevant services are engaged and will consider safeguarding implications where absence remains very high despite intervention.

13. Penalty notices and legal intervention

Legal intervention will be considered only in accordance with statutory guidance and the local authority code of conduct. The national threshold for considering a penalty notice is 10 sessions of unauthorised absence within a rolling period of 10 school weeks. The threshold can be met through any combination of unauthorised absence, including late arrival after the register has closed.

Reaching the national threshold does not automatically mean that a penalty notice will be issued. The school and local authority will consider the individual case, including whether support is appropriate or has been provided, whether a Notice to Improve is appropriate, and whether another legal intervention would be more suitable.

Where appropriate, formal measures may include an Individual Attendance Plan, a Notice to Improve, a penalty notice, an Education Supervision Order or prosecution. Penalty notices will be issued and charged in accordance with the current national framework and local authority arrangements, including the limits applying to repeat penalty notices.

14. Monitoring, analysis and EDI

Attendance will be monitored at pupil, class, year-group and whole-school level. The Senior Attendance Champion will analyse attendance, absence, punctuality and use of codes regularly, including trends over time and the impact of interventions.

Analysis will include relevant pupil groups and protected or vulnerable characteristics, including SEND, disadvantage, children with a social worker, ethnicity, EAL and other locally significant groups. Where useful, the school will consider intersecting barriers rather than viewing characteristics in isolation. Findings will inform support, school improvement priorities and governor oversight.

The governing board will receive regular attendance information and will support and challenge leaders on trends, persistent and severe absence, disparities between groups, the effectiveness of intervention and the use of statutory processes.

15. Admission register and children missing education

A pupil's name will only be deleted from the admission register where a ground in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 is met. Names will not be removed for any other reason or retrospectively.

Where a pupil does not return following leave or has a continuous period of absence, the school and local authority will carry out joint reasonable enquiries where required by the 2024 Regulations. A pupil will not be removed simply because a specified number of days has elapsed; all relevant statutory conditions must be satisfied.

The school will make the required returns to the local authority when pupils are added to or deleted from the admission register outside standard transition points and will follow Children Missing Education procedures where appropriate.

16. Staff training

Relevant staff will receive induction and ongoing training appropriate to their role. Training will include the importance of attendance, accurate registration and coding, early identification of patterns, safeguarding implications, the school's graduated response, inclusive communication with families and multi-agency working.

17. Monitoring and review

This policy will be reviewed annually, or sooner where legislation or statutory guidance changes. Attendance and punctuality will be monitored throughout the year and current improvement priorities and numerical targets will be set through the school's attendance strategy and improvement planning rather than fixed within this policy. The next scheduled review is October 2027.

Appendix A:

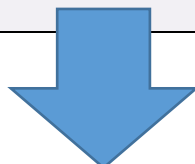
Attendance Intervention escalation plan

Notes for staff:

- Staff responsible for monitoring attendance can use their discretion to escalate to the next tier before triggers are met if there are sudden changes in circumstances or patterns of attendance. However, the reasons for this must be recorded clearly on the agreed school systems and, where relevant, the pupil's individual attendance plan.
- Where there are significant concerns, staff responsible for monitoring behaviour do not need to work progressively through each stage - they can use their discretion to escalate to whichever stage is the best fit for the individual case. The reasons for this decision should be recorded.
- If stages are missed, staff should ensure that the relevant attendance warning letters are still issued at appropriate times.
- When a pupil is moved to a higher tier, the following staff should be informed: Deputy Headteacher, Aimee Proffitt
- When a pupil is moved up or down a tier, the date of this should be recorded on the agreed school systems.
- When outside agencies are involved, this should be recorded on the agreed school system along with the date of the referral, the current date and details/outcomes of any meetings or discussions that take place.
- Where there are safeguarding concerns, these should always be recorded in detail on the school's agreed system and the Designated Safeguarding Lead should be made aware.

Stage One: Universal Support

Thresholds/triggers	Strategies to be used (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Monitoring procedures
• 90% - 100% attendance	Communicating expectations: • Regular reminders of the importance of good attendance, through the school newsletter, website, etc. • Weekly attendance awards • Termly attendance award Direct contact with parents/carers: • First day of absence text and/or phonecall • Requests for term-time holidays to be declined, unless there are exceptional circumstances	• Attendance tracked through the school's management information system (MIS) • Attendance admin to monitor individual, group and whole-school attendance to identify any concerns • Class teachers to be on alert for any absence patterns



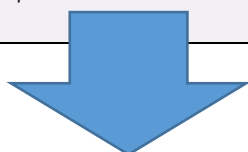
Stage Two: Initial Target Support

Thresholds/triggers	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: 90% attendance - Three or more late arrivals over a half-term period - An unexplained or unauthorised absence	Communicating expectations: - Pupils will continue to receive the universal support offered to all pupils at Stage One Direct contact with parents/carers: - An appropriate member of staff will have an informal discussion with the pupil to explore whether they have any concerns or issues that could be a barrier to attendance - Reminder letter sent home and parents/carers invited to discuss any concerns if they wish to do so - First warning letter issued Support: - Consider the external agencies that can address the individual needs of the pupil/family and make referrals as required. Possibilities include: MHST	- Attendance tracked through MIS - Deputy Headteacher to do weekly checks on the pupil's data - Class teachers to monitor pupil more closely



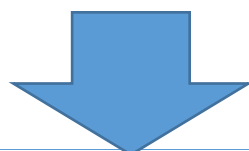
Stage Three: Enhanced Targeted Support

Thresholds/triggers	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: 85% - 90% attendance - Five or more late arrivals over a half term period - Subsequent unexplained or unauthorised absences	Communicating expectations: - Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond Direct contact with parents/carers: - Second warning letter issued - Parents requested to attend a meeting in school to discuss attendance Support: - Consider attendance plan - support will be offered in line with this plan. An individual attendance audit may be used to determine specific areas of support. - Consider whether any additional partners could be engaged - make referrals as needed	- Attendance tracked through MIS - Deputy Headteacher to do weekly checks on the pupil's data - Class teachers to monitor pupil more closely



Stage Four: Intensive Support for Persistent Absentees

Thresholds/triggers	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: - Attendance below 85% - Continued late arrivals despite support offered at previous tiers - Continued unexplained or unauthorised absences despite support offered at previous tiers	Communicating expectations: - Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond Direct contact with parents/carers: - Third warning letter issued Support: - Individual attendance plan reviewed - During the attendance plan review, those involved will identify whether any additional support could be offered by the school or partner agencies	- Attendance tracked through MIS - Attendance officer to do daily checks on the pupil's data - Class teachers to offer more direct support as needed



Stage Five: Use of Parental Responsibility Measures

Thresholds/triggers	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: - Strategies introduced at stage four have failed to improve attendance - Any of the thresholds for legal action have been met	Communicating expectations: - Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond Support: - Support initiated at previous stages will continue as appropriate Enforcement: - The local authority will be notified of the school's concerns - A parenting contract will be put into place which includes: - a statement by parents/carers that they agree to comply for a specified period with whatever requirements are set out in the contract; - a statement by the school agreeing to provide support to the parents for the purpose of complying with the contract. - Local authority to utilise appropriate legal powers to enforce attendance	- Attendance tracked through MIS - Attendance Officer to do daily checks on the pupil's data - Class teachers/form tutor to maintain regular individual support as required - School to liaise with the local authority regularly to support any measures that are being taken

Appendix B: Whole school attendance strategy

Leadership and Management

Our vision for attendance is:

The school will relentlessly work towards overcoming barriers to attendance alongside parents to improve overall attendance and reduce persistent absence.

Our targets for attendance are:

To improve pupil punctuality and attendance by having clear policies and procedures that engage all stakeholders in the journey to improve attendance

- Improve overall attendance percentage in line with local and national averages.
- Reduce persistent absence.
- Reduce the numbers of children regularly arriving late.

We will communicate our vision and targets to staff, pupils, families and other stakeholders by:

- newsletters
- the school website;
- open days and school events;
- social media accounts;
- assemblies
- School Council meetings
- parent forum

We recognise that absence from school can pose a safeguarding risk for our pupils. We will make sure that our staff, pupils and families understand these risks by:

- information leaflets;
- workshops to raise awareness;
- targeted support;
- briefings by the designated safeguarding lead (DSL) or other appropriate staff members;
- Supporting letters to parents
- Opportunities to meet with Attendance Officer and / or DDSL
- CPD for staff

We expect good attendance and punctuality from our pupils. We use the following strategies to ensure that pupils understand this expectation:

- rewards and incentives for good or improved attendance;
 - reminders and updates in assemblies
 - pastoral support for pupils with poor attendance;
 - Informal support for parents/carers from Attendance Officer
 - individual attendance plans
-

Absence from school affects pupils' attainment, wellbeing and wider outcomes. We communicate this to our school community via:

- newsletters
- the school website;
- open days and school events;
- social media accounts;
- assemblies
- letters to parents or carers
- personal attendance plans
- parental forums

We empower staff to take responsibility for attendance by:

- offering relevant training to help staff to promote good attendance.
- sharing relevant data so that they know which groups are most at risk of poor attendance;
- encouraging class teachers to talk to their pupils about attendance.
- Promoting strong relationships between pupils and teachers to overcome anxiety about returning to school after absence.
- Understanding the importance of parental engagement and relationships between teachers and parents

We recognise that attendance is an important area of school improvement. We demonstrate our commitment to this by making sure it is resourced appropriately, to create, build and maintain systems to promote good attendance. We do this by:

- Regular meetings monitoring absence with Attendance Officer and Deputy Headteacher
- 5 stage graduated response to attendance
- Stage 4/5 criteria examined for next steps
- Stage 3 or 4 attendance plans
- Stage 5 potential referral for legal framework to be followed.
- Meeting with parents and identifying barriers
- To overcome barriers, we offer; Signposting to external services such as housing, foodbank, health, social care, pick ups and drop offs, engagement with parent and family to work together on a plan, pupil premium support for uniform, trip and extra curricular support, support for teachers to develop strong and more targeted relationships with child and family, support from SEND team and our school refusal help plan.
- Throughout this year, we endeavour to get further support for our families by; voucher support from supermarkets, more designated pick up and drop offs, home visits after 3-5 days of consecutive absence, invite only breakfast clubs

Our designated attendance champion on the senior leadership team is:

Aimee Proffitt, Deputy Headteacher

Their responsibilities include:

- developing and monitoring the school's attendance policy;
- monitoring attendance;
- supporting and/or manage other staff with specific responsibilities for attendance;
- devise, implement and monitor any interventions or escalation procedures;
- support any relevant sections of the school development plan.

We ensure that our staff are trained to use our attendance systems effectively and promote good attendance in school. Examples of the training offered to our staff include:

- Staff INSET in September
- Staff Handbook

-
- Promoting attendance as everyone's business
 - We believe attendance is part of a bigger picture, we take a trauma informed approach at Priory and believe strong relationships are essential. Staff have training on this regularly.
-

We ensure that our governors have an accurate view of attendance at our school so that they can offer effective support and challenge. We keep governors informed by:

- Deputy Headteacher's reports;
 - termly attendance updates in meetings;
 - governor scrutiny of attendance data;
 - link governor visits.
-

Relationships and Communication

As a school, we understand that developing a welcoming and positive culture is important in building trust and engagement and therefore promoting good attendance. We do this by:

- offering a wide range of extracurricular activities so that pupils can build better relationships with staff;
 - ensuring that strong pastoral systems are in place so that pupils and families are supported when needed;
 - organising a range of social events such as parent forums, SEND coffee mornings, PPP events;
 - ensuring that staff pass on positive news, rather than only contacting them when there is a problem.
-

We strive to communicate effectively with staff, pupils and families so that they understand what to expect and what is expected of them. Our strategies for doing this include:

- written communications, such as letters home and information leaflets;
 - online communications, such as the school website and emails
 - telephone contact, including welfare calls and texts to parents;
 - face-to-face interactions, such as parents' evenings, informal meetings and parenting workshops.
 - newsletter for parents
 - staff bulletin
-

We understand that some families will face barriers with communication. We take the following measures to ensure that our communication with parents is inclusive:

- using a wide range of methods to inform parents (not written communications alone);
 - using interpreters;
 - translating information sheets into languages that are commonly spoken by families;
 - offering the option of attending meetings virtually (for example, to support those with work commitments or mobility issues).
-

When required, we work with partners to promote good attendance. Examples include:

- local charities
 - social workers
 - local authority services
 - MHST
 - behaviour support providers
 - SENDIAS
-

We strive to model respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture.

All staff members should:

- treat pupils with dignity, build relationships rooted in mutual respect and observe proper boundaries;
- take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively;
- understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity;
- communicate effectively with families regarding pupils' attendance and wellbeing.

Parents and carers are expected to:

- treat staff with respect;
- actively support the work of the school;
- ask staff for support when this is needed;
- let us know as soon as possible when there are issues which may affect absence.

We communicate this expectation by:

- having a dedicated attendance phone number/email address;
- making it easy to contact school when there is an issue;
- providing a designated contact for families that need extra support.

Systems and Data

We use clear and consistently applied systems and processes to improve, reward and incentivise attendance and to address absences. Our systems include:

- 5 stage graduated response to attendance
- Stage 1-3 are around soft touch communication and teachers working with families, stage 3, 4 and 5 are attendance plans to identify and overcome barriers.
- Create enrichment clubs to encourage children to come to school
- Strategically place fun and enrichment opportunities to encourage improved attendance
- Celebrate class attendance and individual good attendance through weekly assemblies

We ensure that these systems are inclusive and appropriate for all pupils by:

- Every attendance plan and absence request is dealt by on a case by case basis
- Consideration individual SEND needs that may come with wider family challenges
- Consider that many of our families have relatives abroad whilst we do not encourage time off school we do consider that children need to see their grandparents or wider family
- We remain professionally curious with our approach to attendance and ensure we have the full picture before making attendance decisions.

We use robust school systems to provide useful data at cohort, group and individual levels to give an accurate view of attendance, reasons for absence and patterns amongst groups. These groups include:

- children who have a social worker, including looked-after children;
 - young carers;
 - children who are eligible for free school meals;
 - children who speak English as an Additional Language (EAL);
 - children who have Special Educational Needs and/or Disabilities (SEND).
-

We analyse attendance data regularly to identify issues and facilitate early intervention. This includes raising concerns with partner agencies that work with families.

Every member of staff in our school has a role in promoting good attendance. We help staff to know and understand this responsibility by:

- Attendance is everyone's responsibility
 - Establishing the role of the Attendance Officer who can provide support and guidance to staff
 - The Attendance Officer can also offer signposting information to staff
 - making specific reference to attendance in staff roles and responsibilities descriptions;
 - talking about attendance during line management meetings;
 - discussing attendance issues during staff meetings.
-

Attendance leaders provide the following information to staff to enable them to track the attendance of pupils and to implement appropriate support:

- Staff are able to track attendance attainment and progress data through Arbor or our online data tracking system.
-

Our school attendance, safeguarding and pastoral support policies clearly outline:

- the key principles;
 - rules pupils need to follow;
 - routines;
 - consequence and support systems.
-

The escalation procedures to address absence are:

- understood by pupils, parents and carers;
- implemented consistently;
- reviewed regularly.

We ensure this by:

- providing information about escalation procedures and attendance interventions on the school website, information leaflets, open evenings and via any other relevant means;
 - explaining the systems in place during targeted attendance meetings with families;
 - monitoring the use and effectiveness of interventions to ensure that these are implemented consistently;
 - providing training and support for staff who are directly responsible for improving attendance;
 - gathering data on the escalation procedures to address absence;
 - using this data to analyse whether the current systems are working and to identify areas for further development;
 - ensuring that a member of the senior leadership team has responsibility for reviewing escalation procedures regularly.
-

We make sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and that their impact is reviewed regularly. We do this by:

Impact is reviewed during meetings with Safeguarding link governor, at all Full Governing Body meetings, and regularly in SLT meetings.

Intervention

We will use the following data to identify where attendance interventions need to be targeted:

- register inspections;
- analysis of data from school registers (including analysis of absence codes);
- analysis of punctuality data;
- analysis of trends in attendance (on an individual, group and whole-school level);
- analysis of information recorded on the school safeguarding systems;
- records of home visits and their outcomes;
- records of interventions offered to individuals and groups and their outcomes (Pupil premium provision map);
- information provided by pastoral and other staff.

We will monitor and analyse this data regularly to ensure that interventions are delivered quickly to address absence.

We use specialist staff to support pupils and their families to identify and overcome barriers to attendance. Specific roles and responsibilities include:

- Attendance Officer
- DDSL's
- Learning Mentors
- Pupil Premium Lead
- SENDCo's
- Deputy Headteacher

We will create action plans in partnership with families and also include agencies that may be supporting families.

- Attendance plans
- TAF or TAC meetings
- Early Help, CiN or CP plans

We will implement a range of strategies to support pupils and families who require this. Examples include:

- meeting with parents and identifying barriers
- signposting to external services such as housing, foodbank, health, social care,
- pick ups and drop offs,
- engagement with parent and family to work together on a plan,
- pupil premium support for uniform, trip and extra curricular support,
- support for teachers to develop strong and more targeted relationships with child and family,
- support from SEND team
- school refusal help plan.
- Pupil Premium provision map

Throughout each year, we endeavour to get further support for our families by; voucher support from supermarkets, more designated pick up and drop offs, home visits after 3-5 days of consecutive absence, invite only breakfast clubs

We will monitor the impact of any interventions, making adjustments if necessary, and use the findings to inform future strategy.

The following people are responsible for monitoring our attendance interventions:

Aimee Proffitt, Deputy Headteacher for Inclusion
Michelle Kingsley, Attendance Officer
Karen Larkins and Michelle Jefferies, Learning mentors

They will do this by following our graduated response to attendance.

Where interventions fail to address attendance issues, we will identify the reasons why and, where appropriate, change or adjust the intervention. We will engage the local authority and uses the powers they have for fixed penalty notice and fines where appropriate.

We will follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention when school-based interventions have not resulted in improved attendance and relevant triggers/thresholds are met. The person responsible for this is:

Samantha De Costa

This strategy will be reviewed annually.

By: Aimee Proffitt, Deputy Headteacher

Date of last review: October 2026
