

Promoting Good Attendance: A model policy for Bury schools

January 2023

All Saints CEP School

All Saints is a voluntary controlled Church of England Primary School with a Foundation Unit. Our School Mission Statement, agreed by all staff and governors, states that we are:
"Happy are we who journey together in faith and love."



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1. Introduction

1.1 At All Saints CEP we expect all pupils to:

- Attend every school day
- Attend school punctually
- Attend school prepared for the day

1.2 We believe that attending school, on time, is key to enabling children to make the most of the opportunities we offer to prepare them for their future.

1.3 We will work in partnership with our families to identify the reasons for poor attendance supporting them in addressing any barriers to attendance for their child.

- 1.4 Promoting good attendance is a matter for the whole school community. This policy sets out our expectations and our approach. Our approach is in line with the Department for Education's guidance (May 2022) [Working together to improve school attendance](#) which applies from September 2022.
- 1.5 This policy takes into account the Human Rights Act 1998, the Equalities Act 2010 and the 1996 Education Act.
- 1.6 Our approach to securing good attendance is based on the principle of support first. In line with Ofsted's research, our approach can be summarised as *'Listen, understand, empathise and support – but do not tolerate.'*
- 1.7 Every pupil should be able learn in an enjoyable and safe environment and be protected from harm. Attending school regularly promotes the welfare and safety of children whilst they are not in the care of their parents/carers.
- 1.8 In the case of specific illnesses that require pupils to be kept off school, parents should follow public health advice to ensure the wellbeing of the whole school community. These illnesses are Chickenpox, Diarrhoea and Vomiting, Impetigo, Measles, Mumps, Scabies, Scarlet Fever and Whooping Cough – see '[How long should you keep your child off school – checklist poster](#)'. Parents should follow the latest public health advice in relation to COVID-19.
- 1.9 This policy will be applied consistently and fairly. In applying this policy, we will take into account the needs of individual pupils.
- 1.10 This policy is supported by other school policies and procedures e.g., admissions, safeguarding and child protection, anti-bullying, behaviour and inclusive practice.

2 Expectations

- 2.1 It is our responsibility to maintain a culture that promotes good attendance which is supported by consistently applied systems.
- 2.2 Our dedicated senior leader with overall responsibility for championing and improving attendance is Mrs G Branch.
- 2.3 Other staff in school who support attendance on a day to day basis are Mrs Bailey and Mrs Cann, admin support and Mrs Farrell, Deputy Headteacher and SENCo
- 2.4 Staff who can provide support on attendance are Natalie Burke {Bury Local Authority.}
- 2.5 Parents/ carers must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude and to any special educational needs they may have, by regular attendance at school or otherwise.
- 2.6 We are committed to working with parents to promote positive attendance. We expect all our **parents** to:
- Maintain effective routines at home to support good attendance
 - Contact the school as soon as possible if your child is absent to let us know the reason for the absence and the expected date of return. This should be followed up with a written note as soon as possible
 - Avoid unnecessary absences. For example, pre-planned medical/ dental appointments should take place outside of school hours.
 - Inform us of any change in circumstances that may impact on your child's attendance.
 - Support us by becoming involved in your child's education, acknowledging the value of education and the importance of children receiving the same messages from home and school
 - Work with us to address any barriers to attendance for your child including attending all meetings requested to discuss attendance issues.

2.7 We expect all our **pupils** to:

- Be aware of when they should attend school
- Attend all lessons on time and be ready to learn
- Speak to a member of staff if they are experiencing difficulties at school or at home which may impact on their attendance
- Communicate with parents/ carers to encourage a written explanation to be shared with school to explain any absence that has happened or is foreseen
- Follow the school procedure if they arrive late

3 Daily routines

- 3.1 At All Saints CEP members of our SLT meet and greet our pupils at each of the entrances to school. This begins at 8.45 a.m. each day. Pupils then go to their classrooms.
- 3.2 Attendance registers are taken at the start of each morning session of each school day and once during each afternoon session.
- 3.3 Our school day begins at 8.50 a.m. The morning register will open and be taken at 8.50 a.m. Any pupil arriving after 8.50 a.m. is required to report to the main school office to sign in and provide a reason for lateness
- 3.4 If arrival is before 9.10 a.m. then the pupil will be recorded as late (Late **before** the close of register) These lates will be recorded by the school office along with the reason for lateness and if they continue a letter will be sent out to parents and also the offer of support if required.

3.5 The school register will officially close at 9.10 a.m. Any pupil arriving on or after this time will be marked as having an unauthorised absence for the morning session (Late **after** the close of register) These lates unauthorised absences will be recorded by the school office along with the reason for lateness and if they continue a letter will be sent out to parents and also the offer of support if required. A meeting with the attendance officer in school may be arranged and the parent is at risk of a penalty notice if an improvement is not seen.

3.6 Parents will be contacted to discuss any patterns of late arrival. Repeated arrival after the close of registration will result in further action being taken to support improved attendance

3.7 Our afternoon session begins at 1.00p.m. with a register taken at 1.00p.m.

3.8 Our normal school day ends at 3.30 p.m.

4 Reporting Absence

4.1 If a child is absent from school, parents should contact Mrs Bailey or Mrs Cann on 01617963392 on the first day of absence providing a reason for the absence and the expected date of return.

4.2 If the absence continues, parents should contact Mrs Bailey or Mrs Cann on 01617963392 **each day of absence** to identify the reason for absence and the expected date of return.

4.3 Where absence is recorded as unexplained, a reason for the absence must be obtained, in writing, by no later than 5 school days after the session.

- 4.4 If a child is absent, and we have had no contact from the parent to provide a reason for the absence, we will:
- Activate first day calling procedures after the register is closed at 9.10 a.m.
 - If there remains no contact then a further telephone call will be made later that morning to the parent and, if no response, a call will be made to the pupil's other emergency contacts
 - If we cannot contact a parent and are concerned about the pupil then, a home visit may be carried out by Mrs Branch/Mrs Farrell or Mrs Bailey. If the family is supported by a social worker then the social worker will be informed of the absence.
- 4.5 If we have concerns around a pupil's safety, we may also visit the home of the pupil or request a welfare check to be made by the police.
- 4.6 We will telephone home if a pupil leaves school without permission.

5. Requesting leave of absence

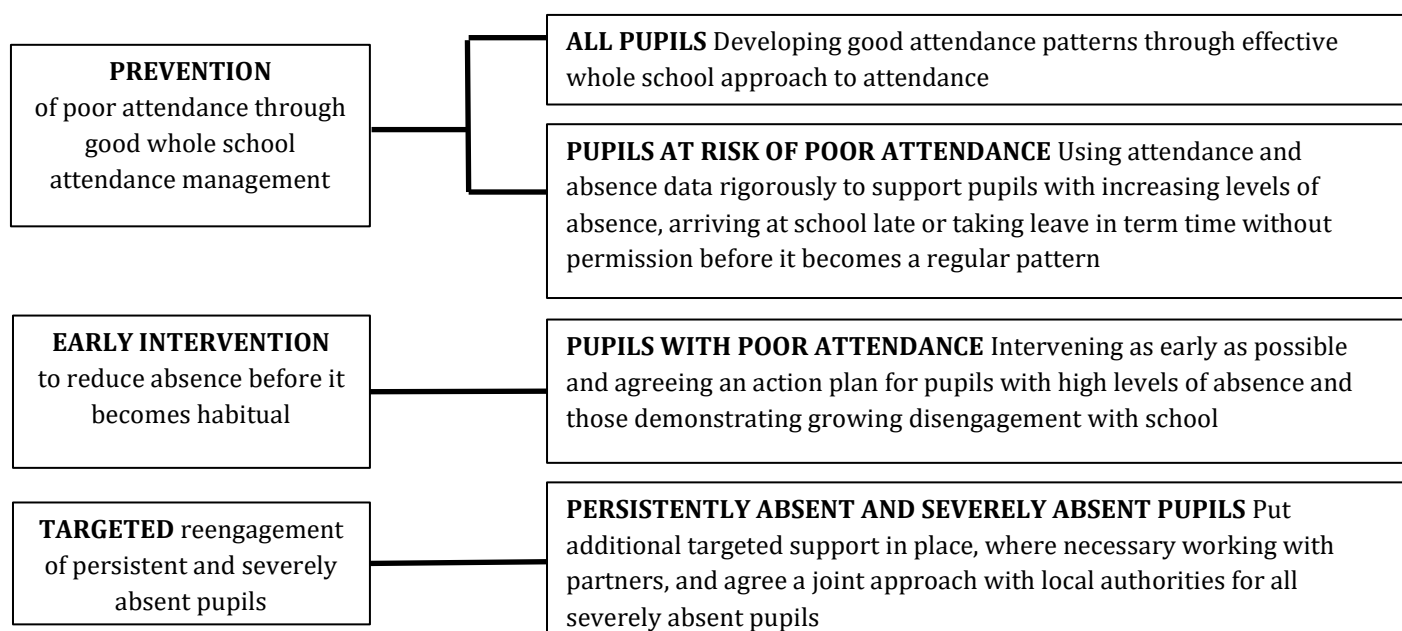
5.1 A leave of absence will only be granted (authorised) under exceptional circumstances. It is therefore unlikely that a leave of absence will be granted for the purposes of a family holiday. In making our decision we will take into account the specific circumstances and context behind the request. If a leave of absence is granted, the head teacher will determine the length of the time the pupil can be away from school. Requests for a leave of absence should be made in writing to the head teacher giving as much notice as possible.

Parents/carers must complete the holiday request form in good time (at least 2 weeks before a trip) for permission to take their child out of school during term time. If the request is denied school will inform the parent/carer of the reason by letter. If the parents/carers choose to continue with the planned holiday it will be taken as an **unauthorised absence and may incur a fine.**

In the **rare** circumstance when the Head teacher is satisfied that there are genuine reasons for the extended leave in term time, he/she will agree up to 10 consecutive days in any one school year. This will be an authorised absence.

6 Managing Attendance

- 6.1 We will regularly inform parents about their child's attendance, highlighting any amount of time missed and the impact on learning. Where there are concerns letters will be sent to parents and/or a meeting with the school's attendance officer arranged.
- 6.2 We value and recognise the importance of good attendance. We use the following to promote and celebrate good attendance:
Class certificates are awarded for 100% attendance at our well done assembly.
- 6.3 We will regularly analyse attendance data to identify pupils who have consistently high attendance, those who have shown improvements in their attendance and to identify pupils who may be vulnerable (see 6.4 below). We will also analyse specific groups, classes, year groups to inform our strategy in promoting good attendance.
- 6.4 Our approach to attendance management is based on prevention, early intervention and targeted support. We will regularly analyse attendance data to identify pupils who are at risk of poor attendance, have poor attendance or are identified as being either persistently absent or severely absent.



6.5 Our strategy for using data to target our work on attendance, including reducing persistent absence (pupils who are absent for 10% or more sessions) and severe absence (pupils who are absent for 50% or more sessions) is based on the table below:

0 – 4 days missed	98 – 100% attendance	PREVENTION Whole school approach/ celebrating good attendance	[Schools to add own commentary]
5 – 9 days missed	95– 97.9% attendance	PREVENTION Pupils at risk of poor attendance	[Schools to add own commentary]
10– 19 days missed	90.1 –94.9% attendance	EARLY INTERVENTION Pupils with poor attendance	[Schools to add own commentary]
20 or more days missed	90% or below attendance	PERSISTENTLY ABSENT 10% or more absence SEVERELY ABSENT 50% or more absence	[Schools to add own commentary]

6.6 We will regularly analyse attendance data to identify pupils or cohorts of pupils that need support. We will focus staff efforts on developing targeted actions for those cases.

6.7 If we have concerns about a pupil's attendance and/ or their punctuality then we will work in partnership with parents to support improvements. This may involve a meeting in school to support the family in identifying, and addressing, the barriers to attending school and/ or attending school on time.

- 6.8 We recognise that poor attendance can be an indication of difficulties and trauma in a child's life. This may be related to problems at home and/or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help us to identify any additional support that may be needed. It is expected that the child and their family work collaboratively with us to identify the most appropriate support. Where relevant, the support would involve following the Emotionally Based School Avoidance pathway.
- 6.9 We recognise that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, those with physical or mental health needs, migrant and refugee pupils and looked after children.
- 6.10 We will hold regular meetings with the parents of pupils who the school (and/or local authority) consider to be vulnerable to discuss attendance at, and engagement with, school. This will include pupils who are classed as being persistently absent (10% or more absence), those who are severely absent (50% or more absence), those with patterns of absence and pupils who show an unexpected or unexplained dip in attendance.
- 6.11 Working with parents, we will identify pupils who need support from wider partners and will make the necessary referrals as quickly as possible. With parental consent, this may include exploring Early Help support through the completion of the 'Story So Far' tool, or through discussion within a team around the school meeting.
- 6.12 We will support pupils back into school following a lengthy or unavoidable period of absence to build confidence and bridge gaps.
- 6.13 If we have any concerns about the welfare and wellbeing of a pupil then, in line with our safeguarding responsibilities, we will make any necessary referrals.
- 6.14 If we have been unable to contact the family, and have not seen the pupil, then we will inform the Local Authority so that joint enquiries can be made to establish the whereabouts of the child through Children Missing Education procedures

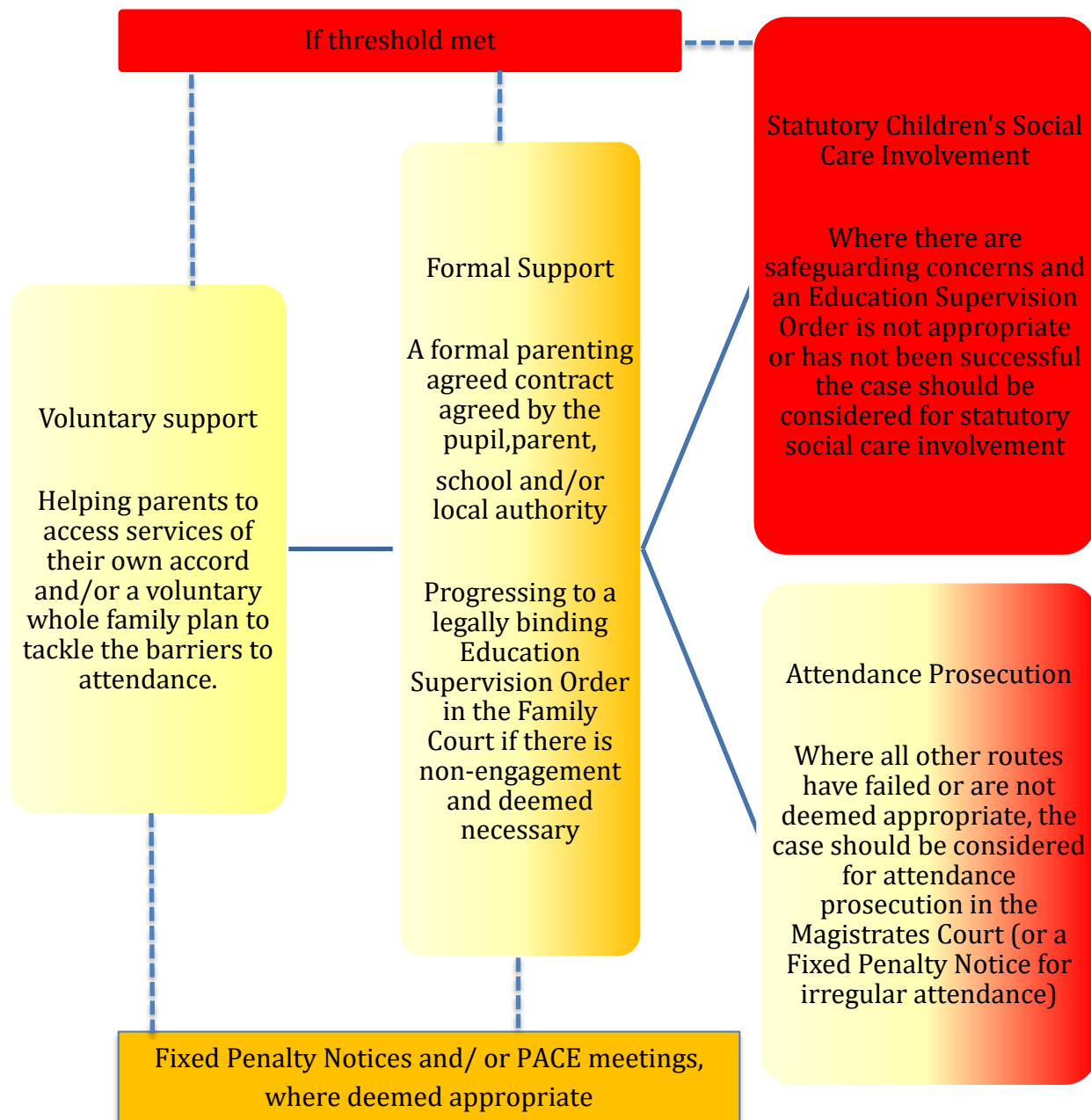
7. Voluntary support, formal support and statutory action

7.1 We will implement a range of strategies to support improved attendance. These **may** include:

- A recognised whole school approach that celebrates achievement in school
- Reward systems for positive behaviours
- Discussion with parents and pupils
- Discussion with the Virtual School where the child is looked after and/ or has a social worker
- Working with attendance professionals, internal and/ or external to the school
- Attendance panels
- Attendance support plans
- Attendance report cards
- Referrals to support agencies
- Learning mentors
- Pupil Voice Activities
- Friendship groups
- Personal, social and health education
- Anxiety-based school avoidance resources
- Trauma-informed approaches
- Early help referral options
- Family learning
- Reward systems
- Time limited part-time timetables
- Additional learning support
- Behaviour support
- Inclusion resources
- Reintegration support packages

7.2 Support offered to families, both internally and externally, will be child-centred, trauma informed and inclusive; planned in discussion and agreement with both parents and pupils.

7.3 Our approach to attendance management is based on the principles of prevention, early intervention and targeted support. At all stages we aim to work in partnership with parents/ carers to address any barriers to attendance and/ or punctuality together. Where support is not successful, or is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents.



- 7.4 We will work with Bury local authority to use the full range of legal interventions available to us to protect our pupils' right to an education. These are:
- Parenting contracts
 - Education supervision orders
 - Attendance prosecution
 - Parenting orders
 - Fixed penalty notices (see section 8)
- 7.5 Decisions on which intervention to take will be made on a case-by-case basis after considering the individual circumstances of the family.

8 Fixed penalty notices

- 8.1 School and the local authority will have regard to our safeguarding duties as set out in the statutory guidance in Keeping Children Safe in Education.
- 8.2 Fixed penalty notices will be served on parents as an alternative to prosecution where parents have failed to ensure that their child regularly attends the school. Fixed penalty notices will be used where the pupil's absence has not been authorised by the school and the absence constitutes an offence. Fixed penalty notices can be issued to each parent liable for the attendance offence/s, which should usually be the parent or parents with day to day responsibility for the pupil's attendance.
- 8.3 We will only use a fixed penalty notice, in line with the Education (Penalty Notices) (England) Regulations 2007 as amended in 2013, where support to secure regular attendance has not been successful. Fixed penalty notices will be issued for unauthorised holiday in term time.

8.4 Fixed penalty notices can 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 fixed period or permanent exclusion. The parents must have been notified by the school at the time of the exclusion the days that the child must not be present in a public place.

Note: This policy meets the requirements of the department for education's [working together to improve school attendance guidance](#) and referenced the statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties governing 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) Regulations 2007 (and 2013 amendment)

This policy should be read alongside Keeping Children Safe in Education 2022, our school's child protection and safeguarding policy and our school's behaviour policy

Appendix 1 Flow chart showing how schools, and local partners, work with families to improve attendance

EXPECT

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school



MONITOR

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched



LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with pupils and parents to listen, to understand barriers to attendance and to agree how all partners can work together to resolve them



FACILITATE SUPPORT

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues



FORMALISE SUPPORT

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order



ENFORCE

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.