



L.E.A.D. Academy Trust

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L.E.A.D. ACADEMY TRUST

ATTENDANCE POLICY

Policy/Procedure management log

Document name	Attendance Policy
Author	Helen Tunney
Date approved	
Date issued	
Date of review	November 2024
Approved by	

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for attendance management explicit in order to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust's aim is for all of its academies to be calm, orderly, safe, and supportive environments where all pupils want to be in school and are keen and ready to learn.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Cross Reference: Safeguarding Policy, Behaviour Policy, SEND policy

Legislative Framework

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education 2022 (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 2007 \(and 2013 amendments\)](#)

Procedures for attendance management implemented by individual academies will be operated in a positive way, reflecting the high expectations of all within the academy community.

All staff are responsible for promoting and establishing good attendance in Trust academies. It is important that all staff are consistent and proactive in rewarding good attendance, and in dealing with poor attendance.

Trust Expectations of Academies

To manage and improve attendance effectively, the Trust expects every academy to:

- Have a clear attendance policy which all staff, pupils and parents understand. The policy must include:
 - Attendance and punctuality expectations of pupils and parents, including:
 - start and close of the day
 - register closing times
 - processes for requesting leaves of absence
 - processes for informing the school of the reason for an unexpected absence.
 - The name and contact details of the senior leader responsible for the strategic approach to attendance.
 - Information and contact details of staff who pupils and parents should contact about attendance on a day to day basis.
 - Information regarding day to day processes for managing attendance, for example first day calling and processes to follow up on unexplained absence.
 - How the academy is promoting and incentivising good attendance.

- The strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
 - The strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority.
 - The point at which Fixed Penalty Notices for absence and other sanctions will be sought if support is not appropriate (e.g. for an unauthorised holiday in term time), not successful, or not engaged with.
- Develop and maintain a whole academy culture that promotes the benefits of high attendance.
 - Accurately complete admission and attendance registers, and have effective day to day processes in place to follow-up absence.
 - Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
 - Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
 - Share information and work collaboratively with other schools and academies in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

Improving attendance requires constant focus, and effective whole academy approaches require regular ongoing support, guidance, and challenge. The Trust expects each Academy Governing Body (AGB) to:

- Recognise the importance of attendance and promote it.
- Ensure leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discuss, and challenge trends, and help academy leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensure staff receive adequate training on attendance.

Day to Day Processes

Alongside accurate recording of attendance and absence, the Trust expects each academy to have robust day to day processes to track and follow up absence and poor punctuality and to develop processes that meet the needs of their pupils and contexts. As a minimum, each academy must:

- Proactively manage lateness and set out the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session, and depending on the structure of the school day, not longer than either 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place.
- Identify any absences that are not explained for each session and contact parents (and where appropriate foster carers and/or social workers) to understand why and when the pupil will return. Where absence is recorded as unexplained in the attendance register, the correct code should be inputted as soon as the reason is ascertained, but no later than 5 working days after the session.
- Where reasonably possible, hold more than one emergency contact number for each pupil.
- Regularly inform parents about their child's attendance and absence levels.
- Hold regular meetings with the parents of pupils whom the academy (and/or local authority) considers to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Make the necessary statutory data returns.
- Support pupils on return following a lengthy or unavoidable period of absence to build confidence and bridge gaps.

Each academy, in order to instil good attendance, should therefore:

- Work closely with their Local Authority School Attendance Support Team.
- Organise regular targeted meetings with families.
- Take a multi-disciplinary approach with the School Attendance Team to overcome barriers.
- Undertake legal intervention, where all voluntary support options are unsuccessful (Attendance Prosecution).
- Use parenting contracts as a formal written agreement with the academy.
- Implement an Education Supervision Order (ESO) where a formal parenting contract has been unsuccessful. An ESO is a useful alternative to provide formal legal intervention without criminal prosecution.
- Initiate fixed penalty notices by working with the Local Authority.
- Make use of Parenting Orders following non-attendance alongside a fine and or a community order. These can be imposed by the Court.

Equality Statement

The L.E.A.D. Academy Trust is committed to applying the equality duty in all academies across all phases. It is the responsibility of all staff, leaders, trustees and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good relations between people.

Safeguarding

L.E.A.D. Academy Trust recognises that attendance may be an indicator that a pupil is in need of help or protection. As a result, we expect each academy to consider whether a pupil's attendance may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, the academy is expected to follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Monitoring, Evaluation and Review

In order to determine the effectiveness of a policy, the Trust will monitor and evaluate its impact. This will be achieved by:

- Regular analysis of data.
- The AGB reviewing progress made and the effectiveness of the policy on an annual basis.
- The Trust Board scrutinising the attendance data and any issues reported in the Quality Assurance (QA) visits made by Directors of Schools.



L.E.A.D. Academy Trust
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Warren Primary Academy

Attendance Policy

Policy Information

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Ethos, Vision and Values

At Warren Primary Academy, our attendance policy reflects our vision of providing limitless opportunities and endless potential. This vision is based on our core values: compassion, commitment, creativity, and community.

Compassion:

We aim to understand and support each family's unique situation. We address why students are absent and connect families with the resources they need, so every child receives the education they deserve.

Commitment:

We prioritize attendance to help students benefit from a complete curriculum. This curriculum broadens their knowledge in various subjects and emphasizes the importance of regular attendance and participation in learning.

Creativity:

We know that each child's situation is different, so we take a personalized approach. While following our attendance guidelines, we adjust our strategies to meet the unique needs of each family and help them find the right resources.

Community:

Engaging the community is vital to our school. We involve everyone—staff, parents, students, governors, and trustees—in improving attendance. By working with outside agencies and encouraging active participation, we create a collaborative environment that supports our attendance efforts.

1. Aims

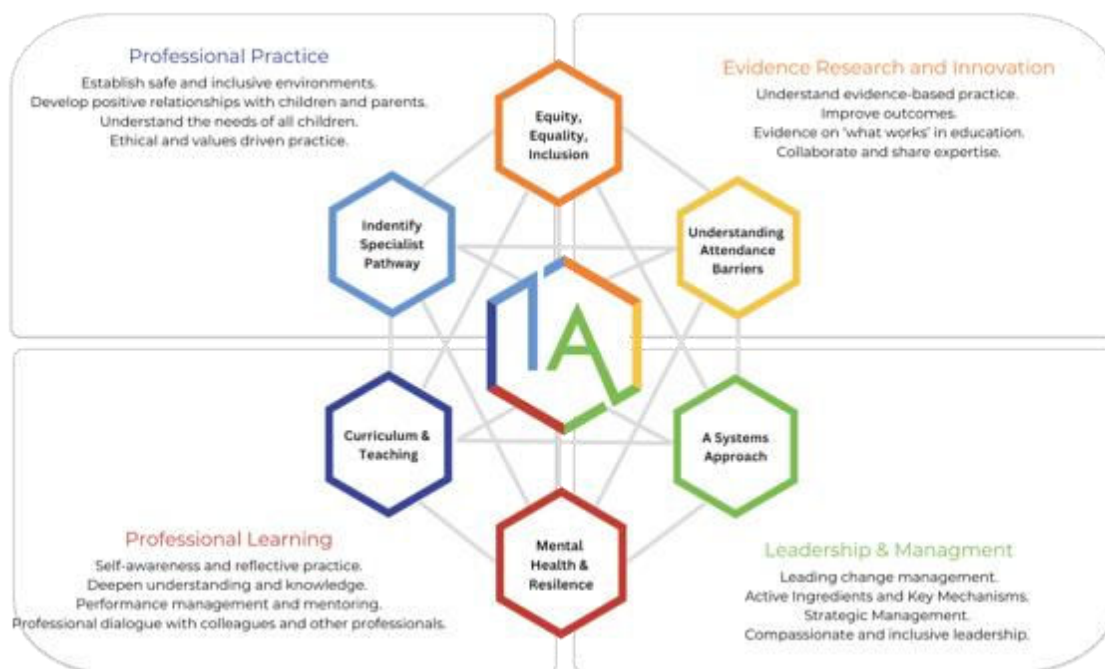
At Warren Academy we are committed to meeting our obligation with regards to school attendance through our culture and ethos that values good attendance, including by:

- 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
- Promoting and supporting punctuality in attending lessons

Warren Primary Academy is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres round child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.

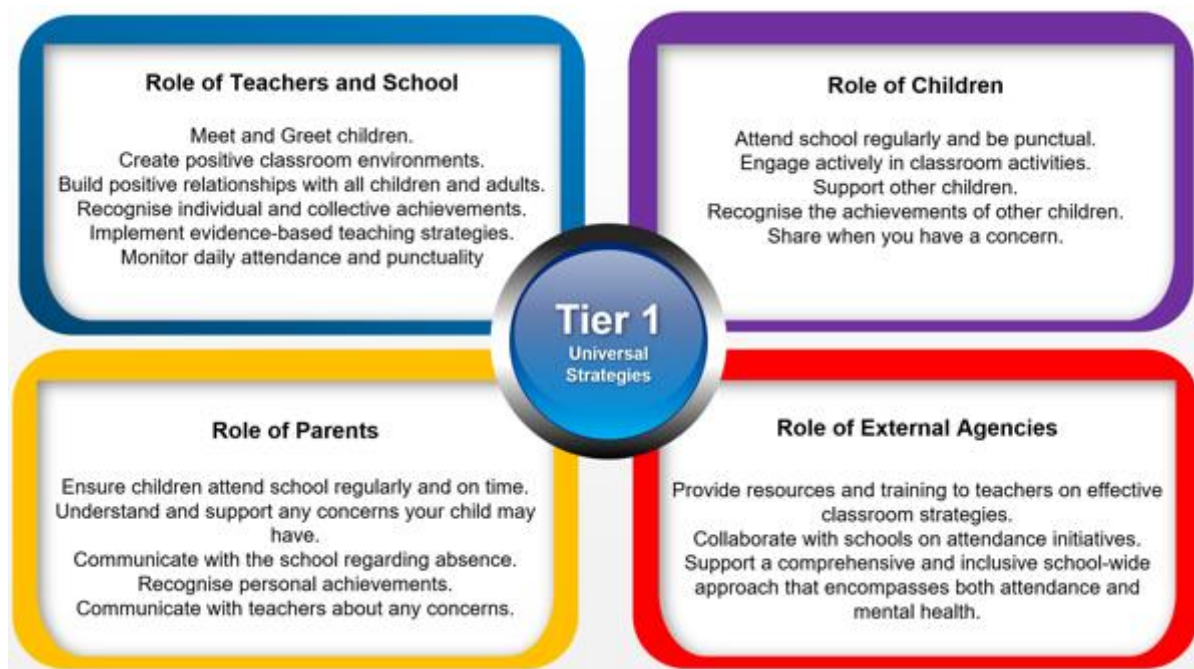


Annual Inclusive Attendance 7-Month Development Programme

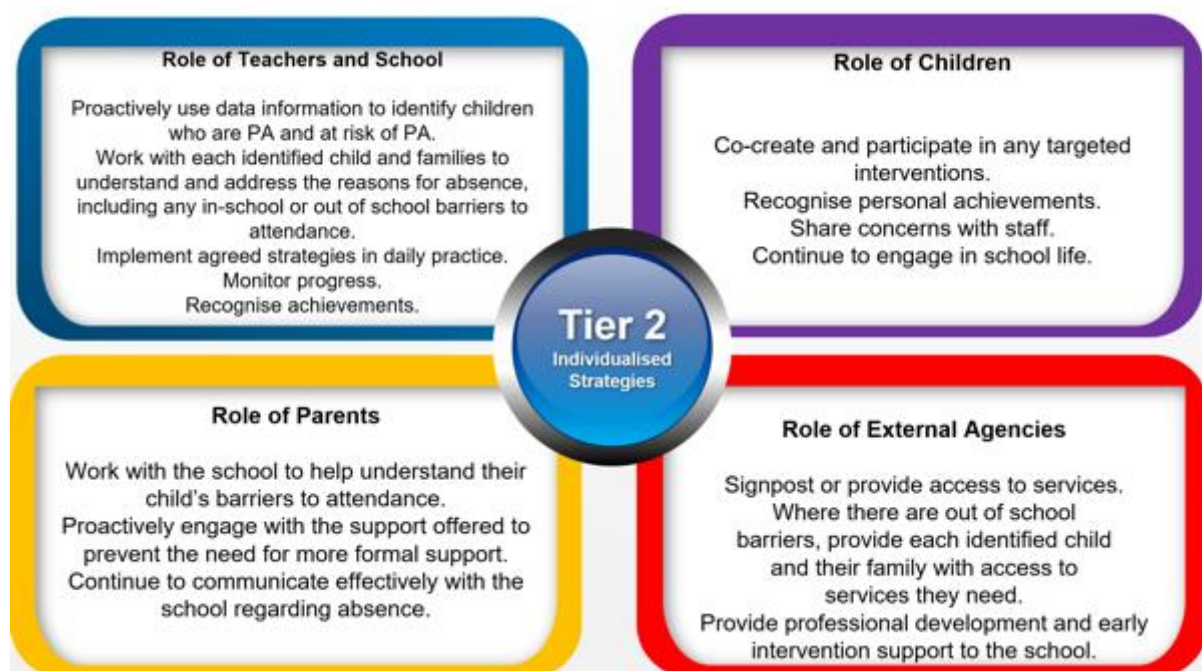
Each year, Warren Academy review and further enhances attendance practices through dedicated participation in the Inclusive Attendance 7-month development programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible assistance.

To guarantee a comprehensive approach to attendance, Warren Primary Academy are in the process of implementing a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

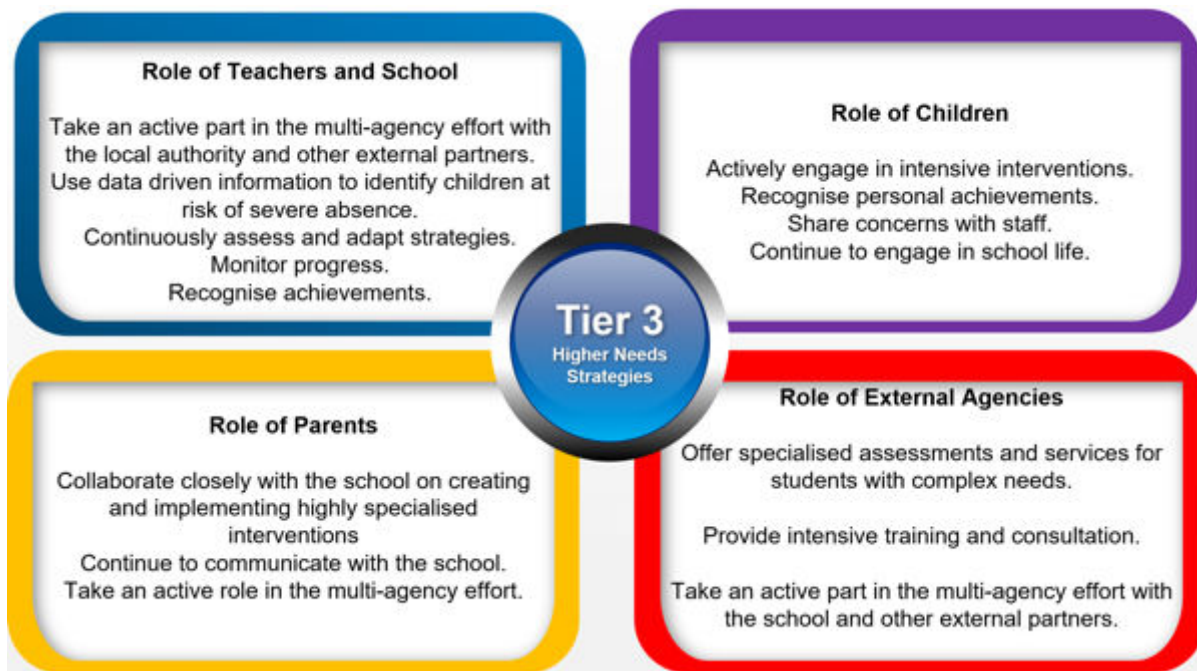
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



Warren Primary Academy Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

Attendance Recognition and Reward Framework

To promote high levels of attendance and sustained engagement, the school implements a structured system of recognition and rewards. This policy outlines how student attendance is acknowledged and celebrated across individual and collective contexts.

1. Formal Recognition

- Pupils with excellent attendance are publicly acknowledged at the end of each term.
- Recognition may include certificates, badges, privileges, or other age-appropriate awards.

2. Class-Based Incentives

- Classes demonstrating excellent or significantly improved attendance may be rewarded through class-wide incentives. On a weekly basis this is having a go on the Attendopoly board. Other incentives are class trips
- Classes achieving notable improvement are granted a turn on the *Attendopoly* board as part of a school-wide engagement strategy.

3. Individual Progress Acknowledgement

- Pupils showing sustained improvement in attendance, including those participating in the "10 Challenges" attendance initiative, receive pre-agreed rewards determined in collaboration with the Attendance Officer and Class Teacher.
- Students working through the attendance improvement booklet are similarly acknowledged and rewarded upon achieving progress milestones.

4. Parental Communication

- Letters of recognition are sent to the parents/carers of pupils who demonstrate improved attendance, reinforcing positive home–school partnerships.
- Warren Primary Academy uses the School Gateway App, the app allows the parents daily access to their child's attendance.
- We send an end of ½ term attendance certificate to all parents.

This approach aims to ensure all students—regardless of their starting point—feel motivated, supported, and valued in their efforts to attend regularly.

The Importance of School Attendance at Warren Primary Academy

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Social Development:* School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *Teacher Interaction:* Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

There are many factors which can impact on a child attending school, if you have any concerns you should contact the school as soon as possible:

Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.

Family Circumstances: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.

Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.

Transportation Issues: Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.

Socioeconomic Factors: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.

Special Educational Needs (SEN): Students with special educational needs may require additional support and accommodations to attend school regularly.

Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.

Academic Challenges: Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.

Cultural and Language Barriers: Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

Peer Pressure and Social Factors: Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

To address any identified attendance issues effectively, Warren Primary Academy will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

2. Legislation and Guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education 2024 (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:

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[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2007 \(and 2013 amendments\)](#)

Attendance strategy

Attendance Expectations

- All pupils are expected to attend school for at least 96% of the academic year.

- Where a child's attendance was previously classified as Persistent Absence (PA) (below 90%), clear and sustained improvement is expected in the subsequent academic years.
- Parents and carers are expected to take all reasonable steps to ensure their child attends school on time, every day.

Parental Partnership

We value collaboration with families and recognise that a strong partnership between home and school is vital in promoting good attendance. By agreeing to work with the school, parents and carers demonstrate a shared commitment to their child's success.

This partnership includes:

- Engaging in timely and constructive communication with school staff regarding attendance.
- Attending scheduled meetings or reviews when attendance concerns arise.
- Supporting good attendance habits at home, including consistent sleep and morning routines.
- Minimising non-essential absences such as routine medical appointments during school hours and avoiding term-time holidays.

The school will provide advice and support where challenges exist but reserves the right to pursue formal intervention where non-engagement or persistent low attendance continues.

Practical Guidance for Families

- Target Attendance 96% attendance equates to no more than 7–8 days of absence in a full academic year.
- Persistent Absence Threshold Attendance. Falling below 90% is categorised as Persistent Absence. In these cases, and those presenting as risk of PA those who have between 10 – 18 days of absence, the school will engage with families to provide appropriate support and outline expectations for improvement.

The Importance of Punctuality

- Arriving on time supports a calm and confident start to the day.
- Frequent lateness disrupts learning and can lead to gaps in both academic progress and social development.

How We Work Together

We understand that absence may occasionally be unavoidable due to illness or emergencies. In such cases, we expect parents/carers to:

- Notify the school promptly on each day of absence, clearly stating the reason.
- Maintain regular contact for longer absences or where return to school may require a phased or supported approach.
- Seek advice or support from the school where attendance is becoming a challenge.

We are committed to working closely with families to remove any barriers to regular attendance. Every day matters—and every child deserves the opportunity to succeed.

Contact Details of School Staff at Warren Primary Academy

Tel no: 0115 9153760

Name of Staff Member	Roles and Responsibilities	Contact Details
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Mrs K Salam	Attendance Champion/Head Teacher	KellieSalam@warrenacademy.co.uk
Mrs M Neat	Attendance Officer	Marcia Neat@Warrenacademy.co.uk
Mrs J Curtis	Attendance Manager	JoanneCurtis@warrenacademy.co.uk
Mrs S Ford	Safeguarding Leader (DSL)	Stephanieford@warrenacademy.co.uk
Mrs S Rogers	Governor for School Attendance.	

Definitions:

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions. In day this is 19 days or more.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Absence Definitions

- Arrival at school after the register has closed.
- Not attending school for any reason.

Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised Absence

- Parents keeping children off school unnecessarily or without reason.

- Truancy before or during the school day.
- Absences which have never been properly explained.
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Warren Primary Academy adhere to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, Headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy at Warren Primary Academy

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy

- Mental Health Policy
- SEND statement
- Pupil Premium Policy

Effective Interventions and Signposting

The Attend Framework

Monitoring attendance with the Attendance booklet gives the child ownership of their attendance

10 day challenges

Early help referrals

Attendance Improvement plans

Mental Health Team

3. Roles and Responsibilities

3.1 Academy Trustees

Trustees are responsible for:

- Ensuring that there is a Trust wide strategy to improve attendance and as part of this strategy share effective practice on attendance management and improvement across academies

Academy Governing Bodies (AGBs) are responsible for:

- Take an active role in attendance improvement, support the academy to prioritize attendance and work together to set a whole school culture
- Making sure academy leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data, compare with other local academies, identify areas of progress and where greater focus is needed
- Making sure staff receive adequate training on attendance
- Holding the Headteacher to account for the implementation of this policy

3.2 The Headteacher

The Headteacher is responsible for:

- Implementation of this policy at the academy
- Develop and maintain a whole school culture that promotes the benefits of good attendance
- Ensure that admissions and attendance registers are accurately completed
- Have robust daily procedures in place to follow up absence
- Monitoring absence data to identify patterns and trends and have a clear strategy in place to identify which pupils and cohorts to focus on and measure impact of any intervention, including PA/SA and vulnerable groups.
- Supporting staff with monitoring the attendance of individual pupils.
- Ensure that there is a dedicated senior leader with the overall responsibility for championing and improving attendance.
- Authorising the Local Authority issuing of fixed-penalty notices where necessary

Senior Leadership

Senior Staff: Senior staff in UK schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

- **Policy Development:** Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.
- **Monitoring and Reporting:** They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.
- **Setting Expectations:** Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.
- **Professional Development:** They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.
- **Early Intervention:** Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.
- **Parental Engagement:** They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.
- **Data Analysis:** Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.
- **Supporting Vulnerable Students:** They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.
- **Recognising Attendance:** They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.
- **Enforcing Policies:** Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.
- **Safeguarding:** Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.
- **Continuous Improvement:** They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.
- **Promoting a Positive Culture:** Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

3.3 The Senior Attendance Champion

The designated senior leader is responsible for:

- Leading attendance across the academy
- Ensuring all academy based staff complete their attendance responsibilities in line with the statutory procedures and academy policy and procedures
- 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
- Establish targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Kellie Salam and can be contacted via tel no: 01159153760 or email: Kelliesalam@warrenacademy.co.uk

3.4 The Attendance Officer

The academy attendance officer is responsible for:

Daily monitoring of attendance and communication with parents and carers

- Monitoring and analyzing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to academy staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the Headteacher
- Implementing appropriate action with parents and carers to tackle poor attendance.
- Being proactive in supporting families to ensure that pupils are able to attend school daily, through removing barriers.
- Working with the School Attendance Support team to tackle persistent absence and severe absence.
- Working with the Local Authority and other partners to tackle persistent and server absence

The attendance officer is Marcia Neat and can be contacted via tel: 0115 9153760 or email:

marcianeat@warrenprimary.co.uk

The role of an **Attendance Champion** in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates.

- **Developing and Implementing Attendance Policies:** Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.
- **Data Analysis:** Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.
- **Early Intervention:** Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.
- **Supporting Families:** Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.
- **Mentoring and Coaching:** Some Attendance Champions offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.
- **Providing Resources:** Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.
- **Monitoring and Reporting:** Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
- **Interventions and Incentives:** Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.
- **Staff Training:** Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.
- **Legal Compliance:** Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.
- **Safeguarding:** Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

- **Community Engagement:** Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.
- **Continuous Improvement:** Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.
- **Promoting a Positive School Culture:** Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly

3.5 Class teachers

Teachers: In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children. Here are the key roles and responsibilities of teachers regarding attendance in UK schools, select the bespoke statements from the list below for your school.

- **Responsible for recording attendance** on a daily basis, using the correct codes, and submitting this information to the office by 8.50am every morning and 1.10pm every afternoon. If a child is late on arrival at school, class teachers are able to mark a child with the 'L' code to acknowledge they are in school but have arrived after 8.50am.
- At Warren Academy, we have a whole-school approach to ensuring attendance is consistently high, and class teachers and teaching assistants have a collective responsibility to ensuring that every child is supported in attending school.
- **Communicate with the attendance officer and the senior school leadership team** if there are concerns about the child's attendance.
- **Monitoring Attendance:** Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.
- **Promoting Punctuality:** Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.
- **Taking Immediate Action:** When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.
- **Early Intervention:** Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.
- **Maintaining Communication:** Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.
- **Providing Support:** Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
- **Setting Expectations:** Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.
- **Creating a Welcoming Classroom Environment:** Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.
- **Identifying Barriers:** Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.
- **Implementing School Policies:** Teachers should adhere to and implement the school's attendance policies and procedures.
- **Attendance Records:** Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).
- **Collaboration:** Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.

- **Supporting Positive Behaviour:** Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.
- **Safeguarding:** Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.
- **Professional Development:** Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.
- **Role Modelling:** Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

3.6 Teaching Assistant and Learning Mentors

Teaching Assistant and Learning Mentors: Teaching assistants (TAs) and Learning Mentors (LM) in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being.

- **Monitoring Attendance:** TAs/LMs often work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.
- **Positive Relationships:** TAs/LMs can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.
- **Attendance Support:** TAs/LMs can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.
- **Reinforcing Expectations:** TAs/LMs can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.
- **Communication:** TAs/LMs can maintain open lines of communication with children's parents or guardians. They can inform parents of any attendance concerns and collaborate with them to find solutions.
- **Attendance Interventions:** TAs/LMs can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.
- **Supporting Students with Special Needs:** TAs/LMs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.
- **Identifying Patterns:** TAs/LMs can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.
- **Promoting Engagement:** TAs/LMs can engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.
- **Safeguarding:** TAs/LMs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.
- **Role Modelling:** TAs/LMs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.
- **Professional Development:** Continuous professional development can enhance TAs/LMs skills in addressing attendance issues and supporting children effectively.
- **Collaboration:** Collaborating with teachers and other school staff is essential. TAs/LMs can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.
- **Recognition of Attendance:** TAs/LMs can participate in recognizing children's attendance.

3.7 Academy Office Staff

Academy office staff will:

- Record all absence details received on a day-to-day basis and log it on the academy MIS system

- Transfer calls from parents to the attendance officer or the designated senior leader for attendance, to provide them with more detailed support on attendance.
- Ensure that any children who are not in attendance of school have been communicated with, so that schools know the reason for a child's absence.
- Communicate with the attendance officer and the senior leadership team if there are concerns about a child's attendance.

3.8 Parents/Carers

Parent/carers are expected to:

- Make sure their child/ren attends school every day on time
- Call the academy to report their child's absence before 8.45am on the day of the absence and each subsequent day of absence), and advise when their child is expected to return.
- Provide the academy with more than 1 emergency contact number for their child and update accordingly
- Ensure that where possible, appointments for their child are made outside of the academy day
- Only request leave of absence for exceptional circumstances

Parents: Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

- **Establish a Routine:** Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
- **Communicate with the School:** Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.
- **Ensure a Healthy Lifestyle:** Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
- **Positive Attitude towards Education:** Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.
- **Set Expectations:** Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.
- **Be Involved in Homework:** Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.
- **Attend Parent-Teacher Conferences:** Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
- **Monitor Progress:** Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.
- **Address Bullying or Safety Concerns:** If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.
- **Promote a Love for Learning:** Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.
- **Lead by Example:** Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.
- **Stay Informed:** Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.
- **Seek Support if Needed:** If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.
- **Encourage Peer Relationships:** Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.
- **Celebrate Achievements:** Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.

- Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

3.9 Pupils

Pupils are expected to:

- Attend school every day on time ready to learn
- Wear school uniform
- Have a positive attitude: maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience.
- Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.
- Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities..
- Responsibility: Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.
- Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.
- Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.
- Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.
- Safety Awareness: Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.
- Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.
- Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.
- Goal Setting: Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.
- Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.
- Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.
- Ownership of Learning: Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.
- Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

3.10 The Local Authority

The Local Authority is legally obliged to:

- Provide a strategic approach to improving attendance and ensure that it is a key focus of all frontline services
- Provide access to the School Support Team
- Enable opportunities to share effective practice
- Work with academies to issue legal interventions

4. Recording Attendance

Day-to-Day Processes for Managing Attendance Warren Primary Academy

4.1 Attendance Register

At Warren Academy, we keep an attendance register of all pupils on the academy roll.

We will take our attendance register at the start of the first session of each day and once during the second session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances
- Late

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

DfE attendance codes can be found in appendix 1.

We will also record:

- Whether the absence is authorized or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

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

The school day at Warren Academy starts at 8.50am. Pupils must arrive by this time every day. The school gates and the classroom doors open at 8.40am. The doors and the playground gate will close at 8.50. If your child arrives after this time, they will be classed as late.

The register for the first session will be taken at 8.50am and will be kept open until 9.20. The register for the second session will be taken at 1.pm.

4.2 Unplanned Absence

Reporting a Child's Absence.

- The pupil's parent/carer must notify the academy of the reason for the absence on the first day of an unplanned absence by 8.50am or as soon as practically possible by calling the Academy office on 0115 9153670 by text or by email, parents can also contact school by messaging on the School Gateway app
- It is the duty of the parent / carer to notify the school when their child is absent. They must inform a member of staff from the office or the attendance officer by way of telephone, e-mail, school comms or in person with the reason for their child's absence and how long they plan to be absent for.
- We will mark absence due to illness as authorized unless Warren academy has a genuine concern about the authenticity of the illness. If the authenticity of the illness is in doubt, Warren academy 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 academy is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorized, and parents/carers will be notified of this in advance.
- Leave of absence during term time will only be authorised in exceptional circumstances.

4.3 Planned Absence

Requesting Absence Leave

Leave of absence during term time will only be authorised in exceptional circumstances.

- Parents must request leave in writing at least 15 school days in advance. By completing the absence request form
- You will receive a phone call from Mrs Neat acknowledging receipt of the absence request form
- Mrs Salam will review the request and decide if the absence is authorised or unauthorised
- You will receive a letter informing you of outcome of taking your child out of school
- Should you take your child out of school if unauthorized on their return to school you will receive a letter informing you that we are making a referral to Education Welfare to be considered for a fine.
- Holiday requests must be made in writing, and a decision will be communicated to the parents or carers within 5 school days.

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

- A leave of absence form can be accessed from the school office and should be completed by the parent/carer prior to the planned absence.
- 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 the academy for the minimum amount of time necessary.
- The pupil's parent/carer must also apply for any other type of term-time absence as far in advance as possible of the date or dates of the requested absence. This could include religious observance, family events such as a funeral or wedding

4.4 Lateness and Punctuality

A pupil who arrives late:

- After the register has closed, will be marked as late, using the appropriate code 'L'
- The register closes at 9.20am.
- After the register has closed no longer than 30 minutes after the start of a session, will be marked as absent, using the appropriate code 'U' which signifies that the pupil arrived after the official closing of the register and denotes an unauthorized absence
- If your child arrives after 8.50am they will be given a 'late' card to notify their teacher, they have arrived past the official start time.
- If your child continues to persistently be late, the academy will arrange to meet with the parent carer to understand the reasons why lateness is an issue. The academy will respond to support the needs of the child and the family to promote better punctuality to school.
- If the issue of punctuality continues to persist, the academy will refer the family to services for further support, for example Early Help or to the Education Welfare Service. The school will also consider a referral to Nottingham City Children and Family Services if there is a persistent issue which the parent or carer is failing to improve.

4.5 Following up Unexplained Absence

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

- Call the pupil's parent/carers on the morning of the first day of unexplained absence to ascertain the reason. If the academy is unable to reach any of the pupils' emergency contacts, they may conduct a home visit to ascertain the reason for the child's absence. If the child cannot be located, further action may be taken, including referring to social services or contacting the police. The academy will post a home visit leaflet to inform the family that a home visit has been conducted.
- After a home visit a home visit form will be completed and added to the pupils attendance records
- Identify whether the absence is approved or not.
- Identify the correct absence 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/carers on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the academy will consider involving the School Attendance Support Team and or other frontline services.

4.6 Reporting to Parents/Carers

- The academy will keep parents informed about their child's attendance and absence levels regularly. At the end of each half-term, each child will receive an attendance certificate indicating their attendance rate. If their attendance rate is above 96%, they will receive a green certificate. If it falls between 90-95%, they will receive a yellow certificate, and if it falls below 90%, they will receive a red certificate. If a child's attendance falls between 95-90%, their attendance will be monitored weekly, and the parents will be notified of any improvements or regression by letter. These letters will also have the days of absence on them.
- If a child's attendance falls below 90% (more than 10% of the time off), the school will send written communication to the parent or carer to inform them that the child's attendance is being monitored daily. If the child's attendance does not improve, further steps will be taken, and the parents or carers will be notified of these in writing.
- Class attendance is reported every week via the school newsletter and celebrated on a weekly basis. Attendance is reported to all parents and carers on their child's annual academic reports.
- Parents have access to school Gateway which enables them to have continual access to their child's attendance figure.

5. Authorised and Unauthorised Absence

5.1 Approval for Term-time Absence

Only exceptional circumstances warrant a leave of absence. Warren academy will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the Headteacher to determine the length of the time the pupil can be away from school. As Headteachers should only grant leaves of absence in exceptional circumstances it is unlikely a leave of absence will be granted for the purposes of a family holiday.

Any request should be submitted as soon as it is anticipated and, where possible, at least 3 weeks before the absence, and in accordance with any leave of absence request form (Appendix 3), accessible via the school office. The Headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** may include:

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the academy will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travelers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travelers. Absence may be authorized only when a traveler family is known to be travelling for occupational purposes and has agreed this with the academy, but it is not known whether the pupil is attending educational provision.

5.2 Pupils with Medical Conditions or Special Educational Needs and Disabilities

In line with Section 19 of the Education Act 1996 the Local Authority (LA) have a duty to: “make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, or otherwise, may not for any period receive suitable education unless such arrangements are made for them.”

This applies to children and young people:

- who are of statutory school age and who
- are permanently resident in the local authority and
- who are not in school for 15 days or more, whether consecutive or cumulative due to ill health and
- where the health need and necessity for absence has been validated as necessary by a medical doctor
- will not receive a suitable full-time education unless the local authority makes arrangements for this

Health problems include: disabilities, physical illnesses, injuries and clinically defined mental health problems. Suitable medical evidence will be required, including details of the health problem, how long the condition is expected to last, the likely outcome, and a treatment plan. This must be provided by a suitable medical professional, normally a hospital consultant. However, where specific medical evidence is not available quickly, the local authority will liaise with other medical professionals (e.g. the child's GP), so that provision of education is not delayed.

5.3 Children Missing Education (CME)

The academy recognises that early intervention is necessary to identify the existence of any underlying safeguarding risk, and to help prevent the risks of a child going missing in education. The academy will:

- Follow absence procedures
 - Make a referral to CME if information is obtained that the family have moved out of area, with no forwarding school/academy
 - Make a referral to CME if a pupil has not returned after 10 days and there has been no contact with the family, despite efforts made by the academy
 - Work closely with the Children Missing Education (CME) Officer to identify a pupil's current whereabouts/destination
 - Agree with CME an appropriate time and category to remove the child from the academy roll. This includes those children and young people who are expected to move swiftly into appropriate provision; this is in line with The Education (Pupil Registration) (England) (Amendment) Regulations 2016
 - Contact the Local Authority via CME after 20 school days of absence, to discuss whether to remove a pupil from the academy roll. The final decision about removal from the academy roll remains with the Headteacher.
 - The academy will create a 'lost pupil' record on the national Lost Pupil's Database School to School (s2s) to assist future schools and Children Missing from Education Officers to identify and locate children
- See [Children missing education - GOV.UK](https://www.gov.uk/government/topics/children-missing-from-education)

5.4 Legal Sanctions

The academy can refer parents to the local authority where they do not ensure that children attend school. Parents can be fined for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, via a fixed penalty notice (FPN), each parent must pay £80 within 21 days or £160 within 28 days. The payment must be made directly to the local authority.

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

- The number of unauthorized 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.

Removal from roll

A school can only remove a child's name from the school roll in particular circumstances, as set out in [Regulation 9 The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#).

The school has to inform the local authority under [Regulation 13 The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#) of any pupil who is going to be removed from the admissions register where:

- the child will be home educated;
- the child has moved away and no longer attends school;
- the child has a medical condition and is certified as unlikely to be in a fit state of health to attend school;
- the child is in custody for more than 4 months and it is not reasonably believed he/she will return to school;
- the child has been permanently excluded.
- If parent/carer decide to move your child to a new school for any reason please inform the school of your plans to move your child by letter as soon as you can. Please let us know the date your child will start at the new school.

- On the day your child starts at the new school the new school will contact Warren and we will send all records that we have on your child to their new school. Your child will no longer be on roll at Warren Primary Academy
- If your child does not attend school and we have not had any contact from you the parent for 20 school days we will notify Child missing education and we will off roll your child from school.

Elective Home Education

- If you decide to remove your child from school you have to put your decision to home school in writing to the school and also inform the local authority that they wish to home educate their child.
- School will inform the Local Authority of the request.
- Your child will stay on role until your local authority have contacted Warren to confirm your Elective home education is officially confirmed and registered

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

6. Strategies for Promoting Attendance

Warren Primary Academy Strategies for promoting attendance

- Teachers will talk about and encourage attendance in class
- There are Attendance posters around the school
- Attendance is celebrated every week at Warren Academy.
- Each Friday, the Academy celebrates attendance in an attendance assembly. The top two classes with the best attendance each week are awarded a spin on the 'Attend-ably' board and receive the prize they land on.
- The children are reminded weekly of the whole school attendance target of 96% at this time.
- The class with the best attendance over each half-term will receive a reward at the end of that half-term. This is arranged by the attendance officer and Head of school and organized with the class teacher.
- Attendance is also celebrated each week in the newsletter, which is sent out to parents and carers on a Friday afternoon on a bi weekly basis.
- Warren create a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

7. Attendance Monitoring

Strategies for Using Data to Target Attendance Improvement Efforts at Warren Primary Academy

- Attendance at Warren Academy is monitored daily, and appropriate action will be taken if a child is absent without any communication with the academy. The attendance officer reviews attendance weekly to track patterns and identify any child whose attendance is becoming a concern or has been a concern.
- The school uses a 'traffic light' system every week to monitor attendance. Pupils with attendance of 96% and above are in the green zone and require little or no further action. Pupils with attendance between 96% and 90% are in the amber zone, and their attendance is carefully monitored by the school. The school sends letters to parents informing them of the child's absence and that the school is monitoring their child's attendance. If no improvement is shown, a meeting will be held in school.

- Office staff and teachers are kept up to date of the PA, SA and RPA children. Information and tracking is kept on the Attendance Database.
- Pupils below 90% attendance and no satisfactory reason are in the red zone. They will be invited to a meeting with parents/carers to discuss their child's attendance. The aim of the meeting is to support the parents and also to give the children voice. At this stage, no further absence is authorized without medical evidence, and the parent is informed of this. An attendance improvement plan is implemented, and the parent/carers is also informed that further absences may be referred to the Education Welfare Service.
- The academy also uses the Nottingham City graduated Response to Attendance model to support improvements in individual attendance. The table on the next page highlights examples of actions that the academy will take in line with individual attendance: The academy attendance officer tracks and analyses the attendance of specific groups each half term.

7.1 Monitoring Attendance

Our academy monitors and analyses attendance and absence data to identify our key pupils and cohorts that require support with their attendance.

- Monitor attendance and absence data trends on a weekly, half-termly, termly and yearly basis in relation to whole cohorts and distinct pupil groups
- Monitor individual pupil attendance, absence and punctuality on a daily and weekly basis
- 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 daily and published at national and local authority level through the DfE's school absence national statistics releases. The underlying academy-level absence data is published alongside the national statistics. The academy will compare attendance data to the national average, and share this with the governing board

7.2 Analysing Attendance

The academy will:

- Analyse attendance and absence data using SIMS/PowerBi 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
- Proactively use data to identify pupils at risk of poor attendance.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

7.3 Using Data to Improve Attendance

- Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families. This should go beyond headline attendance percentages and should look at individual pupils, cohorts and year groups (including their punctuality) across the school to help schools achieve their responsibilities under the Public Sector Equality Duty. When analysing patterns, some schools, especially secondary schools, may wish to look further into patterns of attendance within a session to ensure all pupils are attending all timetabled lessons
- Use this analysis to provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and to leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads)
- Undertake frequent individual level analysis to identify the pupils who need support and focus staff efforts on developing targeted actions for those cases (see paragraphs 45-47). This should not just

focus on persistent and severe absence, but look at all severities of absence to identify pupils who can be supported earlier before patterns become entrenched

- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This should include analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance
- Benchmark their attendance data against local, regional, and national levels to identify areas of focus for improvement
- Devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher than average absence or for pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers
- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented. The findings should then be used to evaluate approaches or inform future strategies
- Provide data and reports to support the work of the board or governing body
- Academies should decide which cohorts of pupils should be included in their data analysis based on their context and school population. This may include: boys and girls, year groups, pupils with special educational needs or disabilities, pupils with a social worker or who are looked-after by the local authority, pupils eligible for free school meals, and any pupils from backgrounds (including ethnicities, religions or beliefs, or sexual orientations where applicable) in the school community that have, or have historically had, lower attendance than their peers
- Academies may wish to make use of the View Your Education Data tool to compare attendance outcomes of different cohorts of pupils at a local and national level to identify where intervention is most needed

7.4 Reducing Persistent and Severe Absence

Strategy for Reducing Persistent and Severe Absence at Warren Primary Academy

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 academy will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the academy (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement
- Provide access to wider support services to remove the barriers to attendance
- Continue support as for persistently absent pupils
- Where absence becomes persistent, put additional targeted support in place to remove barriers. Where necessary this includes working with partners.
- Where there is a lack of engagement, hold more formal conversations with parents/carers and be clear about potential need for legal intervention in the future.
- Where support is not working, being engaged with or appropriate, work with local authority on legal intervention
- Where there are safeguarding concerns, intensify support through statutory children's social care
- Work with other schools+++ in the local area. Such as school previously attended and the schools of siblings.
- Agree a joint approach for all severely absent pupils with the local authority.
- Use all available legal means at the academies disposal to challenge situations where there is severe and persistent absence

Details of the National Framework for Penalty Notices at Warren Primary Academy

Please find below the DFE framework for Penalty Notices.

	99-100%	<ul style="list-style-type: none"> • Attendance matters sessions
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0-2 DAYS OFF		<ul style="list-style-type: none"> • Acknowledge consistent weeks and 100% weeks • Discuss tutor group/ overall class attendance and offer praise to movers • Tutor to discuss 96% attendees with Attendance Officer • Request notes for unauthorized absences and update relevant systems
4-7.5 DAYS OFF	96-98%	<ul style="list-style-type: none"> • Talk with parents and students regarding attendance levels dropping • Trigger first attendance letter for children falling within 96-98% attendance category and phone call home • School to complete home visit
9.5 -17 DAYS OFF	93-95%	<ul style="list-style-type: none"> • Acknowledge improvement in attendance for the students who have moved into this category from the below categories. • School staff to have weekly check ins. • School to complete home visit • School to consider Early Help assessment to highlight barriers to learning and offer support (requirement for LA) • School to arrange a parent meeting to develop an attendance plan, which includes a parent contract. It is an expectation that the plan is agreed and signed by the parent/carer and pupil (where appropriate) at the meeting – second letter to be sent.
19 – 25 DAYS OFF	90-92%	<ul style="list-style-type: none"> • Acknowledge improvement in attendance for the students who have moved into this category from the below categories • At 90% - letter to parents advising them that EWS will be informed of their child's attendance • EWO to arrange a Targeted Support Meeting with school to discuss individual students. If appropriate, the EWO will then agree suitable cases to discuss with EWSp • EWO will request a case supervision with an EWSp where Requests for Service will be agreed. Should any Requests for Service be unsuitable, recommendations will be sent to the Attendance Officer • EWO will conduct a home visit and deliver an invitation to an Attendance Panel at Loxley House • School to maintain contact with the family and continue with their attendance procedures; telephone calls, home visits etc •
27+ DAYS OFF	Under 89%	<ul style="list-style-type: none"> • Acknowledge improvements in attendance • Letter to parent/s informing them that a referral has been made to EWS • EWS procedure begins • School to maintain contact with the family and continue with their attendance procedures; telephone calls, home visits etc

An attendance contract is a formal agreement between parents and the school or local authority to address irregular attendance, providing support as an alternative to prosecution. It is not legally binding but serves as a formal route to secure engagement with support when voluntary early help plans have not worked. An attendance contract aims to offer support rather than punishment.

If voluntary support or attendance contracts are unsuccessful, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority should exhaust voluntary support options and ensure the order would benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the Magistrates Court by the local authority. Upon conviction, parents may face fines of up to £1,000. Local authorities have the power to prosecute parents for various offences related to attendance: Failure to comply with a school attendance order may result in fines of up to £1,000. Failure to secure regular attendance at school or alternative provision may lead to fines of up to £2,500 and/or imprisonment. Persistent non-compliance with an Education Supervision Order may result in fines of up to £1,000.

Safeguarding Children and Attendance at Warren Primary Academy

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow *Keeping Children Safe In Education* guidance to ensure safe practices.

8. Policy Review

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum once per year by Kellie Salam and Marcia Neat. At every review, the policy will be approved by the AGB.

9. Links with Other Policies

This policy links to the following policies:

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health Policy
- SEND Policy
- Pupil Premium Policy

Appendix 1: Attendance Codes

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

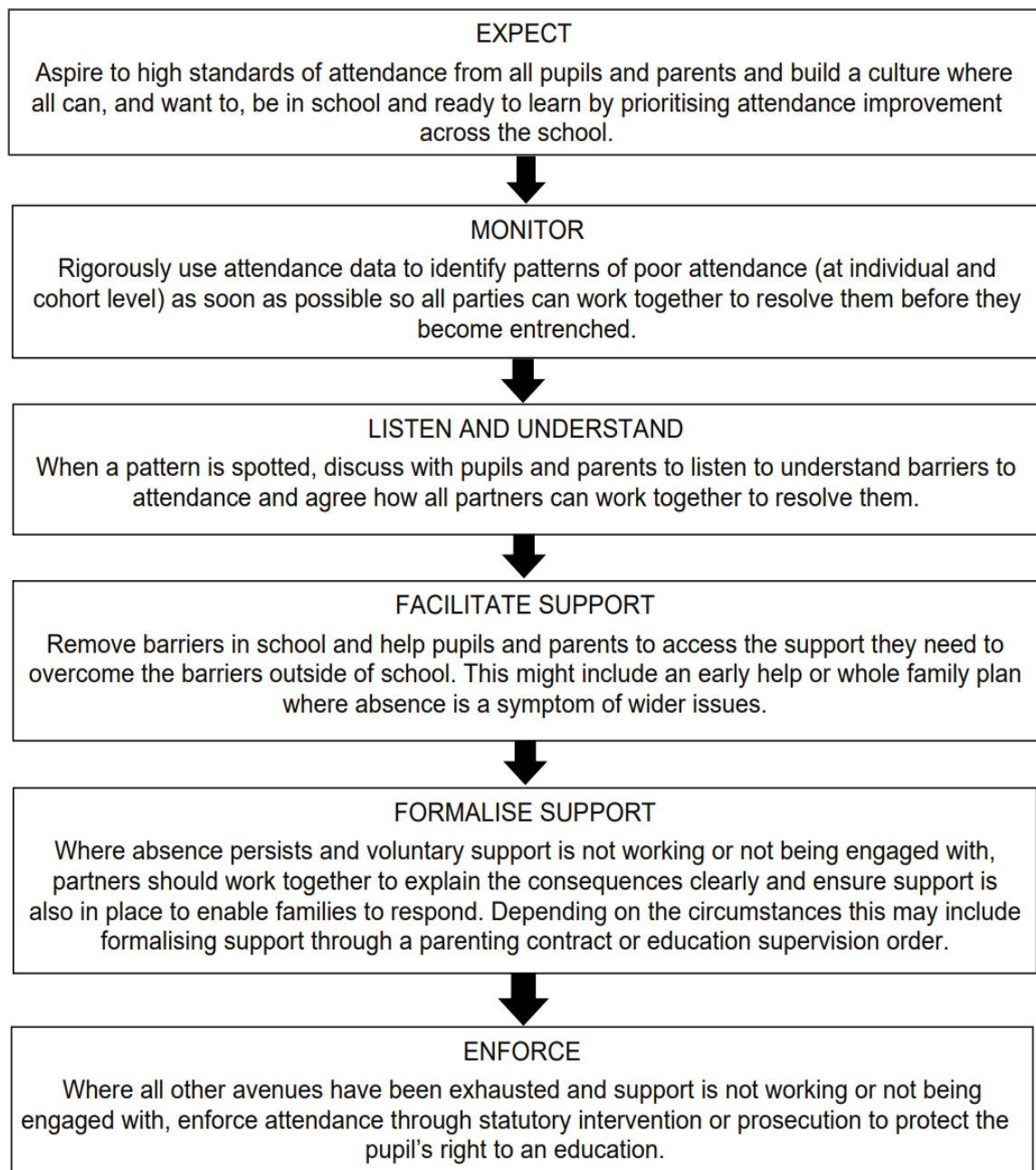
Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the 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: Flow chart of promoting good attendance



Appendix 3: Absence request form

Absence request Form

Pupils Name _____ Class _____

_____ Class _____

Day(s) of requested absence: _____

Reason for the request:

I/we have read the information on the reverse of this application and consent to the terms and conditions of the school:

Signed: _____ (Parent/Guardian)

Note: A pupil may only be granted leave of absence from school in exceptional circumstances up to a maximum of 5 days in any school year (September – July inclusive).

For office use only:

Date Received _____

Percentage attendance: Current _____ Last 12 months _____

Any further action required: _____

Outcome of discussion with parents _____

Request authorised [☐] Request unauthorised [☐]

Reasons request is authorised: _____

Request for leave letter sent		Date:
Copy of this form sent to parent		Date:
Name child on leave		Date
Referral to EWS letter sent to parent		Date:
Referral to EWS		Date:

Terms and Conditions

Before completing this application we would advise that you consider very seriously how the absences will affect your child's education. National statistics show 10 days absence in any academic year does have a negative effect on average attainment.

The Government advises that any refusal of leave of absence must be recorded as unauthorised by the school on the students records. As you may be away an accumulation of unauthorised absences may result in legal proceedings against you either through a Fixed Penalty Notice or the Magistrates' Court.

Term-time Holiday from September 2013

Amendment to the Education (Pupil Registration) (England) Regulations 2006 remove references to family holiday and extended leave as well as the statutory threshold of ten days. The amendments make clear that head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. ***Please note it is in our policy to fine Parents who choose to take their children on Holiday during term time.***

Fixed Penalty Notices

With the implementation of the Anti-Social behaviour Act (2003) the local Authority has statutory powers to use Penalty Notices to help tackle irregular school attendance. An unauthorised absence is any absence that the school has not given permission for or the parent/carer has been unable to provide a reason for the absence, which is acceptable to the school.

The 2007 regulations set out the procedures for issuing penalty notices (fines) to each parent who fails to ensure their children's regular attendance at school. Amendments to 2007 regulations will reduce the timescale for paying a penalty notice. Parents must, from September 2013, pay £80 within 21 days or £160 within 28 days.

Appendix 4: Warren Academy – Attendance Protocol and Procedures

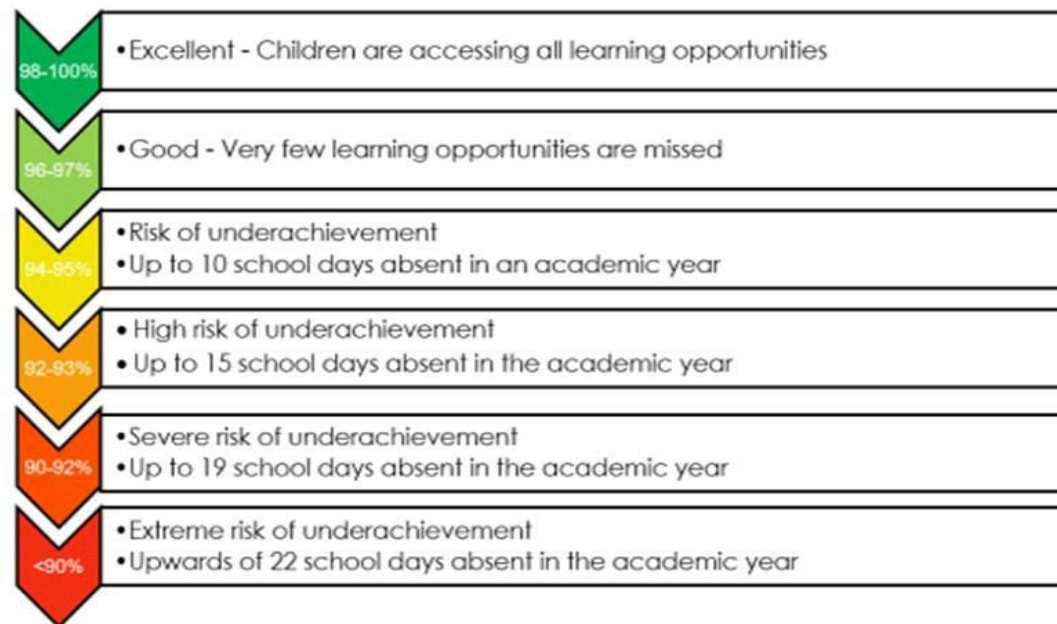
Local Authority graduated response to attendance

0 – 2 DAYS OFF	<ul style="list-style-type: none"> • School shall share positively framed messages in assemblies and newsletters • School shall develop whole school approach • School shall maintain accurate attendance recording systems • School shall contact parent/carers on the first morning of a child's absence, if parent has not informed the school on the first day of absence • Schools shall ensure their attendance policies are accessible to all
4 – 7 DAYS OFF	<ul style="list-style-type: none"> • Communication with parents and with pupils about the importance of attendance and tackling non-attendance • School shall issue attendance letter 1 and monitor attendance for a further 2 weeks • School shall complete a home visit if there has been no parent engagement
7-9.5 DAYS Off	<ul style="list-style-type: none"> • School shall regularly review attendance data • School shall issue attendance letter 2, inviting the parent to a meeting within 10 calendar days. At the meeting, an attendance plan and parent contract shall be completed. It is expected that a plan is agreed and signed by the parent/carers and pupil (where appropriate) at the meeting. School shall provide parent/carers a copy of the minutes from the meeting • School to monitor attendance and conduct a review meeting with parent in 2 weeks. • School to complete home visit if there has been no parent engagement
9.5 – 17 DAYS	<ul style="list-style-type: none"> • School may consider Early Help assessment if consent is given by parent • If a child's attendance meets 10 unauthorised sessions in 10 weeks, school shall request a remote case review with their EWO. School shall identify a maximum of 5 cases they wish to review with their EWO.

OFF	<ul style="list-style-type: none"> • • School shall issue Notice to improve (NTI letter 3) if agreed by their linked EWO • In line with the NTI, the School shall monitor the child's attendance for a further 4 weeks • A date to review cases where an NTI has been issued, shall be arranged by the EWO
19 – 25 DAYS OFF	<ul style="list-style-type: none"> • EWO and school shall complete case review and identify outcomes • Outcomes: 10/10 Penalty Notice, UA Request for Service, Advisory Notice or further actions shall be requested by the EWO A 10/10 Penalty Notice may only be processed when there has been no previous legal intervention in the case •
	<ul style="list-style-type: none"> • The EWO shall request that school issue Letter 4 to parent/carer informing that a referral has been submitted to EWS • EWO shall arrange a Parent Panel meeting with the school and the EWO shall issue letter to parent/carer inviting them to attend the meeting • If parent does not attend their Parent Panel Meeting, the EWO shall conduct a home visit and attempt to engage parent/carer • EWO shall issue a Formal Warning Notice to parent/carer either during the Parent Panel Meeting, home visit or by post • School shall maintain contact with the family and continue with their attendance procedures • EWO shall review attendance after 10 days from when the FWN was issued

**27 +
DAYS
OFF**

- Outcomes are consideration for legal intervention, an Advisory Notice or further actions shall be requested by the EWO
It remains Schools/Academies responsibility to address the child's absence, and follow the Graduated, Partnership Approach to
- Improving attendance from the beginning.



Appendix 5: Attendance procedure for pupils who are classed as persistently absent

<u>Attendance Protocol for PAs</u>	
<u>Weekly</u>	- PA list provided to the office for awareness of who is PA (below 90%)
<u>Daily</u>	
<u>Between 9-9.30am</u>	<ul style="list-style-type: none"> - Phone call, not text message, must be made as first point of contact, if no communication is received from parent/carer. - Phone call to be made to parent/carer if communication is received to speak to parent further about reason for absence. - Medical evidence must be requested or further evidence of absence eg attending a funeral as proof for absence. This can be given in person or via email/text message, and a record kept on attendance file with Marcia
<u>If no contact by 10am</u>	<ul style="list-style-type: none"> - Text message to parent/carer to state a home visit is being made today - 2 members of staff to complete home visit (ideally before 12pm if possible to attempt to gain afternoon mark). - Child can be brought into school to receive afternoon mark if well enough
<u>Child continues to be off school following day</u>	- If no medical evidence is received by day 2 of absence, home visit is completed to see the child and reinforce expectations about return to school.
<u>Home visits</u>	- If 3 home visits or more are completed over a term, this will be considered to be educational neglect and school will consider social care involvement.
<u>Recording</u>	<u>Logging on myconcern</u> <ul style="list-style-type: none"> - Usual safeguarding indicators apply when completing home visit - All concerns must be raised on myconcern and appropriate action take to address the concern on returning to school. - Home visits to ideally include a DSL if possible when conducting visit.

