

Alderman's Green Primary School

Whole School Attendance Policy

A place where everyone feels heard, understood and celebrated.

Feel welcomed, Feel connected, Feel successful

Policy Consultation and Review

This policy is available on our school website and is available on request from the school office. All parents are informed about the policy when their children join the school and regularly through the newsletter and letters home where relevant. We follow **Keeping Children Safe in Education** guidance to ensure safe practices.

We recognise the expertise our staff build by managing school attendance daily and we therefore invite staff to contribute to and shape this policy and associated attendance and safeguarding arrangements.

This policy will be reviewed annually by the Governing Body. This policy was last reviewed and agreed by the Governing Body in September 2024. It is due for review in September 2025

Signature

Headteacher

Date:

Signature

Chair of Governors

Date:

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1.Introduction/Aim

Alderman's Green Primary School is committed to developing a school culture and climate which builds a sense of connectedness and belonging, to ensure all children can attend school and thrive. Ensuring excellent attendance is a collective responsibility that is prioritised as we know the positive impact it has on children's lives now and in their futures. We build solid working relationships with children and families to enable children to fully access their education in school. We follow a staged approach which recognises successes but also allows us to swiftly identify and overcome any barriers to children attending school regularly. There is a strong relationship between good school attendance and achieving positive outcomes for children. It is recognised that attending school regularly can be a protective factor for children and young people. It is important that as a school we offer a safe environment, positive relationships, high quality teaching and learning opportunities to develop social and emotional skills.

Ensuring that children attend school every day will help achieve this ambition by maximising their education and social achievements as well as developing self-discipline, organisation and preparedness for the work environment. Improving attendance and reducing absence, especially persistent absence is a priority for our school and Coventry City Council.

Research commissioned by the Department for Education shows missing school for even a day can mean a child is less likely to achieve academic growth, which can have a damaging effect on their life chances. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties at the earliest opportunity.

Our attendance policy aims to give clear guidance to staff, parents, pupils, and governors to:

- Support pupils' achievement by establishing the highest possible levels of attendance and punctuality.
- Recognise the key role of all staff in promoting good attendance.
- Provide a clear framework for monitoring and responding to pupil absences.
- Make parents / carers aware of their legal responsibilities and ensure their children have access to the education to which they are entitled.

We recognise that attendance is a matter for the **whole school community**. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, prevention of bullying, behaviour, and inclusive learning.

2. Legal Framework

Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive efficient full-time education suitable to their age, aptitude and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at school or by education otherwise than at school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. A child is of compulsory school age at the beginning of the term following their 5th birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16. Parents are expected to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly. The government expects all schools and local authorities to:

- Promote good attendance and reduce absence, including persistent absence.
- Ensure every pupil has access to full-time education to which they are entitled.
- Act early to address patterns of absence.

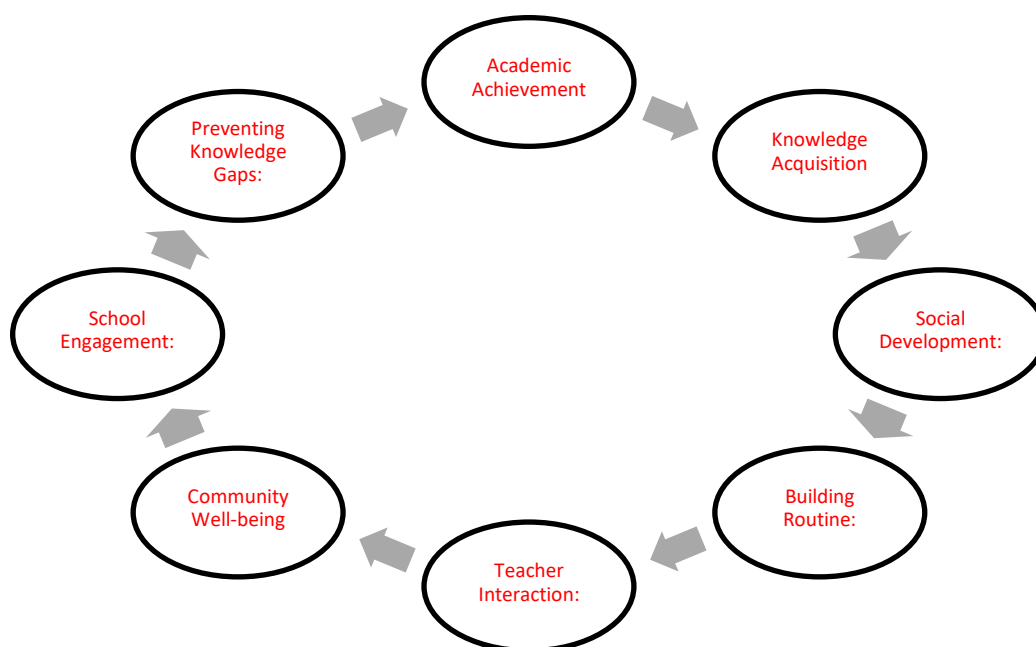
In accordance with the Education Act 1996, we will work with parents and carers and the Local Authority to ensure that parents are supported to secure education for children of compulsory school age. Where required, we will formalise support and where necessary, work with the LA to use legal measures.

A "Parent" is defined as:

- Any natural parent, whether married or not
- Any parent who, although not a natural parent, has parental responsibility as defined in the Children Act (1989) for a child or young person.
- Any person who, although not a natural parent, has care of a child or young person.

The Importance of School Attendance

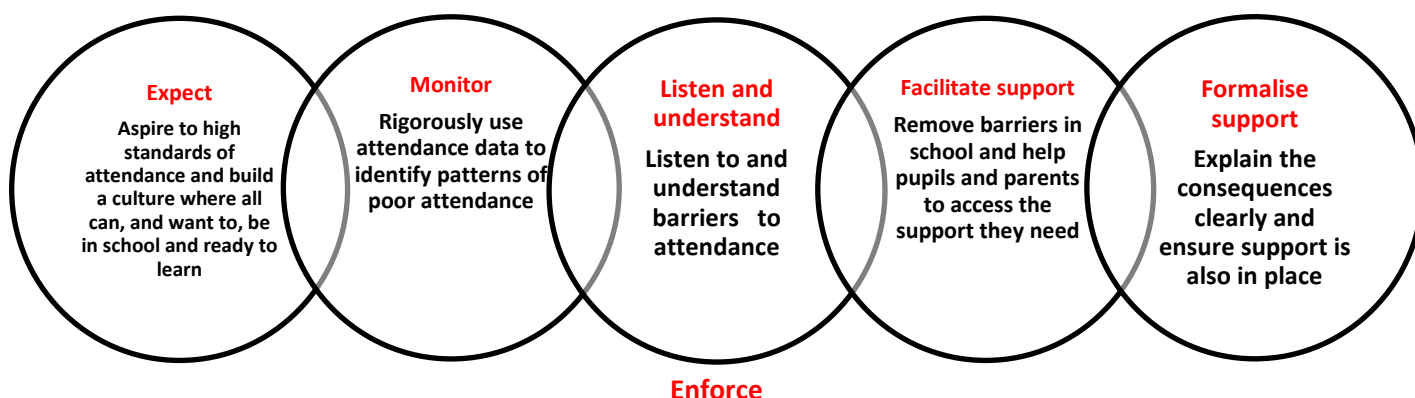
School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and prospects, making it an indispensable aspect of any educational system.



3. Attendance Objectives

Our school attendance policy:

- Is easy to understand by pupils, parents and staff
- Is clear and consistently applied, transparent and fair
- Considers the individual needs of pupils and their families
- Is easy to find so that the whole school community is aware of our attendance expectations
- Includes the contact details of key staff to make it easy for parents to get in touch
- Is reviewed by staff regularly and involves pupils and parents because school attendance matters to everyone
- Is followed in accordance with the procedures below:



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

4. Roles and Responsibilities

At Alderman's Green Primary School we believe that school attendance matters to everyone. School attendance is a shared responsibility by governors/trustees, all school staff, parents, pupils, and the wider school community.

Together we will:

- Have a clear school attendance policy on the school website which all staff, pupils and parents understand.
- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Accurately complete admission and attendance registers.
- Have robust daily processes to follow up absence.
- Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.
- Have a dedicated senior leader with overall responsibility for championing and improving attendance.
- Proactively use data to identify pupils at risk of persistent absence.
- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Signpost and support access to any required services where out of school barriers are identified and act as lead practitioner if attendance is the only issue and/or threshold for formal early help is not met.
- Take an active part in the multi-agency effort with the local authority and other partners and if the case meets threshold for formal early help/family support, including conducting an early help assessment and acting as lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.
- Put additional targeted support in place to remove any barriers where absence becomes persistent.
- Hold more formal conversations with parents and be clear about the potential need for legal intervention in future where there is a lack of engagement.
- Work with the local authority on legal intervention where support is not working, being engaged with or appropriate.
- Intensify support through a referral to statutory children's services where there are safeguarding concerns.
- Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
- Agree a joint approach for all severely absent pupils with the local authority.
- Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.
- Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.
- Maintain the same ambition for attendance and work with pupils with SEND and/or medical conditions and their parents to maximise attendance.
- Ensure join up with the Pastoral Team and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.
- Consider additional support from wider services and external partners, making timely referrals for children with SEND and medical conditions.
- Regularly monitor data for children with SEND and medical conditions, including at board and governing body meetings and with local authorities.
- Know who the pupils who have, or who have had a social worker.
- Understand how the welfare, safeguarding, and child protection issues these pupils are experience, or have experience, can have an impact on attendance – whilst maintaining a culture of high aspiration.
- Provide additional academic support and make reasonable adjustments to help pupils who have a social worker, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.

- Informing the pupil's social worker if there are any unexplained absences.
- Work in partnership with local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked after children that support good attendance.
- Work directly with parents to develop good home-school links that support good attendance including discussion on the use of Pupil Premium Plus for previously looked after pupils.

Role	Name	Contact details
Senior Attendance Lead	Maria Unitt	024 76688918
Attendance Officer	Charlie Hill	024 76688918
Named Governor/Trustee for Attendance	Ann Marrs	024 76688918

The Local Governing Board/Trustee Board of Alderman's Green Primary School recognises the importance of school attendance and promotes it across the school's ethos and policies. They take an active role in attendance improvement by:

- Supporting the school to prioritise attendance and work together with leaders to set whole school cultures.
- Ensuring school leaders fulfil expectations and statutory duties.
- Ensuring school staff receive training on school attendance.
- Using data to understand patterns of attendance, identifying areas of progress and where greater focus is needed
- Regularly reviewing attendance data and help school leaders focus support on the pupils who need it.
- Designating a staff member to promote the education achievement of looked after and previously looked after pupils.
- Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.

Alderman's Green Primary School requests that parents, pupils and staff work together to ensure good attendance is everyone's responsibility.

Factors Influencing Attendance:

- Health Issues
- Family Circumstances
- Bullying and Safety Concerns
- Transportation Issues
- Socioeconomic Factors
- Special Educational Needs (SEN)
- School Climate
- Engagement and Motivation
- Academic Challenges
- Cultural and Language Barriers
- Peer Pressure and Social Factors
- Parental Involvement

5. Recording Absence and Attendance

When marking our registers, we will apply the national codes as outlined and regulated by the Department of Education guidance to accurately record and report attendance.

5.1 Leave of absence

We aim to work with parents to ensure that all parents understand the importance of uninterrupted education. Leave of absence request during term time will not be authorised by the Headteacher. Amendments to The Education (Pupil registration) (England) 2006 regulations state that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. We do not believe holidays during term constitute as exceptional circumstance. Parents are required to complete a form notifying them of the reason for the absence from school and the dates, including the expected date of return. The Headteacher will consider all requests individually and respond in writing with the decision. All absences authorised and unauthorised will go on a child's record. Long term absences will be tracked by the Governing Board and Triumph Trust. All absence due to holiday will incur a fine per pupil once the absence is over 5 days. If a pupil fails to return (after one month) and contact with the parent has not been made or received, school may take the pupil off the school's roll in compliance with the Education (Pupil registration) (England) Regulations 2006. This means that **the child may lose their school place.**

A penalty notice request may be submitted to the Local Authority by the headteacher should: -

- The parent fail to submit a leave of absence request in advance of taking the leave.
- An application for a leave of absence is not authorised by the headteacher but is still taken.
- A longer period is taken more than the agreed number of days.
- When absence is granted by the head teacher, the parent will need to agree a date of return. If a pupil fails to return on the expected date and contact is not received from, or made with the parents, school will seek advice from the Local Authority. This could result in a possible child missing from education procedure being instigated. **Parents or carers must request leave of absence for their child in writing.**

5.2 Medical Appointments and absence due to illness

Parents should try to make appointments outside of school hours wherever possible. Where appointments during school time are unavoidable, we ask that parents notify the school in advance of the appointment wherever possible. The pupil should only be out of school for the minimum amount of time necessary for the appointment. In most circumstances, a child should not miss a whole day at school for an appointment. If a pupil must attend a medical appointment during the school day, they **must provide medical evidence of the appointment.** No pupil will be allowed to leave the school site without parental confirmation.

In most cases, absences for illness which are reported following the school's absence reporting procedures will be authorised without the need for parents to supply medical evidence unnecessarily. In line with Department for Education guidance, if we do have a genuine concern about the authenticity of the illness, we may ask the parent to provide medical evidence, such as a prescription, appointment card, or other appropriate form of evidence. If the school is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised.

5.3 Pupil Absence for the purposes of Religious Observance

Alderman's Green Primary School acknowledges the multi-faith nature of British society and recognises that, on some occasions, religious festivals may fall outside school holiday periods or weekends and is recognised as such by a relevant religious authority. Where this occurs, the school will consider either authorising the pupil's absence or making special leave for religious observance. Parents are requested to give advance notice to the school.

5.4 Unauthorised Absence

Absence will not be authorised unless parents have provided a satisfactory explanation, and it is accepted as such by the school. The decision to authorise absences is at the discretion of the headteacher. Examples of unsatisfactory explanations include but are not limited to a pupil's/family member's birthday, closure of a sibling's school for INSET (or other) purposes, parental health, refusal to attend school on health grounds but where the pupil is considered well enough to attend' holidays taken without the authorisation of the school.

6. Our Procedures

6.1 Register Keeping and Recording

The School Attendance (Pupil Registration) (England) Regulations 2024, require schools to take an attendance register at the beginning of each morning session and once during each afternoon session.

On each occasion, the register is taken the appropriate national attendance and absence code must be entered for every pupil (of both compulsory and non-compulsory school age) whose name is listed on the admission register.

Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes, please refer to the appendix for coding.

Reporting a Child's Absence

Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence. A parent has a legal responsibility to ensure that their child attends school regularly. If a child is unavoidably absent from school, parents are expected to contact school by telephone call on the morning of the first day of absence and on each subsequent day, identifying the reason for absence and the expected date of return. Telephone the school office on 024 76 688918

Holiday Request

Holidays during term time will **not be authorised**. Holiday requests must be made via the Microsoft Forms application, and a decision will be communicated to the parents or carers.

6.2 Arrival at School

School Times of the Day

At Alderman's Green Primary School all pupils are expected to arrive on time for every day of the school year. The school day begins at 8.55am. We advise all parents to ensure their child is on site prior to this, school gates open at 8.45am. The school register will be taken at 8.55am. All pupils arriving after this time are required to report to the main office with their parents who will be expected to provide a reason for their lateness. If their arrival is before 9.30am it will be recorded as late - L code (Late before the close of register). Any child arriving after close of register (9.30am) is marked with an unauthorised absence code (unless evidence of medical appointment provided). Where a child is late due to issues with local authority transport then the child will not be penalised for this and marked as late. Parents will be contacted to discuss any patterns of late arrival. Repeated arrival after the close of registration will result in appropriate interventions being instigated and may also result in a penalty notice being issued or prosecution.

Please note: L or U codes will be used if a pupil arrives after the close of the afternoon register for the PM session.

6.3 Expected absence procedure for parents

A parent has a legal responsibility to ensure that their child attends school regularly. If a child is unavoidably absent from school parents are expected to contact school by telephone call on the morning of the first day of absence and on each subsequent day, identifying the reason for absence and the expected date of return. If no contact is received, then absence protocols will be instigated.

If a child is absent, the following actions will be initiated by the school:

- The first day calling procedures will be activated for all pupils who are not in school after close of register at 9.30am and where no reason for absence is known.
- If there is still no contact made from the pupil's parents, a further telephone call home will be made again that morning. If no response can be gained, the child's named emergency contact will be telephoned.
- If school cannot contact a parent and are concerned about a pupil, a home visit may be carried out.

The school will also:

- Visit the home of the pupil if they are absent for 2 days or more regardless of contact made.
- Write to the parents of a pupil to highlight attendance or punctuality issues **if they are absent for 10 sessions (5 days) in a 10-week running period.**
- If no contact is made after 2 days of an unexplained absence school will contact the Police for a 'concern for safety' check.
- Invite parents to discuss how school can support the family to make improvements and form an attendance support plan.
- Discuss the pupil at the half termly Attendance Support Meetings to seek advice and guidance on additional support strategies.
- Refer to Early Help and/or other external agencies to offer support, guidance, and advice.
- Refer to the Local Authority for joint enquiries to establish the child's whereabouts through Children Missing in Education procedures.
- Refer to the Local Authority to consider issuing a penalty notice or to consider prosecution when all other interventions have failed, or an unauthorised leave of absence has been taken.

Safeguarding Children

- 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 e.g. visit on first day of absence.
- Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

NB Guidance given in 2022 asks that schools consider whether persistent or severely absent children are victims of neglect within the home and whether we should refer to Children's Services.

Removal from roll

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.

Children will be removed from school when:

- We have confirmation from the next school that they have been admitted
- Children have been absent from school with no contact made (upon completion of CME forms)
- Paperwork for EHE is confirmed

6.4 Rewards and Interventions

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. A weekly attendance assembly is held every Friday and celebrates the most improved lates and most improved attendance. A voucher is awarded and displayed on classroom doors. When 6 vouchers are collected a 'Golden Box' is awarded.

7. Multi-Tiered System of Support/Tailored Support

To guarantee a comprehensive approach to attendance, we implement 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 the system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" guidelines.

8. Persistent Absence and the use of legal interventions

A pupil becomes a 'persistent absentee' (PA) when their attendance **drops to 90% and** below for any reason. Over a full academic year this would be **40 sessions (19 days)**. Absence at this level causes considerable damage to a child's educational prospects. All pupils at our school are monitored to identify children who are PA or on track to become PA. Where emerging concerns are identified, we will instigate appropriate and timely interventions as per our Multi-Tiered System of Support. Referrals will be made to external agencies for targeted support.

If parents fail to engage with support and their child continues to have unsatisfactory attendance/ punctuality, a request may be made to the Local Authority to pursue legal proceedings either through a penalty notice or prosecution in the Magistrates' Court.

Parents found guilty in a Magistrates' Court of failing to secure their child's regular attendance at school under the provisions of the Education Act 1996, will receive a criminal record and a maximum penalty of a £1000 fine under a Section 444 (1) offence or a £2500 fine or up to a 3-month prison sentence, under a Section 444 (1a) offence.

8.1 Penalty Notices

Penalty notices will be issued by the Head teacher to parents or carers if your children are absent from school. Penalty notices will be issued in line with the National Framework for Penalty Notices.

The threshold is **10 sessions (equivalent to 5 school days)** for any unauthorised absence **within a rolling 10 school week period**. The 10-week period may span different terms or school years.

The school will prioritise a 'support first' approach offering support to families in cases where it is appropriate. Penalty notices can still be issued where support is not appropriate, such as leave of absence in term time or when support has not been engaged with.

Penalty Notices will be issued by post to your home address to each parent or carer by the local authority at the request of the Headteacher. The Penalty Notice is:

- £80 for each of your children if paid in full within 21 days.
- £160 if paid in full after 21 days but within 28 days.

If a second penalty notice is issued to the same parent within a rolling 3-year period, the notice will be charged at the higher rate of £160 with no option for this second offence to be discharged at the lower rate of £80. A national limit of 2 penalty notices that can be issued to a parent of the same child within a rolling 3-year period has been set within the National Framework, so at the 3rd (or subsequent) offence(s) a prosecution will be considered.

9. Staged Reintegration/Part-time timetables

All children of compulsory school age are entitled to a suitable full-time education, and the school and local authority have a statutory duty to ensure that all children in the area receive such an education. In very exceptional circumstances, we may decide to implement a temporary, part-time timetable to meet a pupil's individual needs and only where it is safe to do so.

We will **not use** a part-time timetable to manage a pupil's behaviour. A part-time timetable will not be treated as a long-term solution and will have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision where applicable. We will never put a part-time timetable in place without written agreement from parent/carers and/or other professionals working with the family as appropriate. This intervention will only be used as part of a comprehensive package of support for the pupil; it will be reviewed regularly in partnership with the child, parent and any other relevant professionals working with the family.

We will notify the Attendance and Children Missing Education Team of all part-time timetables as soon as a plan has been agreed and use the appropriate attendance code to record this within our admission register.

10. Related Policies & Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. We adhere to the following key attendance acts in the UK in order that the values and ethos of our school and our intent to ensure that pupils at our school attend school regularly and reach their full potential the following policies are integral to this approach:

- Attendance Strategy
- Safeguarding including child protection.
- Medical needs
- Admissions
- Anti-bullying
- Exclusion
- Pupil Premium Policy
- Special Educational Needs Statement
- Teaching and Learning
- Staged Reintegration and reduced timetable policy
- Relational Behaviour Policy
- *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.

11. Statutory Framework

This policy has been devised in accordance with the following legislation and guidance:

- [Working together to improve school attendance \(February 2024\)](#)
- [School attendance parental responsibility measures \(January 2015\)](#)
- [Children missing education \(September 2016\)](#)
- [Keeping children safe in education \(September 2023\)](#)
- [Working together to safeguard children \(December 2023\)](#)

12. Appendices

The following pages contain appendices relevant to this policy.

Appendix 1: Multi-Tiered System of Support Strategy

Appendix 2: Coding

Appendix 3: Roles and Responsibilities

Appendix 4: Definitions

Appendix 1



Alderman's Green Primary School

'Doing our best to be our best'

Attendance Strategy 2024 – 2025

A place where everyone feels heard, understood and celebrated.

Feel welcomed. Feel connected. Feel successful

Triumph Trust is committed to developing a school culture and climate which builds a sense of connectedness and belonging, to ensure all children can attend school and thrive. Ensuring excellent attendance is a collective responsibility that is prioritised as we know the positive impact it has on children's lives now and in their futures. We build solid working relationships with children and families to enable children to fully access their education in school. We follow a staged approach which recognises successes but also allows us to swiftly identify and overcome any barriers to children attending school regularly.

A Multi-Tiered System Strategy (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents and external agencies – including the Local Authority.

The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" guidelines and is produced in line with the whole staffing team and the children and parents of the school community.

Creating a Multi-Tiered System of Support for Attendance

Objective: Ensure a consistent strategy and approach in the development and implementation of a Multi-Tiered System of Support for school attendance, with a specific focus on the roles of staff, children, parents, and external agency support in each tier.

Tier	Staff expectations	Children's expectations	Parents:	External Agency Support:
Tier 1: Universal Support	<ul style="list-style-type: none"> -foster a culture of attendance within our school -recognise early signs of attendance issues among our students and provide initial support -ensure that all our staff members receive pertinent information about the children they teach and the kind of support each student may require - be vigilant in monitoring changes in attendance patterns or alterations in behaviours related to school attendance and engagement -recognise the achievements and understand the unique challenges some children face in attending school regularly - follow a consistent approach when meeting and greeting the children 	<ul style="list-style-type: none"> - classroom discussions will impact on children's understanding of the benefits of attending school regularly -actively participate in activities designed to enhance attendance - feel that they are an integral part of the recognition process - perceive that they can be recognised for their individual achievements -feel comfortable sharing their personal concerns with staff when it comes to any potential disengagement with school -are supportive of one another, and strong networks have been established within all classrooms 	<ul style="list-style-type: none"> - communication channels improve parental involvement and promoting an understanding of the significance of attendance among parents -effectively motivated to actively participate in addressing attendance challenges within Tier 1 - possess a clear understanding of the school's attendance policy and the associated expectations - maintain effective communication with the school when their child is absent -ensure efficient communication - are guided toward early help support when they observe changes in their child's behaviour or alterations in their own circumstances, 	<ul style="list-style-type: none"> - collaboration with external agencies contributes to providing early support for families and children - Tier 1 resources, delivered in partnership with external agencies, and easily accessible to families within this Tier - external agencies offer resources and training to teachers regarding effective classroom strategies?

Tier 2: Individualised Strategies	<ul style="list-style-type: none"> -individualised attendance improvement plans, or intervention support are effective in identifying and assisting children who are persistently absent and at risk of persistent absence (18 – 12 days) - staff members been successful in establishing connections with and mentoring children who are grappling with attendance challenges in Tier 2 -staff members possess a clear understanding of how to effectively implement the strategies agreed upon for children receiving Tier 2 intervention support -staff members are consistently provided with up-to-date information regarding a child who is receiving early help support - staff members continue to recognise and celebrate the personal achievements of children who are receiving support in this Tier 	<ul style="list-style-type: none"> - children actively engage in the attendance intervention process -children at risk of Persistent Absence or Persistently Absent children are actively engaged with and derived benefits from the Tier 2 support programmes provided to them? -children have a voice and are active participants in the support they are receiving 	<ul style="list-style-type: none"> - effective home visits, personalised meetings, and parenting support has addressed attendance concerns for families - successful collaboration and communication between parents and the school when addressing attendance challenges within Tier 2 - specific strategies or practices that facilitate this collaboration - parents are actively encouraged to participate in co-creating intervention programmes - school maintains communication with parents during the period of intervention support for their children 	<ul style="list-style-type: none"> -external agencies provide targeted support and positively impact and support children within Tier 2 -external agencies are accessible and effective as partners in addressing complex attendance challenges at Tier 2. -external agencies provide support to class teachers by offering strategies to assist children within Tier 2
Tier 3: Higher Needs Strategies	<ul style="list-style-type: none"> - pastoral <u>team</u> are effective in coordinating interventions for students facing persistent PA and Severe attendance issues -evaluate staff involvement in supporting the most challenging cases within Tier 3 	<ul style="list-style-type: none"> - collaboration between parents and external agencies in addressing complex family issues contributing to attendance problems -evaluate the level of parent involvement in developing and implementing individualised 	<ul style="list-style-type: none"> -children within this Tier actively participate and engage with the intervention support they are offered -ensure a comprehensive approach is in place that addresses their academic, emotional, and social needs 	<ul style="list-style-type: none"> - outside services positively impact and support children within Tier 2 - assess the accessibility and effectiveness of partnerships with external agencies in addressing complex attendance challenges at Tier 2

<ul style="list-style-type: none"> - consistent practice of sharing ongoing information with staff concerning the support required for individual children - staff members are kept up to date with the progress of children receiving interventions - staff members participate in meetings with external agencies 	<ul style="list-style-type: none"> attendance improvement plans in Tier 3 -parents collaborate with the school to create and implement highly specialised interventions for their children -effective communication between parents and the school and specific practices and tools in place to facilitate this communication - parents are actively encouraged and supported in taking an active role in the multi-agency effort t 	<ul style="list-style-type: none"> - children in this Tier continue to receive recognition for their personal achievements and efforts in overcoming obstacles -children in Tier 3 are still being encouraged to actively participate in school life and to build supportive networks that extend 	<ul style="list-style-type: none"> -external agencies provide support to class teachers by offering strategies to assist children within Tier 2 - process of signposting aiding in the facilitation of access to external services
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Tier 1



Role of teachers and school

Meet and Greet children.
Create positive classroom environments.
Build positive relationships with all children and adults.
Recognise individual and collective achievements.
Implement evidence-based teaching strategies.
Monitor daily attendance and punctuality



Role of children

Attend school regularly and be punctual.
Engage actively in classroom activities.
Support other children.
Recognise the achievements of other children.
Share when you have a concern.



Role of parents

Ensure children attend school regularly and on time.
Understand and support any concerns your child may have.
Communicate with the school regarding absence.
Recognise personal achievements.
Communicate with teachers about any concerns.



Role of external agencies

Provide resources and training to teachers on effective classroom strategies.
Collaborate with schools on attendance initiatives.
Support a comprehensive and inclusive school-wide approach that encompasses both attendance and mental health.



Tier 2



Role of teachers and school

Proactively use data information to identify children who are PA and at risk of PA.
Work with each identified child and families to understand and address the reasons for absence, including any in-school or out of school barriers to attendance.
Implement agreed strategies in daily practice.
Monitor progress.
Recognise achievements.



Role of children

Co-create and participate in any targeted interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.



Role of parents

Work with the school to help understand their child's barriers to attendance.
Proactively engage with the support offered to prevent the need for more formal support.
Continue to communicate effectively with the school regarding absence.



Role of external agencies

Signpost or provide access to services.
Where there are out of school barriers, provide each identified child and their family with access to services they need.
Provide professional development and early intervention support to the school.



Tier 3



Role of teachers and school

Take an active part in the multi-agency effort with the local authority and other external partners.

Use data driven information to identify children at risk of severe absence.

Continuously assess and adapt strategies. Monitor progress. Recognise achievements.



Role of children

Actively engage in intensive interventions.

Recognise personal achievements.

Share concerns with staff.

Continue to engage in school life.



Role of parents

Collaborate closely with the school on creating and implementing highly specialised interventions

Continue to communicate with the school.

Take an active role in the multi-agency effort.



Role of external agencies

Offer specialised assessments and services for students with complex needs.

Provide intensive training and consultation.

Take an active part in the multi-agency effort with the school and other external partners.



Appendix 2

Attendance Codes

Code / \: Present at the school / = morning session \ = afternoon session

Code L: Late arrival before the register is closed

Attending a place other than the school

Code K: Attending education provision arranged by the local authority

Code V: Attending an educational visit or trip

Code P: Participating in a sporting activity

Code W: Attending work experience

Code B: Attending any other approved educational activity

Code D: Dual registered at another school

Absent - leave of absence

Code C1: Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.

Code M: Leave of absence for the purpose of attending a medical or dental appointment

Code J1: Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution

Code S: Leave of absence for the purpose of studying for a public examination

Code X: Non-compulsory school age pupil not required to attend school

Code C2: Leave of absence for a compulsory school age pupil subject to a part-time timetable

Code C: Leave of absence for exceptional circumstance

Absent - other authorised reasons

Code T: Parent travelling for occupational purposes

Code R: Religious observance

Code I: Illness (not medical or dental appointment)

Code E: Suspended or permanently excluded and no alternative provision made

Absent - unable to attend school because of unavoidable cause

Code Q: Unable to attend the school because of a lack of access arrangements

Code Y1: Unable to attend due to transport normally provided not being available

Code Y2: Unable to attend due to widespread disruption to travel

Code Y3: Unable to attend due to part of the school premises being closed

Code Y4: Unable to attend due to the whole school site being unexpectedly closed

Code Y5: Unable to attend as pupil is in criminal justice detention

Code Y6: Unable to attend in accordance with public health guidance or law

Code Y7: Unable to attend because of any other unavoidable cause

Absent - unauthorised absence

Code G: Holiday not granted by the school

Code N: Reason for absence not yet established

Code O: Absent in other or unknown circumstances

Code U: Arrived in school after registration closed

Administrative codes

Code Z: Prospective pupil not on admission register

Code #: Planned whole school closure

Appendix 3

Roles and Responsibilities

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.

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.

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: LSAs/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: LSAs/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: LSAs/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: LSAs/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: LSAs/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: LSAs/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: LSAs/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: LSAs/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: LSAs/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: LSAs/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: LSAs/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 LSAs/LMs skills in addressing attendance issues and supporting children effectively.

Collaboration: Collaborating with teachers and other school staff is essential. LSAs/LMs can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.

Recognition of Attendance: LSAs/LMs can participate in recognising children's attendance.

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

Developing and Implementing Attendance Policies: Attendance Leaders work closely with school leadership and staff to develop and implement effective attendance policies and procedures.

Data Analysis: Attendance Leaders 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 Leaders 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 Leaders 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 Leaders 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 Leaders 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 Leaders 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 Leaders 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 Leaders 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:** All staff are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.
- **Safeguarding:** All staff 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 Leaders may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.
- **Continuous Improvement:** Attendance Leaders 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:** All staff contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Governors/Trustees: School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

- **Policy Development:** Governors/trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.
- **Statutory Compliance:** Governors/trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.
- **Strategic Oversight:** Governors/trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

Policy Implementation: Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

Setting Targets: Governors/trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

Reviewing Interventions: Governors/trustees assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

Parental Engagement: Governors/trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.

Training and Development: Governors/trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

Safeguarding: Governors/trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Community Links: Governors/trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.

Challenge and Support: While supporting school leadership in attendance improvement efforts, governors/trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

Continuous Improvement: Governors/trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

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.

Leadership: Senior staff, including the headteacher and deputy headteacher, led by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.

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.

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.

Children: Children also play a significant role in attending school regularly and ensuring their educational success.

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.

Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

Responsibility: Children can take responsibility for their own education by completing homework 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.

Appendix 4

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. Here are their definitions:

Persistent Absence (PA):

Definition: Persistent Absence describes a level of student absence from school considered a significant cause for concern.

Threshold: In England, a student is persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions. For all children of compulsory school age during the academic year this will amount to 19 days (about 2 and a half weeks) absence.

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 below 95% but has not yet reached the 90% threshold for persistent absence. As the school communicates to parents in days, we identify 18 days to 12 days as risk of PA.

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: Focus should be given by all partners 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 partners.

Review

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

Duty to Ensure Suitable Education:

- Local authorities have a statutory duty to ensure that children of compulsory school age within their area receive a suitable education. This duty applies to all children, including those unable to attend school due to illness or other reasons.

Power to Issue School Attendance Orders:

- Local authorities can issue a School Attendance Order if a child in their area is not receiving a suitable education. A School Attendance Order compels parents to send their child to a specified school or receive education in some other manner.

3. Duty to Investigate and Act:

- If a local authority has reason to believe that a child is not receiving a suitable education, they must make enquiries to ascertain the child's situation. If the child is not receiving a suitable education, the local authority may act, including issuing a School Attendance Order.

4. Duty to Provide Education for Children Unable to Attend School:

- Local authorities have a responsibility to make suitable educational provision for children who, by reason of illness or other reasons, are unable to attend school.

5. Regular Monitoring and Reporting:

- Local authorities are required to monitor the educational provision made for children in their area.
- They must report annually to the Secretary of State on their work related to children missing education.

6. Support for Parents:

Local authorities should offer support and advice to parents who are educating their children at home.

They should also consider the child's wishes, as far as possible, in determining what constitutes suitable education.