Inclusive Attendance

Attendance Policy

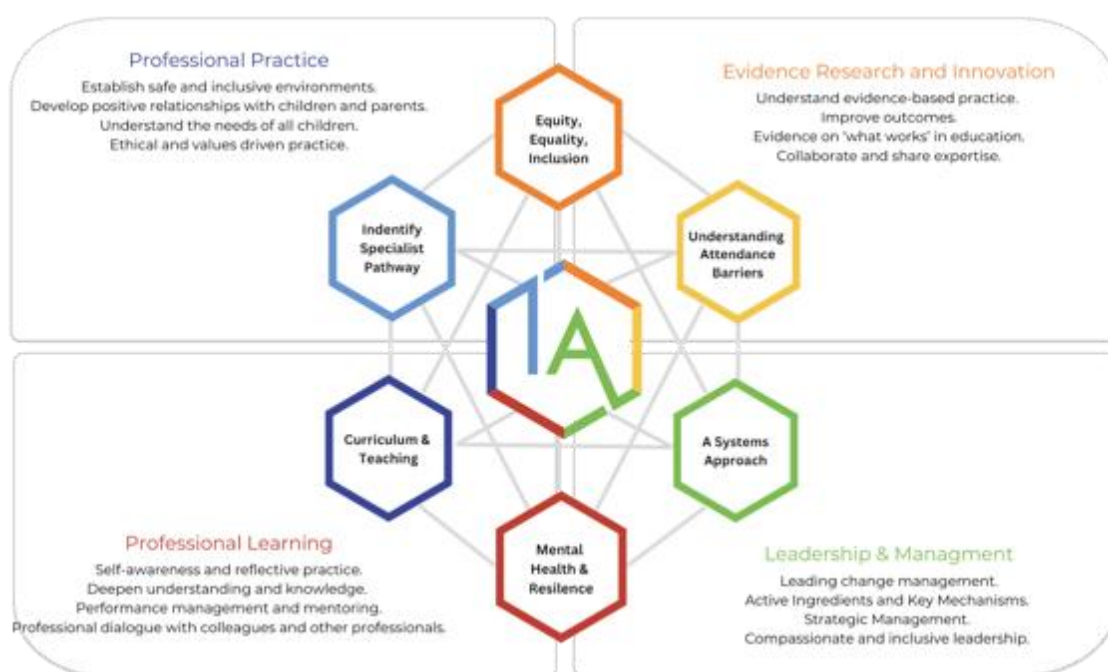| Policy Version Control	
Policy type	Attendance Policy
Policy prepared by (name and designation)	Amy Young - Head Teacher
Last review date	Summer 2025
Description of changes	None
Date of approval	Summer 2025
Date released	Summer 2025
Next review date	Spring 2026

Name of the Senior Attendance Champion: Sarah Kelly

Introduction

Northwood Primary School is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around 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.

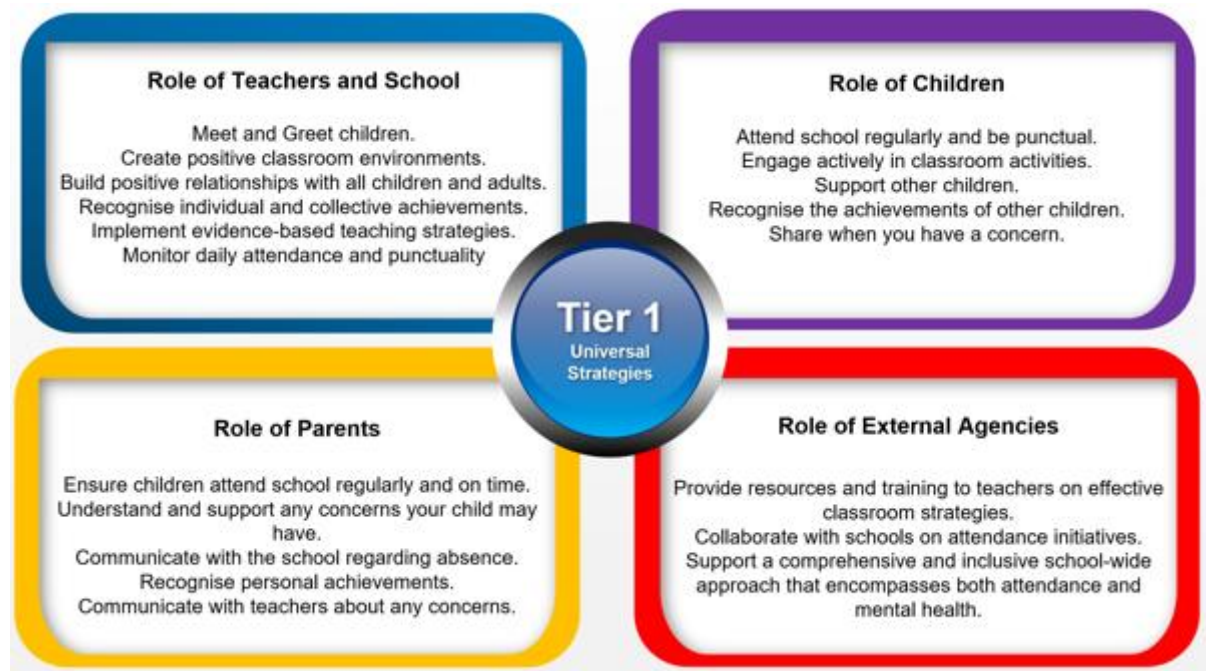**Annual Inclusive Attendance 7-Month Development Programme**

Each year, Northwood Primary School 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.

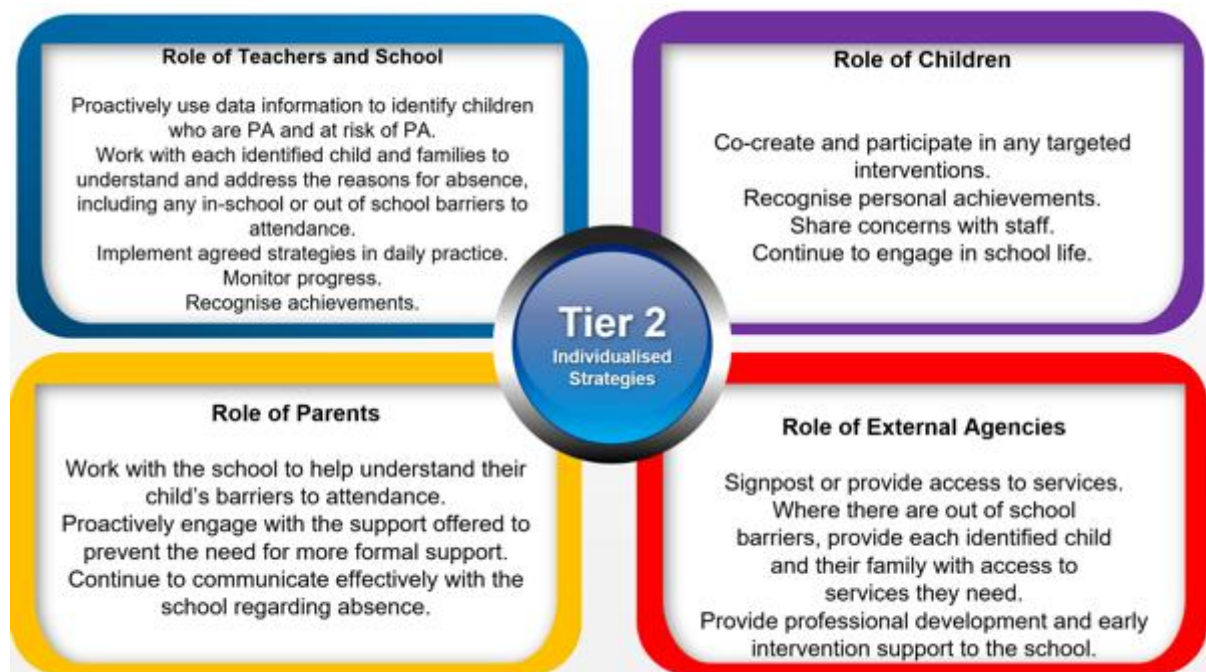**A Multi-Tiered System of Support**

To guarantee a comprehensive approach to attendance, NORTHWOOD PRIMARY SCHOOL 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 this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.
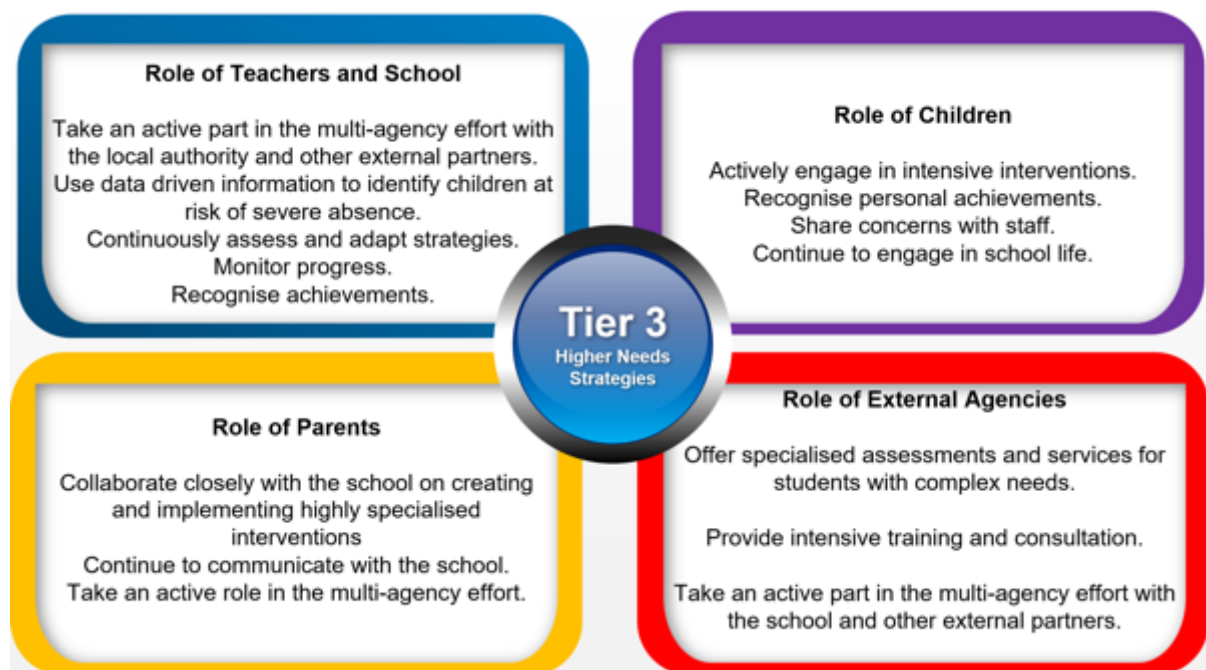
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.

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.

Tier 1
Universal Strategies

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

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.

Tier 2
Individualised Strategies

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.

Inclusive Attendance

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.

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.

Tier 3 Higher Needs Strategies

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.

NORTHWOOD PRIMARY SCHOOL 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. Children are recognised through a variety of approaches certificates, prizes etc. when their attendance improves. Families are supported well by staff and agencies to improve attendance levels.

The Importance of School Attendance at NORTHWOOD PRIMARY SCHOOL

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 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.

Factors Influencing Attendance

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 allegations and Safety Concerns: Fear 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. *It is essential that parents/ carers contact the school office if they believe that they have a safety concern or are concerned about alleged bullying in school, so that these can be addressed by an appropriate adult in school.*

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. *Please contact the school office at the earliest opportunity if you are struggling financially so that school can offer appropriate support.*

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.

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

Supporting Attendance at NORTHWOOD PRIMARY SCHOOL

To address any identified attendance issues effectively, NORTHWOOD PRIMARY SCHOOL 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.

Attendance and Punctuality Expectations at NORTHWOOD PRIMARY SCHOOL

Children are expected to attend every day unless there is a legitimate reason for them not to do so e.g. illness/ hospital appointments/ exceptional circumstances. We DO NOT consider family holidays to be exceptional circumstances.
Classrooms (Reception to Y6) are open from 8.45am and all children need to be in class no later than 8.55am (ideally by 8.50am). At 8.55am the school gate will be locked. If a child arrives at school after 8:55am, this will be noted on the child's record with the reason for lateness and a late mark will be issued to the child. Any child arriving after 9:30am will be signed in and an unauthorised absence mark will be recorded.

Contact Details of School Staff at NORTHWOOD PRIMARY SCHOOL

Name of Staff Member	Roles and Responsibilities	Contact Details
Sarah Kelly	Attendance Champion	01325 67222
Jo Nelson	Attendance Manager/Officer	01325 67222
Sarah Kelly	Safeguarding Leader (DSL)	
Amy Young	Head Teacher	
Mrs Hayley Douglas	Chair of Local Governing Body	Please contact the school office.
Victoria Jones	PA Champion	NA
Brian Dean	Darlington School Attendance Officer	Please contact the school office.

Strategies for Using Data to Target Attendance Improvement Efforts at NORTHWOOD PRIMARY SCHOOL

ATTENDANCE MONITORING STEPS

96%+
Attendance 96% or above:
These children have the best chance of success, with good parental engagement. Anything 96% and above is in-line with national expectations. Good attendance is celebrated with rewards.

<96%
Attendance has dropped below 96%:
Class teacher to have a conversation with parents (this can be informal discussion) and record evidence of conversations on CPOMS.

<94%
Attendance has dropped below 94%:
This attendance is a cause for concern. This is a key group of children for teacher involvement. Teachers must have regular conversations with parents to discuss improving attendance and record on CPOMS.

91% - 94%
Attendance is between 91% and 94%:
A letter is sent from the attendance team to inform parents/carers that their child's attendance is being closely monitored. If there is no improvement in attendance over a 3 week period, parents will be invited into school for an Attendance Planning Meeting by letter. Further medical evidence may be requested.

<90%
Attendance is close to or below 90%:
This attendance is a serious concern. These children are considered as 'persistent absentees'. These children have the highest level of monitoring by the school attendance team. A written invitation is sent to parents to attend an Attendance Planning Meeting with senior staff. Onward referrals (e.g. Early Helpm, School Health) will be considered at this stage.

Strategy for Reducing Persistent and Severe Absence at NORTHWOOD PRIMARY SCHOOL

The school maintains and promotes good attendance and punctuality by:

- Raising awareness of attendance and punctuality issues among all staff, parents and pupils.
- Ensuring that parents/carers understand the responsibility placed on them for making sure their child attends regularly and punctually.
- Equipping children with the life skills needed to take responsibility for good school attendance and punctuality appropriate to the child's age and development.
- Maintaining effective means of communication with parents, pupils, staff and governors on school attendance matters.
- Developing and implementing procedures for identifying, reporting and reviewing cases of poor attendance and persistent lateness (Northwood Attendance Strategy).
- Supporting pupils who have been experiencing any difficulties at home or at school which are preventing good attendance.
- Developing and implementing procedures to follow up non-attendance at school.

If required an Attendance Planning Meeting will take place where;

- Background attendance information is shared and interventions put in place to address attendance issues discussed.
- The Attendance Planning Meeting/Support Plan is completed during the meeting
- During the meeting, the impact of the child's poor attendance on their wellbeing and academic success is discussed.
- A support plan, with clear targets around improving attendance, is agreed by parents/carers and school.
- If a parent/carer does not attend the meeting, it will go ahead as planned with relevant school staff.
- Parents/carers will receive a copy of the meeting notes and support plan.

Details of the National Framework for Penalty Notices at NORTHWOOD PRIMARY SCHOOL

Local code of conduct for issuing penalty notices for school absence

The purpose of this local code of conduct is to ensure that penalty notices for school absence are issued in a manner that is fair and consistent across Darlington Borough Council. The code sets out the arrangements for administering penalty notices in Darlington Borough Council and must be adhered to by anyone issuing a penalty notice for school absence in this area. This code complies with relevant regulations and the Department for Educations national framework for penalty notices as set out in the 'Working together to improve school attendance' guidance.

Legal Basis

1. Under section 7 of the Education Act 1996, parents are responsible for making sure that their children of compulsory school age receive efficient full-time education that is suitable to the child's age, ability and aptitude and to any special educational needs the child may have. This can either be regular attendance at school or by education otherwise. Compulsory school age begins from the start of the term immediately following the child's fifth birthday and continues until the last Friday of June in the school year that they reach the age of sixteen.

   If a child of compulsory school age fails to attend regularly at a school at which they are registered or at alternative provision made for them then the parent may be guilty of an offence under section 444 of the Education Act 1996.

2. Penalty notices may be issued to a parent as an alternative to prosecution for irregular school attendance under s444 of the Education Act 1996. They can only be issued in relation to pupils of compulsory school age in maintained schools, pupil referral units, academy schools, AP academies, and certain off-site places as set out in section 444A(1)(b).

3. The Education (Penalty Notices) (England) Regulations 2007 (and subsequent amendments) set out how penalty notices for school absence must be used.

4. A penalty notice for attendance will only be issued by an authorised officer: in the local authority. This is most likely to be the School Attendance Officer

5. The national framework for penalty notices is published in statutory guidance 'Working together to improve school attendance'. It provides further national guidance on the operation of penalty notice schemes for school absence in England.

6. A parent includes any person who is not a parent but who has parental responsibility for the child or who has care of the child, as set out in section 576 of the Education Act 1996. Penalty notices will usually be issued to the parent or parents with day-to-day responsibility for the pupil's attendance or the parent or parents who have allowed the absence (regardless of which parent has applied for a leave of absence).

7. Under section 447 of the Education Act 1996 a Local Authority must consider applying for an Education Supervision Order (ESO) under section 36 of the Children Act 1989 before prosecuting a parent under section 444 of the 1996 Act. A Local Authority may apply for an ESO instead of or as well as prosecuting the parent.

Fixed Penalty Notices can be issued as an outcome of a PACE Formal Caution interview. In those instances, a Notice to Improve will have been sent to the parent. This replaces the current 15 Day Fixed Penalty Notice Warning letter.

Fixed Penalty Notices issued for long term poor attendance cases are included in the national framework and therefore do count towards the limit as part of the escalation process in the case of repeat offences for non attendance.

Only 2 Penalty Notices for unauthorised leave of absence taken in term time can be issued to the same parent in respect of the same child within a 3-year rolling period and any 2nd Penalty Notice issued within that period is charged at a higher rate.

> *Penalty Notices for unauthorised leave of absence in term time*
> - *The first Fixed Penalty Notice issued to a parent in respect of a particular child will be charged at £160 if paid within 28 days, this will be reduced to £80 if paid within 21 days.*
> - *A second Fixed Penalty Notice issued to the same parent in respect of the same child will be charged a flat rate of £160 if paid within 28 days.*
> - *A third Fixed Penalty Notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first Penalty Notice.*
> - *In a case where the national threshold is met for the third time (or subsequent times) alternative action should be taken instead. This will often include considering Prosecution but may include other tools such as one of the other Attendance Legal Interventions.*

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.

Elective Home Education

If parent's are thinking about choosing elective home education they should make an appointment to see Jo Nelson, PSA.

A parent will need to complete Elective Home Education forms an these will need to be signed by the Head Teacher before a child can be taken off roll.

Day-to-Day Processes for Managing Attendance at NORTHWOOD PRIMARY SCHOOL

The school day begins at 8.45am and ends at 3.15pm.

Registration takes place at 9.00am

Children are expected to arrive on time and attend all scheduled lessons and activities.

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 before 8.45am to provide the reason for the absence by either telephone, email or Facebook. If we do not hear from you we will contact you as part of our safeguarding procedures. You will need to contact school every day the child will not be attending to report the absence unless this has been agreed by a member of staff.

Requesting Absence Leave

Parents or carers must request leave of absence for their child in writing at least 5 school days in advance.

If you require your child to be absent from school for an exceptional circumstance, then you are required to complete a **Leave of Absence Form** prior to the event. Leave of Absence submissions will be reviewed by the Head Teacher. These absences may not be authorised.

Please note that holidays during term time will not be authorised by the Head Teacher unless there are exceptional circumstances. If you are attending a holiday during term time, then you will be required to complete a **Holiday Request Form,** prior to going on holiday. All holidays requested will be referred to the Local Authority for a holiday penalty to be issued. You will receive a letter from the Parent Support Advisor informing you that the holiday has not been authorised.

Travelling families

If you require your child to be absent from school for work/business purposes, then you are required to complete a **Travelling Form** prior to your child's absence; a return date must be identified on this form. Travelling form submissions will be reviewed by the Head Teacher. The Traveller Support Team will also be aware of this absence and will support school in reviewing and monitoring all pupil absence periods for travelling.

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.

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.

Inclusive Attendance

• 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. NORTHWOOD PRIMARY SCHOOL 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 NORTHWOOD PRIMARY SCHOOL

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health Policy
- SEND policy and Information report statement
- Pupil Premium Policy
- Accessibility policy

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.

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.

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).

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.

Attendance Champion: Sarah Kelly & Parent Support Advisor (PSA): Jo Nelson

Attendance Champion & PSA: The role of an Attendance Champion and PSA in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions and PSAs 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 staff to develop and implement effective attendance policies and procedures.

Data Analysis: Alongside the school's PSA, the Attendance Champion analyses 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 alongside the PSA, 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 and PSAs 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 and PSAs 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: The PSA 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 and PSAs 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 and PSAs 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 and PSAs 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 and PSAs 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 and PSAs may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

Continuous Improvement: Attendance Champions and PSAs 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 and PSAs 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.

Here are some key aspects of the role of governors/trustees in supporting children's 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 Head Teacher and Deputy Head Teacher, lead 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 working with the school's PSA to identify children with attendance issues and working with staff to implement targeted interventions. Alongside the PSA 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. Emphasise 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. Here are some key roles and responsibilities that children can take on to support their attendance in school.

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.

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 difficulties or addressing issues with classmates.

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.

Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers or trusted adults.

Safeguarding Children and Attendance at NORTHWOOD PRIMARY SCHOOL

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.

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.

Appendix 1: Coding Attendance in line with DFE guidance 2024:

Code /\ (Present at the school):
- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):
- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):
- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):
- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):
- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):
- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):
- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):
- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):
- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.

- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

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

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

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

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.

- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

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

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

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

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

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

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

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

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

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

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

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

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

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

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.

- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

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

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

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

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.