Awaiting ratification

Djanogly Northgate Academy

Attendance Policy

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Our Vision

At Djanogly Northgate Academy (**DNA**) all are welcome. We are committed to our children, families, staff, and our community. We are an inclusive school where everyone embraces, respects, and learns from our vibrant diversity. We inspire each other to value learning, seek challenges and to have high aspirations. Through innovative learning opportunities, we will equip our children with the skills, knowledge and attributes that allow them to make choices and take control of their future.

It is in our **DNA**...

DISCOVER – Being curious, exploring, asking questions, investigating, problem solving.

NURTURE - Being kind, collaborating, taking responsibility, supporting one another, showing respect.

ASPIRE – Being resilient, creative, and ambitious, demonstrating perseverance and taking pride in our successes.

Introduction

Tapestry Learning Partnership (Tapestry) believes that good attendance at school has a direct impact on good progress and achievement. It is important for children and young people to attend regularly to maximise both their learning and their social and emotional development. Children and young people who miss a lot of school may feel left out and will not have the same shared experiences as their classmates and may find it difficult to follow what is going on in the classroom.

Missing school trips, special events and break time may affect their ability to make friends at school. Being in school gives children and young people more time to interact with teachers and classmates. Irregular school attendance is a contributory factor in social exclusion and underachievement. We expect children and young people to attend regularly and arrive on time.

The law entitles every child of compulsory school age to an 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 a school or by education otherwise than at a school.

DNA is committed to fostering child-centred actions and collective responsibility for attendance as an Inclusive Attendance school. We follow the Inclusive Attendance Professional Development Programme, with all staff enhancing their understanding through six bespoke Learning Modules focused on attendance support. Our Annual Inclusive Attendance 7-Month Development Programme ensures we remain at the forefront of educational innovation, regularly reflecting on our approach to supporting children and families.

Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all children and young people.
- Promoting good attendance and the benefits of good attendance.

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- Reducing absence, including persistent and severe absence.
- Ensuring every child and young person has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence.
- Building strong relationships with families to make sure pupils have the support in place to attend school.

We will also promote and support punctuality in attending lessons.

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. Our aims are to:

- Ensure that everyone understands the importance of regular attendance.
- Ensure that our practice actively promotes excellent attendance.
- Support children and families where attendance is a concern.
- Communicate effectively at all levels to improve attendance.

Multi-Tiered System of Support (MTSS)

Our MTSS framework provides a comprehensive attendance intervention system that includes staff, children, parents, and external agencies, fully aligned with DfE guidelines.

  - ***Tier 1:*** Universal support for all children.
  - ***Tier 2:*** Early internal support and intervention.
  - ***Tier 3:*** Intensive support for children and families requiring external agency assistance.

Legislation and Guidance

This policy is based on the DfE's statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

This policy also complies with Tapestry's Funding Agreement and Articles of Association.

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Legal Requirements

The law requires all schools to maintain an admission register containing the personal details of every pupil in the school, information regarding parents/carers and the date of admission. Such information will be entered on to the register on the pupil's first day of admission.

Schools must notify the local authority within 5 days of adding a pupil's name to the admission register in-year and must provide the local authority with relevant information held. This duty is for in-year admissions only and does not apply to pupils who are added at the start of the school's youngest year.

Where a pupil leaves, the school must record the date of leaving and the name of the receiving school. In the exceptional case where this information is not known, the school will complete a referral for Children Missing in Education Service.

Schools must inform the local authority when removing a pupil from the admission register. For reasons for removal of a pupil from the school admissions register see **APPENDIX 1.**

Upon written confirmation for Elective Home Education by a parent/carer, school will then complete a referral to the local authority, and the pupil is to be removed from roll following the local authority's approval/ initial visit.

Roles and Responsibilities

The Board of Trustees

The Board of Trustees (the Board) is responsible for:

- Setting high expectations for all Tapestry Headteachers/Principals, staff, children and young people and parents/carers.
- Recognising and promoting the importance of school/academy attendance across Tapestry's policies and ethos.
- Making sure Tapestry and its' schools/academies have high aspirations for all children and young people and adapt processes and support to their individual needs.
- Monitoring attendance figures for the whole of Tapestry.

Tapestry Attendance Team

The Tapestry attendance team is responsible for:

- Driving attendance improvement across Tapestry.
- Collaborating more intensively with schools/academies who require support to improve attendance.
- Acting as a central contact point for schools/academies with attendance queries.
- Consulting with the DfE's regional teams for advice about wider support programmes.
- Regularly reviewing and challenging attendance data and helping school/academy leaders focus improvement efforts on individual children and young people or cohorts who need it most, through termly attendance review meetings with each individual school/academy.
- Collaborating with school/academy leaders to set goals or areas of focus for attendance and providing support and challenge.
- Ensuring dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.
- Reporting to the Board on all aspects of attendance across Tapestry.

The Headteacher/Senior Leadership Team

The Headteacher/Senior Leadership Team is responsible for:

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- Emphasising the importance of regular attendance and setting high expectations for all staff and students.
- Developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.
- Monitoring 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.
- Establishing clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.
- Providing training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.
- Supporting early intervention efforts by identifying children with attendance issues and collaborating with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.
- Promoting 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.
- Using attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.
- Being 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.
- Supporting with the implementation of incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.
- Enforcing attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.
- Being alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.
- Continuously assessing the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.
- Actively promoting a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.
- Consulting with Senior Attendance Lead and Attendance Officer and providing updates to local authority and trust when needed.
- Issuing fixed-penalty notices, where necessary.

The Senior Attendance Lead

The Senior Attendance Lead is responsible for:

- Working closely with school leadership and staff to develop and implement effective attendance policies and procedures.
- Collecting and analysing 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.
- Recognising that early intervention is crucial, identifying children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

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- Working 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 or coaching children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.
- Connecting families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services when needed.
- Continuously monitoring attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
- Designing and implementing 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.
- Providing training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.
- Being knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.
- Being 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.
- Collaborating with community organisations, social services, and local authorities to address attendance issues within the broader community context when needed.
- Regularly evaluating the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.
- Contributing to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.
- Adhering to the requirement of data sharing introduced through the Education (Information about Individual Pupils)(England)(Amendment) Regulations 2024.
- Attending the termly Target Support Meeting with the representative from the Local Authority to ensure positive working relationships and improvements are made.
- Supporting the Attendance Officer with Attendance Improvement Meetings.

The Senior Attendance Lead is **Charlotte Pitkin** and can be contacted via c.pitkin@northgate.djanogly.org

The School Attendance Officer

The School Attendance Officer is responsible for:

- Working closely with school leadership and staff to develop and implement effective attendance policies and procedures.
- Collecting and analysing 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.
- Recognising that early intervention is crucial, The Attendance Officer identifies children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.
- Working 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.

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- Continuously monitoring attendance records and reports attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
- Designing and implementing 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.
- Contributing to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.
- Ensuring that key attendance messages are communicated to parents/carers and learners consistently.
- Creating intervention reintegration plans in partnership with learners and their parents/carers.
- Delivering targeted intervention and support to learners and families.
- Adhering to the requirement of data sharing introduced through the Education (Information about Individual Pupils)(England)(Amendment) Regulations 2024.
- Attending the termly Target Support Meeting with the representative from the Local Authority to ensure positive working relationships and improvements are made.

Our Attendance Officer will:

- Welcome children and members of the school community into **DNA** every morning, and be available to discuss any concerns that parents may have regarding their child's attendance.
- Support children who arrive to school late and ensure that all children receive a positive start to the day.
- Using the data, identify which families require a home visit if children are consistently absent or have not been seen in school for 3 days.
- Monitor and analyse attendance data and compile effective strategies to support improvements, this could include arranging initial meetings to understand the barriers to attendance, direct parents to support and consult with the inclusion team if needed.
- Conduct home visits if required to safeguard children and families attending **DNA.**
- Maintain regular contact with class teachers to ensure that they are aware and kept updated with attendance for children in their class.
- Report and escalate any attendance concerns to the Senior Attendance Lead, Headteacher and Senior Education Welfare Officer if required.
- Produce weekly attendance reports and share during Friday's Celebration Assembly, recognising the classes with the highest attendance.
- Produce reporting to enable teachers to monitor children at risk of persistent absence.
- Work with the Trust team and Local Authority team to tackle persistent absence and severely persistent absence learners whilst recognising attendance is never "solved" but a continuous process.
- Attend Trust Network meetings to discuss and share best practice for attendance.
- Collaborate with the local authority, the Senior Education Welfare Officer, and the Trust team to make decisions of when to issue penalty notices.
- Consider individual needs when implementing this policy, including having regard to the Academy's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child. The Attendance officer will maintain regular dialogue with the school inclusion team.
- Report those learners deemed "missing from education" using the statutory guidance (DfE Sept 2016 and DfE applies August 2024) and the local protocols to recognise missing education is a vital sign to a range of safeguarding issues.
- Send out formal letters for regular lateness or regular patterns of absence:

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- **First letter** is for children requiring intervention and to understand any potential barriers for attendance and offer support.
- **Second letter** is when school are concerned that children are at moderate risk of persistent absence and will be asked to attend an attendance improvement meeting.
- **Third Letter** if attendance does not improve, parents will be issued with a Notice to Improve letter (**APPENDIX 2**), and the Attendance Officer will work with the Educational Welfare Officer at Nottingham City Council.
- **Fourth letter** will be issued if there is still no improvement and will provide confirmation that they have been referred to the Educational Welfare Officer, and this may result in a Penalty Notice.

The Attendance Officer is **Sarah Scholes** and can be contacted via s.scholes@northgate.djanogly.org

Administration Staff

Administration staff will:

- Take calls from parents/carers about absences on a day-to-day basis and record on the school system.
- Check that all registers are completed in a timely manner and are accurate.
- Ensure that all children who are late, sign in on InVentry and update registers to reflect this.
- Check the school attendance voicemail and update reasons for absence on our school system.
- If there are any children with no reason for absence, the admin team will contact parents to understand why a child is not in school. They will then log the reason for absence as a note for every child – this will be required every day a child is not present.
- If parents do not answer, the admin team will leave a voicemail and send a text message requesting that the parent call the school.
- Build relationships with parents/carers to ensure good channels of communication, listening to and understanding barriers to attendance to remove the difficulties.
- Maintain records accurately and ensure that all absent codes are up to date.
- Liaise with the Attendance Officer to monitor and improve school attendance.

Class Teachers

All class teachers are responsible for recording attendance for both morning and afternoon sessions daily, using the correct codes (see **APPENDIX 4**), and submitting this information to the school office for checking.

Teachers will:

- Monitor the daily attendance of their children and young people. They should maintain accurate attendance records, noting both present and absent students.
- Encourage children and young people to arrive at school/academy on time each day. Punctuality is essential for a smooth start to the school/academy day and minimises disruptions in the classroom.
- 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.
- Identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the child or young person, their parents/carers and relevant support services.
- Maintain open lines of communication with parents/carers attendance. They should inform parents of any concerns about a child or young person's attendance or punctuality.

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- Provide academic and emotional support to children and young people who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
- Collaborate with the attendance team, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.
- Strive to create a positive and welcoming classroom environment where children and young people feel motivated and engaged. Be alert to potential barriers to attendance, such as bullying, health issues or family problems. Identifying these barriers and reporting them to school/academy staff can lead to effective interventions.
- Adhere to and implement the school's attendance policies and procedures.
- Be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.
- Complete Continuous professional development to enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.
- Serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Teaching Assistants (TAs) and Learning Mentors (LM)

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

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- Collaborating with teachers and other school staff is essential. TAs/LMs can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.
- TAs/LMs can participate in recognising children's attendance.

Parents/Carers

Where this policy refers to a parent/carer, it refers to the adult the school/academy and/or Local Authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not.
- All those who have parental responsibility for a child or young person.
- Those who have day-to-day responsibility for the child or young person (i.e. lives with and looks after them).

Parents/carers are expected to:

- Make sure their child or young person attends every day, on time.
- Call the school/academy to report their child or young person's absence **before 9am** on the day of the absence (and each subsequent day of absence) and advise when they are expected to return.
- Provide the school/academy with **at least 2** emergency contact numbers for their child or young person.
- Ensure that, where possible, appointments for their child or young person are made outside of the school/academy day.
- Keep to any attendance contracts that they make with the school/academy and/or Local Authority.
- Seek support, where necessary, to maintain good attendance, by speaking to your child's class teacher directly, or contacting Sarah Scholes, the school Attendance Officer
- 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.
- Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
- Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.
- Clearly communicate your expectations about attendance to your child. Emphasise the importance of attending school regularly and on time.
- Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.
- Participate in parents' evenings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
- Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.
- 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.
- Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.
- Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.
- Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.
- Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

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- Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.

Children and Young People

Children and young people are expected to:

- 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.
- 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.
- Maintain a positive attitude towards school and learning. This can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.
- Take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.
- Build positive relationships with peers. This can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.
- Actively participate in classroom activities, discussions, and group projects. This can enhance a child's learning experience and motivation to attend school.
- Follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.
- Respect teachers and school staff to foster a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.
- 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.
- Set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.
- Maintain a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep. This contributes to overall well-being and can reduce the risk of illness-related absences.
- 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.
- Take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.
- Seek support from teachers, school counsellors, or trusted adults if they are facing challenges that affect attendance, such as bullying or academic difficulties.

Attendance Register

We will keep an electronic attendance register and place all children and young people onto this register. We will take our attendance register at the start of the first session of each school day and once during the second session. We will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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

Any amendment to the attendance register will include:

- The original entry

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

We will also record:
- [For children and young people of compulsory school age] Whether the absence is authorised or not
- The nature of the activity where a child or young person is attending an approved educational activity
- The nature of circumstances where a child or young person is unable to attend due to exceptional circumstances

The child or young person's parent/carer must notify the school/academy of the reason for the absence on the first day of an unplanned absence **by 9:00am** or as soon as possible, by calling the school office on **0115 9156896 and pressing option 1.**

- We will keep every entry on the attendance register for 6 years after the date on which the entry was made.
- The school/academy day starts at 8:45am and ends at 3:15pm.
- Children and young people must arrive at school/academy by no later than 8:55am on each school day.
- The register for the AM session will be taken at 8:55am and will be kept open until 9:25am. The register for the PM session will be taken at 1:00pm and will be kept open until 1:30pm.
- If a child arrives late, but the register is still open, they will receive an authorised late (L) mark.
- If a child arrives after the register has closed, they have missed the mark for that session and will receive an unauthorised (U) mark. This mark goes against their overall attendance percentage.
- If you are struggling to get your child into school on time, please inform the office and our inclusion and attendance team can support and advise. For example, we could discuss transport, routines, and breakfast club and explore all available possibilities to support you.
- See **APPENDIX 3** for the DfE attendance codes.

Routines

Day 1 of absence

- If we have not had any contact from the parent/carer, we will attempt to make contact via a phone call and a text message. Any absence where a reason has not been provided will be marked as unauthorised.
- If contact is made, the reason for the absence must be provided, and if your child has seen a medical practitioner, evidence must be given to the school, such as a doctor's note, prescription, appointment card etc.
- If no contact is made, a home visit may be conducted if required.

Day 2 of absence

- If we have not had any contact from the parent/carer, we will attempt to make contact via a phone call and a text message. Any absence where a reason has not been provided will be marked as unauthorised.
- If contact is made, the reason for the absence must be provided, and if your child has seen a medical practitioner, evidence must be given to the school, such as a doctor's note, prescription, appointment card etc.

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- If no contact is made after 2 days, the attendance officer and DSL will review the absence, and a home visit will be conducted.

Day 3 of absence

- If we have not had any contact from the parent/carer, we will attempt to make contact via a phone call and a text message. Any absence where a reason has not been provided will be marked as unauthorised.
- If contact is made, the reason for the absence must be provided, and if your child has seen a medical practitioner, evidence must be given to the school, such as a doctor's note, prescription, appointment card etc.
- If no contact is made after 3 days, this will also be escalated to the DSL, and a home visit will be carried out. If a child's absence is related to, or raises a safeguarding issue, then they may seek advice from the Social Care Duty Team.
- 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. We follow ***Keeping Children Safe in Education*** guidance to ensure safe practices.
- After 3 days, if a child has still not been seen and sufficient contact has not been made (including medical evidence shared with the school), the School's Attendance Welfare Referral (**APPENDIX 4**) will be followed.
- Please note, if there are safeguarding concerns, this will be escalated to social care, child missing in education and/or the police and documented on the child's file at the discretion of the headteacher.

Home Visits

When we conduct a home visit, the attendance officer and/or a DSL will visit your home, usually before 12pm, to speak with the child and the parent/carer. We do not usually give notice of these visits, so they should be expected any time your child is absent. This ensures we keep good channels of communication, listen to you, understand any barriers that might be affecting attendance and offer support.

Authorised Absences

The Headteacher will allow children and young people to be absent from the school/academy site for certain educational activities, or to attend other schools or settings.

- Sickness (call school on the first morning of the absence, and every day they are absent until they return)
- Medical appointments which unavoidably fall during school time (call the school - evidence must be provided)
- Any exceptional circumstances can be considered by our attendance team when a request has been submitted.

For any absence apart from illness and medical appointments, a leave of absence form **must** be completed (See Leave of Absence Requests section). You can collect a paper copy of the form from the school office or download it from our website.

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If you take your child out of school without completing a form, the absence will automatically be unauthorised. As a school, we reserve the right to authorise or unauthorise absences depending on circumstances and are within our right to request evidence. For any absence to be considered, we must be informed of the absence in advance via the leave of absence form.

Religious Observance

At Tapestry, we celebrate our diverse communities and respect our family's religious and cultural differences. We will authorise one day for each religious festival (to a maximum of three days in any one academic year). Regulations state that absence for religious observance should be treated as authorised on a day exclusively set apart for religious observance by the religious body to which the parent belongs. Additional days will be treated as unauthorised.

Children with Significant Medical Conditions

DfE statutory guidance on supporting pupils at school with medical conditions specifically states that children should not be penalised for their attendance record if their absences are related to their medical condition e.g. hospital appointments.

We will not send attendance letters or take further action against any child or their parents where absences are related to a significant medical condition which prevents the child safely attending the school site.

In such cases children will be praised for their attendance and staff will ensure that every effort is made to support any gaps in learning during these absences. We will collaborate with parents/carers to create risk assessments that enable the child to safely access school where possible.

The inclusion team and office team will agree on individual targets for attendance or improved attendance as appropriate and this will be reviewed on a case-by-case basis.

Leave of Absence Requests

All leave of absence requests **MUST** be requested via the Leave of Absence Form in advance of the leave taking place. This is for all requests that are not an illness or a medical appointment. You can get a copy of this form from a member of the office team or there is a PDF version on our website under the attendance tab. Any evidence that you think is relevant to the request must also be included.

All requests for leave of absence will be considered by the attendance team. Full consideration will be given to requests, but these can only be authorised by the academy or executive leader and then only if they believe there are exceptional circumstances or compassionate reasons that justify the leave. The child's current attendance record and individual circumstances will form part of the decision-making process.

Any child who does not return by the agreed date of return will incur unauthorised absences until such a time as they return. This could lead to a Penalty Notice being issued against the parent.

If a child does not return for an extended period there will be an investigation to ascertain whether the child will be returning or not. The Attendance Officer will work with Education Welfare Officers at the local authority, and the school reserves the right to remove a child from the school roll should parties agree that this is an appropriate action. The child could then be classified as 'missing' and 'Without a School Place.'

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Parents/carers who take leave of absence without contacting the school or without authorisation, will have the absences recorded as unauthorised and this could then result in the school taking further action to investigate, which may result in a referral to Education Welfare Service which could result in a request for a Penalty Notice.

Penalty Notices

The Headteacher (or someone authorised by them), Local Authority or the police can fine parents/carers for the unauthorised absence of their child or young person from school/academy, where the child or young person is of compulsory school age, by issuing a penalty notice.

If the school/academy issues a penalty notice, it will check with the Local Authority before doing so and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school/academy will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks).
- Whether a penalty notice is the best available tool to improve attendance for that child or young person.
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution.
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.
- A penalty notice may also be issued for a period of consecutive unauthorised leave of 5 days of more during term time, or 4 days or more if the leave is connected to a school closure (inset day, school holiday etc.). This is at the headteacher's discretion.
- A penalty notice may also be issued where parents/carers allow their child or young person to be present in a public place during school/academy hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school/academy has notified the parents/carers that the child or young person must not be present in a public place on that day).

The payment must be made directly to the Local Authority, regardless of who issues the notice. If the payment has not been made after 28 days, the Local Authority can decide whether to prosecute or withdraw the notice.

Penalty Notice charges are issued per parent/per child.

If issued with a **first** penalty notice, the parents/carers must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parents/carers in respect of the same child or young person, the parents/carers must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parents/carers in respect of the same child or young person within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

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Monitoring

- Absence reports are reviewed weekly by our attendance team.
- If a pupil misses 10 sessions of school (including sessions of unauthorised lates), which equates to 5 days, they are monitored as a concern, and a member of the attendance team will speak to parents/carers regarding our concerns. This may include letters, phone calls, and home visits.
- When a pupil misses 10 or more days of school, parents will be invited to an attendance meeting, where we will look to establish how we can further support, and we will create an Attendance Improvement Plan (AIP) together.
- If the pupil's attendance does not improve after reviewing the AIP, this will be reviewed by the Education Welfare Officer, and parents/carers will be issued with a Notice to Improve (**APPENDIX 2**)
- If a pupil has missed 19 or more days of school, they will then be considered a persistent absentee (PA). A member of the attendance team will speak to parents/carers regarding our concerns. If there is no improvement following support packages which have been put in place, then a referral to the Education Welfare Service may be made.
- Patterns of non-attendance, e.g. regularly absence on Fridays will be monitored and parents/carers contacted to discuss concerns.
- Whilst we acknowledge that a child is not compulsory school age until 5 years old, we know that engagement in education at this stage in a child's development is crucial. Good attendance is a school requirement of all children on roll so attendance records and interventions will occur for all children on roll, at any age, if attendance is a concern.
- The school and Tapestry will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school/academy and at an individual child and young person, year group and cohort level.
- Specific child and young person information will be shared with the DfE on request.
- Data will be collected each term and published at national and Local Authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.
- The school/academy will benchmark its attendance data at whole school/academy, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with Governors.

Persistent Absence

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 distinct 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 or 19 school days.

Risk of Persistent Absence:

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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.

Actions to address persistent absence are taken on an individual level and may include other agencies; specifically social care or early help services as such extended absences may trigger a safeguarding concern.

Referrals will be made to the Local Authority Education Welfare team and appropriate actions taken. This may include formal meetings and lead to the issue of a Penalty Notice or legal action. Parents/carers may be taken to court where they could be issued with a fine or even a custodial sentence.

Reintegration Plan

For children who have been absent from school for an extended period, a reintegration plan may be introduced if all parties feel that this is appropriate. This will be a meeting with parents to discuss how the child is reintegrated into school, and how we can support.

Reporting to Parents/Carers

Our school will regularly keep parents/carers informed about their child's attendance and absence levels, we do this by:

- Following our school policy for absences and sending communications out to parents/carers when we have concerns about attendance.
- Inviting parents to meetings when required.
- Sending attendance updates at the end of every term.
- Having attendance as a key focal point in parents evening.
- Giving all parents/carers access to Arbor, where they can track their child's attendance.

Championing and Rewarding Attendance

We promote a recognition-based model that acknowledges individual and collective achievements, fostering a positive environment and intrinsic motivation. This includes persistently high attendees but also pupils who have made significant improvement.

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- We complete a weekly class attendance review, and the top 3 classes get to move their class token along our 'Classopoly' board, where they can earn rewards for the whole class.
- At the end of every term, we reward pupils who have high attendance or have made significant improvements with an in-school treat.
- We reward attendance with termly certificates and badges. We have 4 badges to collect over the course of the school year:
    - Bronze (awarded in Autumn)
    - Silver (awarded in Spring)
    - Gold (awarded in Summer)
    - Iridescent (awarded in Summer – 100% attendance)
- At the end of the year, before we break up for summer, we hold a big event for all high attenders, and for the students that we believe have made significant changes to improve their attendance.

Links with other Policies

This policy links to the following policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy

Reviewing this Policy

This policy will be reviewed as a minimum once a year by the school attendance team.

This policy will be reviewed as guidance from the Local Authority and/or DfE is updated, and as a minimum every three years by the Tapestry Attendance Team.

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Appendix 1: Regulation 8 Education (Pupil Registration) (England) Regulations 2006

Deletions from the Admissions Register

8.— (1) The following are prescribed as the grounds on which the name of a pupil of compulsory school age shall be deleted from the admission register—

(a) where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local education authority for that named in the order or the order is revoked by the local education authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school;

(b) except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school;

(c) where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion;

(d) in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school;

(e) except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered;

(f) in the case of a pupil granted leave of absence exceeding ten school days for the purpose of a holiday in accordance with regulation 7(3), that —
  (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted;
  (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and
  (iii) both the proprietor and the local education authority have failed, after reasonable enquiry, to ascertain where the pupil is

(g) that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age;

(h) that he has been continuously absent from the school for a period of not less than twenty school days and —
  (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);
  (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and
  (iii) both the proprietor of the school and the local education authority have failed, after reasonable enquiry, to ascertain where the pupil is;

(i) that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period;

(j) that the pupil has died;

(k) that he will cease to be of compulsory school age before the school next meets, and the relevant person has indicated that he will cease to attend the school;

(l) in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school**;**

(m) that he has been permanently excluded from the school; or

(n) where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school

Appendix 2: Notice to Improve

186. A Notice to Improve is a final opportunity for a parent to engage in support and improve attendance before a penalty notice is issued. If the national threshold has been met and support is appropriate but offers of support have not been engaged with by the parent or have not worked, a Notice to Improve should usually be sent to give parents a final chance to engage in support. A Notice to Improve does not need to be issued in cases where support is not appropriate and an authorised officer can choose not to use one in any case, including cases where support is appropriate but they do not expect a Notice to Improve would have any behavioural impact (e.g. because the parent has already received one for a similar offence).

187. Where a Notice to Improve is used, it should be issued in line with processes set out in the Local Code of Conduct for the local authority area in which the pupil attends school.

188. The Notice to Improve is expected to include:
  • Details of the pupil's attendance record and details of the offences.
  • The benefits of regular attendance and parents' duty under section 7 of the Education Act 1996.

• Details of the support provided so far.
• Opportunities for further support and the option to access previously provided support that was not engaged with. • A clear warning that a penalty notice may be issued or prosecution considered if attendance improvement is not secured within the improvement period.
• A clear timeframe for the improvement period of between 3 and 6 weeks
. • Details of what sufficient improvement within that timeframe will look like.
• The grounds on which a penalty notice may be issued before the end of the improvement period. 59

189. What sufficient improvement looks like can be decided on a case by case basis taking the individual family's circumstances into account. For some families, no further unauthorised absences will be appropriate, for others some absence may be tolerable if considerable improvement is seen. Details of what sufficient improvement looks like for each case should be made clear in the Notice to Improve.

190. Where it is clear that improvement is not being made, it may be appropriate to issue a penalty notice before the improvement period has ended. For example, a Notice to Improve stated there should be no further unauthorised absences in a 6-week period but the pupil is absent for unauthorised reasons in the first week. The parent should be informed before a penalty notice is issued if it is before the end of the improvement period.

Appendix 3: Coding Attendance in line with DFE guidance 2024

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

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.

Appendix 4: School's Attendance Welfare Referral

(i) Following a home visit on day 3, a letter will be issued outlining the attendance concerns and a written request made for parents and carers to supply sufficient evidence for the child's none attendance

(ii) If still no contact has been made by day 5, a second letter will be sent requesting a meeting and an attendance improvement plan will be put in place. At this point, five school days equating to ten missed sessions requires a referral to Education Welfare which may result in a penalty notice

(iii) If there are safeguarding concerns, any absence past day three will be escalated to relevant external agencies such as: social care, child missing in education and/or the police and documented on the child's file

(iv) Contact will continue to be made via phone calls and home visits until the child is seen in school.