Primary Attendance Policy

2026-27

Policy dated: September 2026

Review and renewal date: September 2028

Contents

1. Aims

2. Legislation and guidance

3. Roles and Responsibilities

4. Recording attendance

5. Leave of Absence Requests

6. Strategies for promoting attendance

7. Attendance monitoring

8. Monitoring arrangements

9. Links with other policies

Appendix 1: Attendance codes

Appendix 2: Attendance Roadmap

Appendix 3: Example Invite Letter to Connection Meeting

Byfield School

Primary Attendance Policy 2026-27

"Improving attendance is a shared responsibility between school, families, and local partners. The school will work in partnership with parents/carers and the Local Authority to remove barriers to attendance and ensure every child receives the education to which they are entitled" - DfE Working Together to Improve School Attendance guidance (2024)

"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." - DfE Working Together to Improve School Attendance guidance (2024)

1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent (90% and below) and severe absence (50% and below)
- Ensuring every child has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence
- Building strong relationships with families to ensure children have the support in place to attend school.
- We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy meets the requirements of the DfE's statutory guidance working together to improve school attendance, and refers to the school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

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

It also refers to:

- School census guidance

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

3. Roles and Responsibilities

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively in partnership with, not against families. All partners should work together to:

Expect

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

Monitor

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

Listen and understand.

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

Facilitate support.

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

Formalise support

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

Enforce

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

3.1 The Governing Board

The governing board will ensure the school fulfils its statutory duties under WTTISA, including early identification of attendance concerns, timely intervention, and partnership working with the Local Authority.

The governing board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties.
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance.
- Holding the headteacher to account for the implementation of this policy

An attendance report will be presented on a termly basis to the governing board by the headteacher.

3.2 The Headteacher/Attendance Champion

The headteacher will ensure that attendance support follows the graduated approach set out in WTTISA: expect, monitor, listen and understand, facilitate support, formalise support, and enforce only where necessary.

The headteacher/Attendance Champion is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors.
- Supporting staff with monitoring the attendance of individual children
- Monitoring the impact of any implemented attendance strategies

The school has an attendance team which includes the [insert job roles]. This team meets on a half-termly basis to monitor attendance.

3.3 The Attendance Team

The attendance support team will ensure that all interventions follow the WTTISA support-first model, prioritising early support, collaborative planning, and formalised support (e.g., attendance plans/contracts) before any enforcement action is considered.

The attendance support team is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement.
- Evaluating and monitoring expectations and processes
- Devising specific strategies to address areas of poor attendance identified through data.
- Building relationships with parents/carers to discuss and tackle attendance issues.
- Creating intervention reintegration plans in partnership with children and their parents/carers
- Delivering targeted intervention and support to children and families
- Working with the Education Casework Officers from Warwickshire Attendance Service (WAS) to tackle persistent and severe absence

The designated senior leader responsible for attendance is [insert name], supported by the [insert role and name]. The attendance support team can be contacted by emailing [insert email address]

The team will work in partnership with the Local Authority Attendance Service, sharing data and escalating cases in line with statutory thresholds.

3.4 Class teachers

Teachers will contribute to early identification of attendance barriers and participate in agreed support plans where appropriate.

Class teachers are responsible for:

- Recording pupil attendance each day
- Using the correct attendance codes as agreed by the designated senior leader/attendance champion.
- Ensure that registers are completed accurately and submitted to the school office in line with school procedures.
- Promote good attendance through their daily interactions, relationships, and routines.
- Play a key role in reinforcing the importance of regular school attendance and identifying early concerns.

3.5 School Admin Staff

School admin staff will:

- Take calls from parents/carers about absences on a day-to-day basis and record them on the school system.

- Transfer calls from parents/carers to a member of the attendance support team in order to provide them with more detailed support on attendance.
- First day calls - Follow up on attendance concerns, when an absence is unexplained or not enough information is provided.

3.6 Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time.
- Call the school to report their child's absence on the day of the absence and on each subsequent day of absence and advise when they are expected to return.
- Provide the school with more than 1 emergency contact number for their child.
- Ensure that, where possible, appointments for their child are made outside of the school day.

3.7 Children

Children are expected to:

- Attend school every day on time.

4. Safeguarding

Knowing where children are during school hours is an extremely important aspect of safeguarding. Absence can be an indicator of abuse, neglect and exploitation and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. As per Keeping children safe in Education 2025, children who are persistently absent from education or missing in education are more vulnerable to safeguarding concerns.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when students are not at school. This means we need to have a least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if their numbers change.

Byfield School recognises that inappropriate authorisation of absence can be as damaging to a child's education as unauthorised absence as it will potentially send a message to parents that any reason for non-school attendance is acceptable and can render children extremely vulnerable to harm.

Byfield School will challenge parents about the need and reasons for their child's absence and will encourage them to keep absences to a minimum. A note or explanation from a student's home does

not mean an absence becomes authorised. The decision whether or not to authorise an absence will always rest with the school and evidence

4.1 Children missing education and Children absent from education

In response to the guidance in Keeping Children Safe in Education leaders have ensured that:

1 Staff understand what to do when children do not attend regularly, causing the child to be 'absent from education'.
2 Appropriate policies, procedures and responses for students who go missing from education or are absent from education (especially on repeat occasions) are in place.
3 Staff know that travelling to conflict zones could be an indicator of FGM and forced marriage.
4 Procedures are in place to ensure that we always inform the local authority when we plan to take students off-roll or when they:
    a) leave the school to be home educated
    b) move away from the school location
    c) remain medically unfit beyond compulsory school age
    d) are permanently excluded

We will ensure that students who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a student leaves, we will record the name of the student's new School and their expected start date.

Staff will monitor unauthorised absence and take appropriate action including notifying the Local Authority, particularly where children are missing from education, are absent on repeated occasions and/or are absent for periods during the school day.

Byfield is required to inform the local authority where a pupil is absent for 10 days and the reasons are not known and/or coded as unauthorised (G, N, O, and/or U). The school attendance team will work with the family as per the attendance road map and flowchart below.

4.2 Vulnerable Students

Byfield School routinely monitors the attendance of vulnerable students. If we have concerns about students, we work closely with outside agencies to ensure parents understand the importance of good attendance and attendance procedures. There are a number of ways we may monitor the attendance of vulnerable students in addition to the universal daily process of monitoring attendance for all;

1 Watch List - Vulnerable students are included on the school internal 'Vulnerability List', the attendance of these students is monitored on a day-to-day basis and absences are reported to the appropriate staff member immediately and contact is made with parents/carers as needed.
2 Daily school contact from the attendance team to parents/carers (and any external professionals such as social workers) for absences of vulnerable students or those at risk of persistent or severe absence.
3 Dual Registration – Byfield School maintains its responsibility to ensure that students who are dual registered are attending each day and progressing with their education.
4 SEND – Students who have special education needs or disabilities who are poor attenders are monitored and discussed at regular meetings. They are also tracked and interventions are put into place by appropriate staff.

5. Recording Attendance

5.1 Attendance register

We will keep an attendance register and place all children onto this.

We will take our attendance register at the start of the first session of each school day and at the start of the second session (immediately after lunch). It will mark whether every child 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
- The amended entry
- The reason for the amendment
- The date on which the amendment was made.
- The name of the person who made the amendment.

See appendix 1 for the DfE attendance codes.

We will also record:

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

In the morning if the child has not arrived in school and we have not been informed of a reason, the following action will be taken:

- A text message will be sent to the parent/carers

If no appropriate response is received

- A telephone call will be made on the same day to establish where the child is.

If no appropriate response is received

- A decision will be made whether a home visit is appropriate.

On the 2nd day of absence with no appropriate response, the above steps will take place.

On the 3rd day of absence with no appropriate response, a home visit will be completed.

The DSL notifies Children's Social Care if a child with a child protection plan is absent for more than two consecutive days without explanation.

The school will continue to make all reasonable steps to see the absent child and gather a reasonable absence. This may include working with relevant external agencies in the best interest of the child.

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

5.2 Absence and Punctuality

Parents are required to contact the school as soon as possible to inform us if a child is to be absent or late on EACH day that the child is eligible to attend.

This can be done via;

1 Via Studybugs app
2 Telephone 01327260349
3 Email **Byfieldprimary@stowevalley.com**
4 Online – www.byfieldschool.com

Students are late if they are not at registration by 9:30

The attendance team and tutors will monitor lateness and punctuality. Punctuality is followed up using the following process:

L code will be placed in the register if a child is registered between 9:00 and 9:30.

Parents will receive a notification each week of the number of lateness received each week.

Attendance Champion monitors lateness, will contact parents offering support if lateness continues.

Where parents are phoning in daily to report student absence the school will follow an 'Explained absence process.' At Byfield school our explained absence process is:

Day 1-Office checks messages – ensures correct coding within register.

Day 2- Office checks messages – ensures correct coding within register.

Day 3-Supportive Dojo sent home as message from Teacher – Supportive evidence may be requested to aid in the child's return to school.

Day 4-School office phones to check child.

Day 5-Phonecall to discuss ongoing absence – possible request for medical evidence.

Day 6-Home visit

An explanation from a student's parent/carer does not mean an absence becomes authorised. The decision whether or not to authorise an absence will always rest with the school. If a student has an explained absence from school for more than 5 consecutive days, on the 6th day, the absence will automatically be unauthorised and the school will arrange a meeting that day (or as close as possible) with parents to discuss the reason for absence and support them in overcoming any barriers to attendance. A home visit may also be conducted on the 6th day of an explained absence in order to ensure our safeguarding duties are fulfilled. Where applicable medical evidence for an ongoing absence may be requested. Where there is long term explained absences the school will still continue to keep contact with the child through various means, such as home visits, online meetings or through an external professional. This will ensure the school can maintain their duty to safeguard and promote welfare of all children within the sch

5.3 Unplanned absence

The child's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence as soon as practically possible by calling the school and either speaking directly to

a member of the school admin team or leaving a message on the school absence line (see also section 7), alternatively email the school admin team.

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 3 days or there are doubts about the authenticity of the illness, the school may ask for supportive evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers will be notified of this in advance.

5.4 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the child's parent/carer notifies the school in advance of the appointment by emailing the school admin team or by calling in.

Parents/carers are expected to provide evidence of the medical/dental appointment in the form of an appointment card and/or an official letter. If evidence is not provided, then any absence will be marked as unauthorised.

We encourage parents/carers – where possible - to make medical and dental appointments out of school hours where possible. Where this is not possible, the child should be out of school for the minimum amount of time necessary.

We advise that if a child's sibling(s) is taken out of school unnecessarily due to medical/dental appointments, which are not for them, their absence will be marked as unauthorised.

The child's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

5.5 Following up unexplained absence

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

Contact the child's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.

Identify whether the absence is approved or not.

Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained.

Contact the parent/carer on each day to ensure that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider making a home visit, involving Family Connect and/or contacting the police.

5.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels via termly written reports. On a termly basis, the school will communicate with all parents where their child/children's attendance falls into one of the following categories:

The child's attendance is 90-91%. The attendance support team will send a letter to parents notifying them that their child's attendance is 'at risk' of falling below 90% and being classed as persistent absence.

The child's attendance is below 90% and classed as 'persistent absence'. If the reason for this persistent absence is unknown to the school or there is a sporadic pattern of absence, the attendance support team will send parents a letter and invite them to attend a Connection Meeting. An attendance support plan will be considered to overcome any barriers.

The child's attendance is below 50% and classed as 'severely absent'. The attendance team will make direct contact with parents, and a plan of support will be put in place.

See Appendix 2 & 3 for further information about the school's Attendance Roadmap and an example letter.

6. Leave of Absence Requests

6.1 Approval for term-time absence

Parents/carers do not have any entitlement to take their children on holiday during term time. The headteacher will only grant a leave of absence to a child during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted entirely at the headteacher's discretion, including the length of time the child is authorised to be absent for.

The fundamental principles for defining 'exceptional circumstances' are that they are 'rare, significant and unavoidable'. The school considers each application for term-time absence individually, considering the specific facts, circumstances and relevant context behind the request.

‘Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.’ – DfE Working Together to Improve School Attendance

6.2 Leave of Absence

The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

6.3 Expectations

A leave of absence is granted entirely at the school’s discretion. Permission for a Leave of Absence from a school may only be given by a person who the school’s proprietor has authorised to do so (an authorised person).

Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.

Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.

Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.

When making an application for Leave of Absence, the resident parents are advised to give a minimum of 14 school days to allow the Head teacher the opportunity to consider the application and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.

It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.

The school can only consider applications for Leave of Absence which are made by the resident parent. i.e. the parent with whom the child normally resides.

Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an “unauthorised” absence.

Where a leave of absence is requested but additional days take either prior to or after the request, they may be considered as part of the leave of absence.

Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.

All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service of Warwickshire County Council. Penalty notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.

Where a Penalty Notice is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

Leave of Absence taken after the academic year 2024-25

The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation.

Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).

First Leave of Absence Offence: The amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.

Second Leave of Absence Offence within a 3-year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.

Third Leave of Absence offence within a 3-year period (from the date of issue of the first penalty notice). A Penalty Notice will not be issued, and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

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

Valid reasons for authorised absence may include:

- Illness (including mental illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)

- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the child's parents/carers belong. If necessary, the school will seek advice from the parents'/carers' religious body to confirm whether the day is set apart. Note that only one day of religious observation can be authorised, if a child is absent for subsequent days these may be unauthorised. A request must be made if you expect your child to have more than one day absent from school due to religious observance.
- Traveler children travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travelers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travelers. Absence may be authorised only when a traveler family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the child is attending educational provision.

7. Strategies for promoting attendance

The school regularly promotes the benefits of good attendance in school newsletters and through other communication to parents/carers. The school may organise incentives throughout the year, ensuring that all pupils who show good attendance/engagement have an opportunity to receive rewards.

8. Attendance Monitoring

The school monitors attendance on an ongoing basis. Any concerns regarding attendance are raised immediately with members of the attendance support team. The attendance support team meets on a half-termly basis to analyse attendance and absence data to identify children, families or cohorts that require support with their attendance. The school tailors the attendance support that it offers dependent on the context and needs of particular families or children.

8.1 Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual child level.
- Identify whether or not there are particular groups of children whose absences may be a cause for concern.

Child-level absence 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 will compare attendance data to the national average and share this with the governing board.

It is the responsibility of school Governors to challenge and support the school regarding overall attendance, regular reports will be presented to this body. The governors will therefore examine closely the information provided for them and seek to ensure that our attendance figures are as high as can be.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify children or cohorts that need additional support with their attendance and use this analysis to provide targeted support to these children and their families.
- Look at historic and emerging patterns of attendance and absence and then develop strategies to address these patterns.

8.3 Using data to improve attendance

The school will:

- Provide regular attendance reports to class teachers and other school leaders, to facilitate discussions with children and families.
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.

8.4 Reducing persistent and severe absence.

Persistent absence is where a child misses 10% or more of school, and severe absence is where a child misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence.
- Hold regular Connection Meetings with the parents/carers of children who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school.
- Provide access to wider support services to remove the barriers to attendance.

8.5 Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum, every three years by the headteacher and attendance team. At every review, the policy will be approved by the full governing board. The date of the next scheduled review is September 2027

9. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: Attendance Codes

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

Attending the school	
/ \	Present at the school / = morning session \ = afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
Absent – Leave of absence	
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstance
Absent – other authorised reasons	
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absent – unable to attend school because of unavoidable causes	
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause

Absent – unauthorised absence	
G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
Administrative Codes	
Z	Prospective pupil not on admission register
#	Planned whole school closure

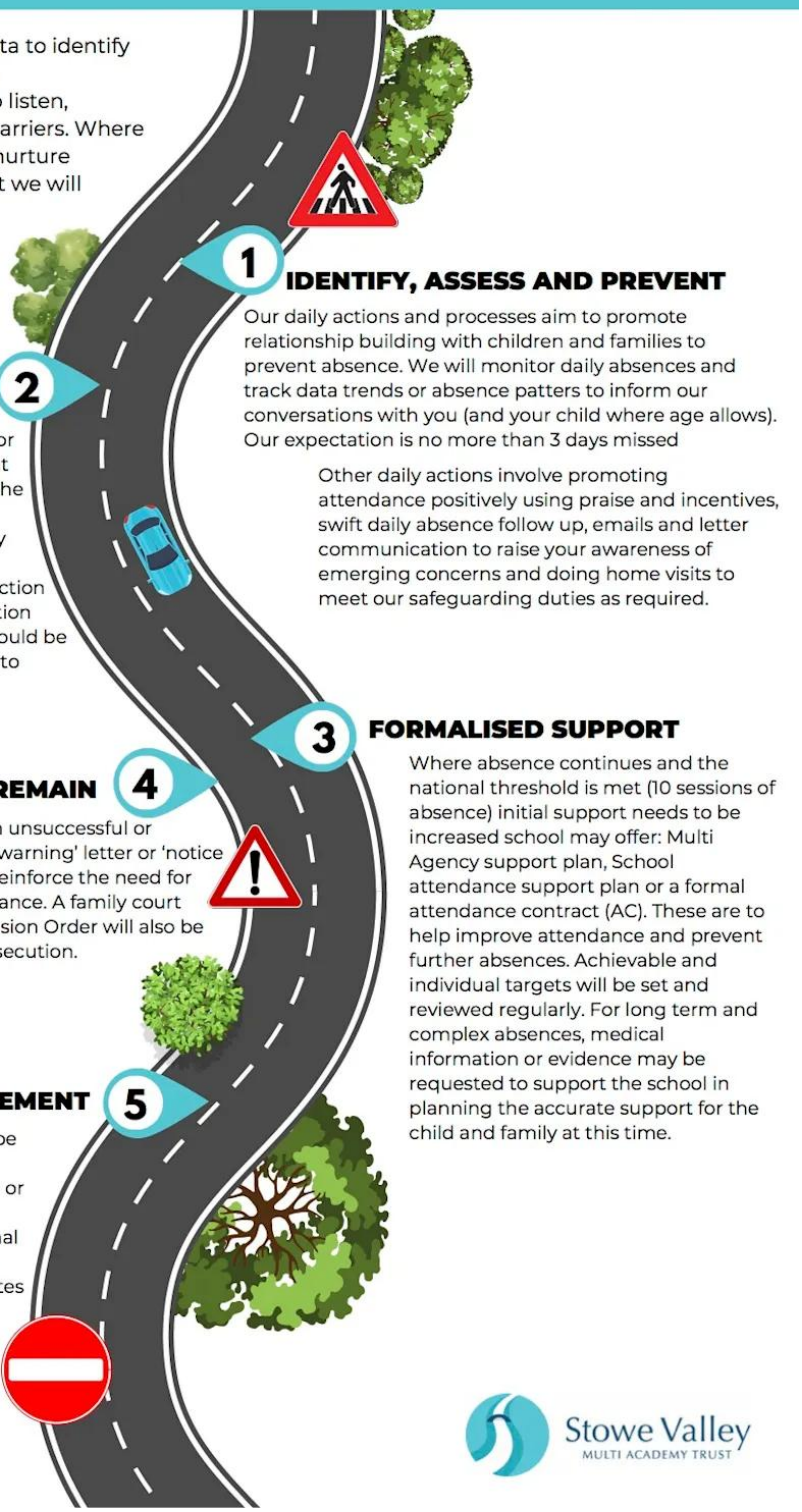
Appendix 2: Attendance Roadmap

ATTENDANCE ROADMAP

In line with the DFE statutory guidance we offer a supportive attendance process based on relational, needs-led, stepped approach. Our schools will offer a welcoming ethos with high expectations for all.

Stowe Valley
MULTI ACADEMY TRUST
SAFEGUARDING & CHILD PROTECTION

Expectations for all. We will assess data to identify absence trends and use preventation discussions/meetings with families to listen, understand and support to remove barriers. Where needed we will formalise support to nurture improvement and only as a last resort we will consider intensifying support &/or enforce legal action.



1 IDENTIFY, ASSESS AND PREVENT

Our daily actions and processes aim to promote relationship building with children and families to prevent absence. We will monitor daily absences and track data trends or absence patters to inform our conversations with you (and your child where age allows). Our expectation is no more than 3 days missed

Other daily actions involve promoting attendance positively using praise and incentives, swift daily absence follow up, emails and letter communication to raise your awareness of emerging concerns and doing home visits to meet our safeguarding duties as required.

2 EARLY ABSENCE SUPPORT

We move to this step if the child's absence is near to the trust expectation for absence (6 sessions/three days) to prevent further absence occurring and reaching the national threshold. Discussions and meetings will be offered to identify if early support or reasonable adjustments are needed. This will be done by using connection discussions (student/parent) and connection meetings. An early support assessment could be initiated as a further form of intervention to support attendance improving.

3 FORMALISED SUPPORT

Where absence continues and the national threshold is met (10 sessions of absence) initial support needs to be increased school may offer: Multi Agency support plan, School attendance support plan or a formal attendance contract (AC). These are to help improve attendance and prevent further absences. Achievable and individual targets will be set and reviewed regularly. For long term and complex absences, medical information or evidence may be requested to support the school in planning the accurate support for the child and family at this time.

4 WARNINGS-CONCERNS REMAIN

Where step 2 or 3 support has been unsuccessful or attendance has declined, a 'formal warning' letter or 'notice to improve' letter will be issued to reinforce the need for immediate improvement in attendance. A family court order such as an Education Supervision Order will also be considered as an alternative to prosecution.

5 LEGAL ACTIONS-NO IMPROVEMENT

Legal Action (Fixed Penalty Notice) MAY be requested by the Local Authority if unauthorised term time absence is taken or your child's overall absence continues to occur and reachers or exceeds the National threshold for absence, despite STEPS 1-4 being attempted. Statutory guidance states a referral to Children's social Care for Children with severe absence (Less than 50%) should be considered to obtain 'intense support'.

Stowe Valley
MULTI ACADEMY TRUST

Appendix 3: Example Invite Letter to Connection Meeting

CONNECTION MEETING

Attendance is everyone's responsibility | Every day counts | Every child belongs

Stowe Valley MULTI ACADEMY TRUST

Date

Dear Parent/Carer,

Thank you for your continued support in helping us prioritise good school attendance. Regular attendance plays a vital role in your child's learning, development, and overall wellbeing.

We regularly review attendance across the school to ensure all pupils are accessing their full educational entitlement. When concerns arise, we follow a clear pathway to offer early support and work in partnership with families.

Following on from our previous letter dated **Click or tap to enter a date.** ,there has been a further increase in your child's absence. As a result, your child has now reached Step Two of our Attendance Roadmap. This step includes a Connection Meeting with a member of our Attendance Support Team to discuss any concerns, identify any barriers, and explore what support can be put in place to help improve attendance.

We are keen to work with you to understand any difficulties and offer support. Following the *Working Together to Improve School Attendance* guidance, we would like to invite you to an:

Connection Meeting on Click or tap to enter a date.

This meeting will provide an opportunity to discuss your child's attendance and any help that may be needed.

Please confirm your attendance by emailing **(insert email address)**, stating whether you prefer a face-to-face or virtual (Teams) meeting. If you cannot attend at the scheduled time, please contact us to arrange an alternative.

Thank you for your support and understanding.

Yours faithfully,

Come in to Connect