

Attendance Policy

Leasingham St. Andrew's Church of
England Primary School

‘Everything you do, do in love’



Reviewed and updated: October 2024

Next review: October 2025

Introduction

At St. Andrew's Church of England Primary School, we recognise that promoting positive behaviour and good attendance is essential to ensuring that the children enjoy their experience of primary education. As a school, we will look to promote good attendance as much as possible, in line with our school vision statement:

'Everything you do, do in love'

At St Andrew's, we seek to be a safe and happy environment, inspiring our school family to be positive participants in the world community. A place where we are all encouraged, through love and service, to be the very best.

John 13:34 'Love one another, as I have loved you'

In accordance with the above vision statement, all staff at St. Andrew's Church of England Primary School will do their utmost to promote good attendance as much as possible.

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/carer to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents/carers decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, on time. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "[Working together to improve school attendance](#)" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

In addition, all schools follow the DfE's statutory safeguarding guidance, [Keeping Children Safe in Education](#), which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.

Our school aims to meet its obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence

We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly, and will promote and support punctuality in attending lessons.

School procedures for reporting absence

Should your child be absent from school, parents/carers should follow these procedures:

- Contact the school on the first day of absence, via email (enquiries@st-andrews.lincs.sch.uk) or telephone (01529 302388) by 9:30am.
- Contact the school on every further day of absence, by 9:30am.
- It is the parents/carers responsibility to ensure that they have contacted the school by the above times to report their child's absence.
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons.

The School will:

- Telephone parents/carers in the first, and every subsequent day of absence, if we have not heard from you.
- If we cannot make contact with parents/carers, will attempt to call all emergency contact numbers listed.
- If we are still unable to contact anyone, we will write letters and attempt a home visit. This is in the interests of safeguarding the child concerned.
- Should no contact have been made with parents/carers by the tenth day of absence, the matter will be referred to the Local Authority. The child will, at this point, be considered as 'missing in education.' Please note that this referral may happen sooner should the school deem it necessary.

In cases of continuing absence, the school will:

- Write to you if your child's attendance is below 95%, or should there be concerns around punctuality.
- Arrange a meeting so that you may discuss the situation with us.
- Create a support plan to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child.
- Offer signposting support to other agencies or services, if appropriate.
- Refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions.

Types of Absence

Ensuring the regular attendance of a child at school is the responsibility of the parent/carer. Allowing absence, without good reason, constitutes an offence which may lead to prosecution. There are two types of absence – authorised or unauthorised. The school must classify every half day missed into one of these categories. Information about the cause of any absence is always required. Every half-day in school is known as a 'session'.

Authorised absences are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences are morning or afternoon sessions where a child is absent without valid reason or permission. This could include being absent without notifying the school of the reason, taking term time holidays, arriving late to school, leaving early without a valid reason or

truanting. Occasionally, we may request evidence to validate an absence. For instance, providing a medical appointment letter can change an absence from unauthorised to authorised.

Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a 'persistent absentee' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents/carers to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee. A pupil who has missed 50% or more schooling is defined by the Government as 'severely absent'. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support across a range of partners.

Term time holidays and other leave of absence requests

The DfE emphasises that term-time holiday should be avoided. Absence during this time can significantly impact your child's education. We kindly request that you plan holidays during breaks to minimise disruption in learning. Any such absences will be recorded as an unauthorised absence.

If you believe there are exceptional circumstances that require a term-time holiday/leave of absence, please submit a written request to the school as soon as possible. We will assess each case individually and provide guidance accordingly. However, if we determine that the circumstances do not qualify as exceptional, we will notify you in writing, indicating that you may be subject to a penalty notice issued by the local authority, which could result in legal action.

We define 'exceptional circumstances' as

- acute family trauma
- terminal illness or death of a family member

Lateness

At St. Andrew's, we expect all children to be on time for school each day. As part of our vision statement, we aim to develop our children into positive participants in the world community. Part of this is to ensure good time keeping skills. Children arriving late for the start of the day can feel self-conscious walking into the classroom once learning has begun and risk missing key learning. Our school start and close times are listed below:

Gates open: 8:45am

Registration closes: 8:55am

End of school day for children in Reception (York): 3:15pm

End of school day for all other children: 3:25pm

Should your child not be in the classroom by 8:55am, they will receive a late mark ('L').

The main gates will be closed at 8:55am and any children arriving after this time will be required to enter school via the main office.

Registers will be closed at 9:15am. In accordance with relevant regulation 10 (7) and (8), any children arriving after this time will be marked as 'U' – arrived after registration closed. This will be classified as an unauthorised absence.

Lateness is actively discouraged by the school and could lead to us referring the matter to the Local Authority for sanctions and/or legal proceedings. If punctuality is a persistent problem for your child, we may invite you into school for a meeting to discuss this and offer support where necessary. We encourage parents/carers to approach the school if you are having difficulty ensuring your child arrives on time.

Potential Barriers to Attendance

At St. Andrew's Church of England Primary School, we understand that some children can be reluctant to attend school. In these situations, we are committed to working with the families involved to offer support with the issues faced. This may involve additional outside agencies depending on the cause of the issue. Some children may face greater barriers to attendance than others, such as those who have special educational needs and disabilities or other vulnerabilities, as well as those suffering from long term medical conditions. High expectations of attendance are in place for all children, however we will support families to improve attendance whilst being mindful of additional barriers faced. This may include support from external services where appropriate.

Parents/carers are encouraged to contact our pastoral lead should they wish to discuss more personalised support around attendance.

Pastoral Lead Contact Details

Mrs L Allen

01529 302388

pastoral@st-andrews.lincs.sch.uk

Promoting and Incentivising Good Attendance

At St. Andrew's Church of England Primary School, we aim to promote attendance amongst the children as much as possible. Examples of how we do this are listed below:

- High attendance certificates awarded at the end of each term
- Promote the benefits of high attendance through school publications e.g. website, newsletter, social media.
- Report to parents/carers regularly on their child's attendance.
- Building strong relationships with families to enable us to work collaboratively.
- Adhere to effective day-to-day processes to follow up absences, as required by law.
- Contact parents/carers should their child's attendance fall below targets.
- Submit a daily attendance return to the Department for Education (DfE), in line with the legal expectations placed on all schools.

Penalty notices and prosecution.

It is important to be aware that poor attendance may result in the issuing of penalty notices to parents. These notices can apply to term-time holidays, any unauthorised absences, or a combination of both.

The national threshold for issuing a penalty notice in England is 10 sessions of unauthorised absence within a 10-week period. This typically equates to 5 school days. (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

A Penalty Notice can be issued under the following legislation:

- **Section 7 of the Education Act 1996 places upon parents a duty to ensure that their child receives efficient full-time education either by regular attendance at school or otherwise**
- **Where a child is a registered pupil at a school and the parent fails to ensure that child's regular attendance at school the parent is liable to be prosecuted for a criminal offence under Section 444 of the Education Act**
- **In cases where this duty is not being fulfilled Section 444b of the same Act empowers the Local Authority to issue a Penalty**

Please note: A Fixed Penalty Notice can also be issued if your child is seen in a public place within the first 5 days of an exclusion from their school.

- **Section 103 of the Education and Inspections Act 2006 makes it a duty for parents in relation to pupils subject to a fixed period or permanent exclusion to ensure that their child is not present in a public place during school hours, without reasonable justification, during the first five days of any such exclusion. If a child is present in a public place during the first five days of an exclusion during school hours the parent may be guilty of an offence for which they can be prosecuted by the LA before a magistrates' court or issued with a Penalty Notice.**

Penalty Notice	Details
First Notice in a 3 year period:	Issued to each parent. Charged at £80 if paid within 21 days £160 if paid within 28 days.
Second Notice in a 3 year period:	Issued to each parent. Charged at a flat rate of £160 if paid within 28 days.
Third Notice in a 3 year period:	Alternative action should be taken, for example prosecution or other attendance legal interventions. Fines per parent are capped at two within any three-year period. If a parent is prosecuted for their child's non-attendance, they could face a magistrates court appearance and a fine of up to £2,500 and/or prison.

Senior Attendance Champion

The contact details for the school's Senior Attendance Champion are below:

Mr M Baker

Headteacher

Contact via enquiries@st-andrews.lincs.sch.uk

Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the governing board.

Links with other policies

This policy is linked to our child protection and safeguarding policy

Further Documentation Links

[Children missing education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Education for children with health needs who cannot attend school - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Appendix 1: Summary Table of Responsibilities for School Attendance: Statutory Guidance for maintained schools, academies, independent schools and local authorities.

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of persistent absence.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Not applicable.</p>	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.</p>

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> • Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
<p>Schools regularly update parents on their child's attendance.</p> <p>(If parents feel the school and or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)</p>	<p>The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures.</p> <p>The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.</p> <p>Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.</p> <p>Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p> <p>Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.</p> <p>Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.</p>

Appendix 2: Link to Lincolnshire County Council Code of Conduct

[Penalty notices - code of conduct – Introduction - Lincolnshire County Council](#)