

All Saints Church of England Primary School, Bradford



January 2025

Agreed by Governors January 2025

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1. 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 pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil 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.

2. Legislation and guidance

This policy is based on the Department for Education's (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 School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

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

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers

- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Sharing effective practice on attendance management and improvement across the trust schools
- Holding the headteacher to account for the implementation of this policy

3.2 The headteacher

The headteacher is responsible for:

- The 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 pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the Attendance Lead to be able to do so
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

3.4 The attendance Lead

The school attendance lead is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with the local authority attendance team to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

3.5 Class teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information using the school's MIS by 9:15am.

3.6 School Admin staff

School Admin Staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Attendance Lead where appropriate, in order to provide them with more detailed support on attendance

3.7 Parents

Where this policy refers to a parent, it refers to the adult the school 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 (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day and on time
- Call the school to report their child's absence before 9:30am on the first day of absence (and 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
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the school's Attendance Lead, who can be contacted via 01274 415222

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all pupils 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. It 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
- 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

See Appendix 1 for the DfE attendance codes.

We will also record:

- For pupils of compulsory school age, whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

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

Our Reception and Year 1 Classes are based at our Kennion Building site.

On Monday – Thursday, the school day begins at 8:40am (when registration takes place) and ends at 3:20pm. On Friday, the school day begins at 8:40am (when registration takes place) and ends at 3:00pm.

Years 2 – 6 are based at our Powell Building site.

On Monday – Thursday, the school day begins at 8:50am (when registration takes place) and ends at 3:30pm. On Friday, the school day begins at 8:50am (when registration takes place) and ends at 3:10pm.

Pupils must arrive in school on time each school day.

The register for the first session will be taken at 8:40am (KB) and 8:50am (PB) respectively and will be kept open until 9:10am (KB) and 9:20am (PB).

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9:30am, or as soon as practically possible, by calling the school office via 01274 415222 or by emailing office@allsaints.bradford.sch.uk

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 will ask for medical 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 will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent 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.

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Late arrival is monitored by the Attendance Lead and school will work with parents where continued late arrivals are recorded

4.5 Following up unexplained absence

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

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.
 - If the school cannot reach the parents/carers we will try to contact the pupil's emergency contacts
 - If no contact can be made the DSL will be informed who will make an assessment of risk based on existing vulnerabilities and potential risk/harm
 - Dependent on outcome of risk assessment DSL may conduct a home visit, contact external agencies and/or ring 101 and ask for a police welfare check
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary.
- 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 – this will be no later than 5 working days after the session(s) for which the pupil was absent
- If absence continues, the school will follow the school's Attendance Strategy (See Appendix 2)
 - Where appropriate, offer support to the pupil and/or their parents to improve attendance
 - Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

- Where support is not appropriate, not successful, or not engaged with: consider involving Bradford Attendance Officer, issuing a penalty notice or other legal intervention, as appropriate

4.6 Reporting to parents

The school will regularly inform parents/carers about their child's attendance and absence levels. This will be done formally three times a year during parents evening and in the end of year report as well as being available at all times through the Arbor App which all parents are invited to download and engage with.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as something happening that is unexpected, unavoidable, and outside of your control.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

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 from the school office. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health 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 pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience

- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school 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 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 pupil
- 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

Each parent/carer who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

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.

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

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child 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.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process. In these cases, the parent must pay £60 within 21 days, or £120.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will 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.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

Attendance is heavily promoted throughout all aspects of school life. Good attendance is celebrated and rewarded in weekly assemblies with certificates and 'All Saints Money' this is a voucher given to the winning and runner up class in each phase. The money is then used for end of year treats for the class. Whole school Attendance Challenges are carried out termly with cinema trips and raffle prizes as well as 98% or above overall attendance trips being held in July.

For children with low attendance we follow the Bradford Attendance Team's Staged Approach and work with our Attendance Officer where appropriate.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

A pupil's attendance difficulties are usually symptoms of deeper issues. To deal effectively with persistent or severe absence, we will need to get a better understanding of exactly what's going on with the pupil and their family, and then create a bespoke plan to tackle the individual barriers they face.

Where appropriate, adaptations can be put into place to support the child and their family further. These may include:

- Small group working where the classroom environment is deemed to be unsuitable.
- SEND team involvement
- Interventions can be put in place if the child is feeling worried about a particular aspect of work and in extreme cases, where appropriate, reduced time tables can be considered.

The Pastoral team will work closely with the child and family to create a trusting and collaborative environment where the child can flourish.

7.2 Pupils absent due to mental or physical ill health or SEND

School will work with families and any outside agencies to best support the child coming back into school. Various adjustments can be made and additional bespoke support can be offered.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

7.3 Pupils returning to school after a lengthy or unavoidable period of absence

School will liaise with the child and family to help provide a smooth transition for bringing the child back into school after a lengthy period of absence.

8. Attendance monitoring

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request. The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

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 benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- 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 Attendance Lead will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator and designated safeguarding leads.
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every 2 years by the Headteacher. At every review, the policy will be approved by the full governing board.

10. 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](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination

X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)

Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

All Saints Church of England Primary School – Attendance Strategy 2024-25

The strategy below is based on the most up to date guidance from the DfE in their publication entitled ‘Working Together to Improve School Attendance’ (May 2022). In the guidance it states clearly that 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 with, not against families. As such our strategy is based on this and the 6 principles set out below by the DfE.

<u>Attendance strategy</u>			
<p><u>Tier 1- Expect</u></p> <p>Aspire to high standards of attendance from all students 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</p>	<p><u>Whole School- Attendance is everyone’s responsibility!</u></p> <p>1a. Staff understanding</p> <ul style="list-style-type: none"> ○ All staff understand the role which they play in driving improvements in attendance <p>1b. Form/assembly</p> <ul style="list-style-type: none"> ○ Attendance visuals in all classrooms to develop common language ○ Weekly class time discussions <ul style="list-style-type: none"> ○ Hold conversations with students regarding absence ○ Discuss the importance of excellent attendance linked to student progress ○ Share any relevant information with the Pastoral Team/Attendance Team ○ Record any cause for concerns on CPOMS in line with the Safeguarding and Child Protection policy. ○ Weekly Arbor App messages sent to parents for previous weeks attendance ○ Weekly Attendance assemblies, with attendance money given out to winning classes <p>1c. Regular communications with parents</p> <ul style="list-style-type: none"> ○ <i>Half termly communications with parents (praise and/or concern)</i> 		All
	Tracking and Monitoring	Quality Assurance	
	<ul style="list-style-type: none"> ○ Weekly Achievement Assembly ○ Arbor checks for 100% awards ○ Class walkthrough 	<ul style="list-style-type: none"> ○ Half termly screen of 100% awards on Arbor (AL) ○ Half termly check ○ Half termly class walkthrough (AL/AHT/HT) 	
	<p><u>Tier 2- Monitor</u></p> <p>Rigorously use attendance data to identify patterns of</p>		
<p>2a. Attendance Team (AL & AA) to review attendance every two weeks</p> <ul style="list-style-type: none"> ○ AL to develop existing attendance tracker to outline clear escalations ○ AL/AA meet every two weeks to discuss escalations 			

<p>poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.</p>	<ul style="list-style-type: none"> ○ Action 1: AL/AA to update on: Year group attendance/PA to date, dis v non-dis, male v female gap, SEND v no SEND ○ Action 2: Review actions from the previous meeting ○ Action 3: AL/AA update on disadvantaged students' attendance (focus on barriers) and prioritise action ○ Action 4: AL/AA to update on attendance and actions for the year group based on the agreed escalations ○ Action 5: AA (Attendance Administrator) checks the tracker has been updated for all year groups AA to distribute letters as per the tracker and update the columns to confirm which letters have been sent (Y-green). ○ Action 6: AL to meet with SENCO twice per half term to look at key students 	
<p><u>Tier 3- Listen and understand</u></p> <p>When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.</p>	<p>3a Contact with parents and the student to explore barriers to offer support</p> <ul style="list-style-type: none"> ○ Calls to parents ○ Meetings with key students ○ Liaison with SENCO ○ Exploration of medical/alternative provisions ○ Home visits (AL to pull the data and visit where required) <ul style="list-style-type: none"> ○ Monday (AL/AA) ○ Wednesday/Thursday – (AL/AA) <ul style="list-style-type: none"> ▪ Trigger for home visits <ul style="list-style-type: none"> • 3 consecutive days of unauthorised absence • 5 days continuous absence without medical proof • Visit on each home visit cycle for children CP/CIN/ vulnerable (students we need to know) <p>Proactive work by the team to ensure that we can intervene quickly with parents/students to get students back into school as quickly as possible.</p>	<p>90-95%</p>
	<p style="text-align: center;">Tracking and Monitoring</p>	<p style="text-align: center;">Quality Assurance</p>
	<ul style="list-style-type: none"> ○ Attendance meeting every two weeks 	<ul style="list-style-type: none"> ○ Calendared meetings AL/AA ○ Review of requested actions (AL/AA/AHT) ○ Review of follow-up actions (AL/AHT)
	<p style="text-align: center;">Tracking and Monitoring</p>	<p style="text-align: center;">Quality Assurance</p>
	<ul style="list-style-type: none"> ○ AL/AA - actions to be logged on the attendance tracker and reviewed every two weeks 	<ul style="list-style-type: none"> ○ Review of actions logged on the attendance tracker every two weeks

<p><u>Tier 4- Facilitate support</u></p> <p>Remove barriers in school and help students 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.</p>	<p>4. Support strategies</p> <ul style="list-style-type: none"> ○ 4a. Attendance concern letters – Stage 1 <ul style="list-style-type: none"> ○ Letter 1 - A pupil’s attendance falls below target of 95% - a two week monitoring period commences ○ Letter 2 - Sent after 2 weeks if no improvement since Letter 1 ○ If attendance does not improve a FPN will be requested - £60 per parent, per child. ○ <table border="1" data-bbox="524 437 1890 687"> <thead> <tr> <th data-bbox="524 437 1200 485">Tracking and Monitoring</th> <th data-bbox="1200 437 1890 485">Quality Assurance</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 485 1200 687"> <ul style="list-style-type: none"> ○ Actions to be logged on the attendance tracker ○ AL/AA discussion every two weeks in attendance review meetings ○ AL/AHT to set up intervention groups with key staff - data pulled every two weeks </td> <td data-bbox="1200 485 1890 687"> <ul style="list-style-type: none"> ○ Review every two weeks in attendance meeting- AL/AHT ○ Review of whole school data to review impact on actions- AL/AHT/HT </td> </tr> </tbody> </table>	Tracking and Monitoring	Quality Assurance	<ul style="list-style-type: none"> ○ Actions to be logged on the attendance tracker ○ AL/AA discussion every two weeks in attendance review meetings ○ AL/AHT to set up intervention groups with key staff - data pulled every two weeks 	<ul style="list-style-type: none"> ○ Review every two weeks in attendance meeting- AL/AHT ○ Review of whole school data to review impact on actions- AL/AHT/HT 	<p>Below 90%</p>
Tracking and Monitoring	Quality Assurance					
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<p><u>Tier 5- Formalise support</u></p> <p>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 a parenting contract or education supervision order.</p>	<p>5. Formalising support</p> <ul style="list-style-type: none"> ○ 5a. Letter 3 - invite to School Attendance Panel (SAP) (AL/AHT/HT) – 3-week attendance target set <ul style="list-style-type: none"> ○ <u>Please note – dates for any SAP meetings held and the review dates should be logged on the SAP meeting tab in the attendance tracker</u> ○ 5b. Letter 4 - SAP review meeting (AL/AHT/HT) – further 2-week target set, if ongoing concern inform parents that it will escalate to a final SAP which could lead to legal intervention. ○ 5c. Letter 5 - Final SAP (AL/HT) final targets set and legal intervention to follow if the targets are not met. ○ 5d. Fast Track – 3 cohorts per academic year (cohort 1- HT1-2; cohort 2- HT3-4; cohort 3- HT5-6) <ul style="list-style-type: none"> ○ Students with 10 unauthorised absences within a 12-week period will be placed on the Fast Track initiative ○ AL to set up monitoring groups and oversee the FT process ○ Fast Track consists of three stages: <ul style="list-style-type: none"> ▪ Letter 6 - Fast Track 1 – Informing parents of 12 week monitoring in line with the LA protocol. ▪ Letter 7 - Fast Track 2 (AL)- No improvement in attendance after 20 days (4 weeks), parents invited in for a formal meeting and the Attendance Panel meeting paperwork is completed. Letter 8 is issued to the parent/carer in this meeting if attendance remains a concern. 	<p>Below 90%</p>				

	<ul style="list-style-type: none"> ▪ Letter 8- Fast Track 3 - Informing parents they are at risk of a penalty notice if attendance does not improve. ▪ Fixed penalty notice requested (AL). <ul style="list-style-type: none"> ○ 5e. Case work – allocation of 3 key families for Bradford Attendance Officer with more complex needs/barriers <ul style="list-style-type: none"> ○ Case work will commence for students who fall into this category. ○ Case work will be conducted by BAO with students when their attendance is below 80% <ul style="list-style-type: none"> ▪ Conduct a Student Attendance Panel Meeting (BAO/AL), which outlines expectations of the legal intervention process and clearly sets out targets. ▪ Send a copy of the minutes to the parent/carer. ▪ Monitor the attendance, ensuring all communication is logged clearly on CPOMS. ▪ Communicate with parent/carer e.g. progress or concern ▪ Complete the necessary paperwork (legal intervention) ▪ Liaise with the local authority when paperwork is submitted to monitor the progress of the application 		Below 80% (PP/SEND focus)
	Tracking and Monitoring	Quality Assurance	
	<p>Fast Track</p> <ul style="list-style-type: none"> ○ AL to track student attendance every 20 school days on the attendance tracker ○ AL to administer letters in line with the student's attendance progress <p>Case work</p> <ul style="list-style-type: none"> ○ AL/BAO will be responsible for the monitoring of the legal proceedings with the support from the Bradford Attendance Team. 	<p>Fast Track</p> <ul style="list-style-type: none"> ○ AL/BAO to review the tracker and agree on escalations <p>Case work</p> <ul style="list-style-type: none"> ○ AL/BAO to discuss progress in attendance meeting every two weeks 	

<p><u>Tier 6- Enforce</u></p> <p>Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the student's right to an education.</p>	<p>6. Enforce – AL to submit fixed penalty notices and legal intervention requests when all other strategies have failed.</p>		<p>Below 90%</p>
	<p>Tracking and Monitoring</p> <ul style="list-style-type: none"> ○ Intervention request logged on attendance tracker ○ AO/BAO to monitor progress of submissions 	<p>Quality Assurance</p> <ul style="list-style-type: none"> ○ Bespoke meeting to review paperwork before submission 	

Concern escalation summary

Key term: SAP- School Attendance Panel meeting

This is a meeting in school with the Attendance Lead and another member of the Senior Leadership Team to agree support and set targets.

- **Letter 1-** Attendance concern (<94%) - **We are concerned about your child's attendance**
- **Letter 2-** Attendance concern (<92%)- **We continue to be concerned about your child's attendance**
- **Letter 3** – invite to SAP meeting (<90%)- AL/AHT/HT
- **Letter 4-** invite to SAP meeting review- AL/AHT/HT
- **Letter 5-** invite to final SAP meeting – last step before legal intervention (AL/HT)

Fast Track – Students with 10 unauthorised absences within a 12-week period will be placed on the Fast Track initiative, in line with the local authority.

- **Letter 6-** Fast Track 1- outline attendance concern and 12-week monitoring
- **Letter 7-** Fast Track 2 - invite to SAP - AL
- **Letter 8-** Fast Track 3 - Penalty Notice Warning – AL

Case work – complex attendance concern - <80% (targeting PP/SEND)

