



ATTENDANCE POLICY

SHINE Multi Academy Trust

Management log

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Signed



Chair of the board

Signed



CEO

Related Policies

- Complaints Policy
- Educational Visits
- General Data Protection
- Equality
- Exclusions and Suspensions
- Anti-bullying
- Behaviour
- Child Protection and Safeguarding

All above policies are available through our academies local servers, directly through SHINE or through the Trust website www.shine-mat.com

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Part Two

Individual School Procedures

PART ONE

1. Equal opportunities Statement

The SHINE Multi Academy Trust (SHINE) is committed to promoting equal opportunities and everyone will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

2. Summary of Content

Part 1 – SHINE’s statement of intent regarding attendance

(Including SHINE’s vision concerning attendance across the Trust, absences, extended leave, religious observance and parents’ role)

Part 2 – Individual academies’ procedures for attendance (Including how attendance is monitored, dealing with attendance and punctuality issues and how attendance is rewarded, plus procedures for Children Missing from Education (CME))

3. Entitlement to Attendance

In the SHINE Multi Academy Trust, we recognise a child’s right to education as part of law and as a decent human principle.

Under the United Nations’ Conventions on the Rights of the Child, Article 28 sets out the child’s rights to an education: -

Article 28

- 1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and based on equal opportunity, they shall:
(a) Make primary education compulsory and available free to all.*

In UK law, every child has the right to education. This was made law following the European Convention on Human Rights treaty in 1950. It became law in the UK as part of the Human Rights Act 1998. The rights set out in this document state: -

Rights set out in the convention include:

*the right to life
the right to be kept safe from torture and cruel treatment
freedom from slavery
the right to a fair trial
the right to respect for private and family life
the right to an education.*

Furthermore, the law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special education need they may have.

It is the legal responsibility of every parent to make sure their child receives that education by either attending a school or receiving education other than in a school.

Where parents/carers decide to have their child registered at a school, they have an additional legal duty to ensure their child attends that school regularly. This means that the child should attend school, every day that it is open, except in a small number of allowable circumstances such as illness of where school has given permission for the absence.

4. SHINE's statement of intent regarding attendance

SHINE and its member academies seek to ensure that all its children receive an education that maximizes opportunities for each child to reach his or her full potential. Research shows a strong link between good attendance and increased attainment.

SHINE aims to improve its academies' attendance and punctuality by:

- promoting the value and importance of regular attendance
- providing consistent information to children and families
- reducing all forms of unauthorised absence

Across SHINE, we will work in partnership with parents/carers and other agencies to strive towards every child reaching 100% attendance and impeccable punctuality. This will ensure that each child can get the best out of the educational opportunities provided.

Targets are best achieved by working in partnership with parents/carers and other agencies. We will put clear and robust strategies in place to manage and promote regular attendance and punctuality for all children across SHINE. These targets need to be understood and owned by parents/carer, children, staff, local governors and trustees alike. This expectation applies throughout the education system from the Early Years through to Primary level.

In order to manage and promote regular attendance SHINE will:

- Monitor individual children's attendance.
- Keep parents updated on attendance via letters home, newsletters, meetings and the website.
- Report to parents/carer on their child's progress and whether this has been affected by their attendance, via regular parent evenings and letters home.

- Celebrate and reward good and improved attendance through competitions, prizes, certificates and events. Each academy must have clear incentives, which support the drive for good attendance.
- Review attendance on a regular basis and identify any child who is at risk of becoming a persistent absentee. Individual academies will then act upon this, using their own procedures and process (as agreed by their local governing body) to lessen the effects on a child's attendance and learning. As SHINE's academies are in different local authorities, these procedures may differ slightly depending upon the processes the Education Welfare Services (or similar local authority attendance service) operate in each local authority.

Days Absent in the Year	Description	Percentage	Approx' weeks lost per year
0-4	Excellent	100% - 98%	Less than 1 week
5-8	Expected	98%-96%	1 to 2 weeks
9	Satisfactory	95%	1 to 2 weeks
10-18	Less than expected	94% - 90%	2 to 4 weeks
More than 19	Persistent Absentee	Below 90%	More than 3 weeks
More than 90	Severely Persistent Absentee	Below 50%	More than 18 weeks

5. A Positive Approach

In the SHINE Multi Academy Trust guidelines, we attempt to maintain a positive attitude towards attendance at school. We actively seek to share the positive benefits of a good attendance at school with children through an exciting and engaging curriculum that entices them to want to attend school. During September, we share with both children and parents/carers the benefits of good attendance. These are shared in class and in letters/leaflets/posters given to all families, plus on the school websites.

What are the POSITIVES that families get from their attending school all the time?

- Children benefit from structure and routine.
- Good attendance is a life skill vital for secondary school and later in life. It instils discipline.
- Allows school to perform their duty of care in terms of safety, provision of food and welfare and to support parents/carers.
- Builds children's confidence both academically and socially.
- Children get to build strong, longer-lasting, positive relationships with other children and staff.
- It enables better teamwork in classes and allows classes to work together more.

- It allows parents/carers to have some independent free or work time and thereby makes life less stressful for parents.
- Children are on average more likely to succeed in school if they are attending regularly.
- School is fun, challenging and provides many different life opportunities that children may not experience anywhere else.

As well as this, we offer incentives for children to attend school regularly. During the month of September, all these rewards, along with the importance of attendance, how we monitor absence and our trigger process, the importance of punctuality and applying for a withdrawal from education are all shared with children and parents/carers through school and class assemblies; displayed on the school website and shared with parents/carers.

6. Attendance Partnership Expectations

Attendance is **EVERYBODY'S business and concern** and therefore there are expectations placed on children, parents/carers and the academies.

We expect the following from all our children:

- To attend school regularly.
- To arrive on time and appropriately prepared for the day.
- To talk to a member of staff about any problem or reason that may prevent them from attending school.
- Engage actively in the classroom
- Recognise the achievement of others

We expect the following from all parents and carers:

- To ensure their children attend school regularly and punctually.
- To instill in their children the reason why attendance at school is so important.
- To ensure contact is made with the school as per academy policy.
- To ensure that their children arrive at school well prepared for the school day.
- To talk to a member of staff about any problem or reason that may prevent their child from attending school.
- To inform the school of changes in their contact details.
- To book medical appointments where possible outside the school day.
- To recognise the personal achievements of their children

Parents/Carers and the child can expect the following from school:

- Teachers to meet and greet the children
- To build good relationships with the children and create positive classroom environments
- To implement effective teaching strategies so that children can learn and progress
- Regular, efficient and accurate recording of attendance.
- To listen and understand the barriers to school attendance and offer the appropriate support and agree appropriate plans to improve attendance.
- Early contact with parents/carers when a child fails to attend school without providing a good reason.
- To inform parents/carers if a child's attendance level falls below the expected standard.
- Follow-up support where necessary.

7. Legislative Framework

Parents/Carers of registered children have a legal duty under the Education Act 1996 (sec 444) to ensure that children of compulsory school age attend school on a regular and fulltime basis. Permitting unauthorised absence from school is an offence and parents may be reported to the Education Authority if problems cannot be resolved by agreement.

All children, regardless of their circumstances, are entitled to a full-time education that is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Parents/carers are responsible for ensuring their children receive education. Estranged parents with whom the child has had regular contact may be prosecuted as well as the day-to-day carer. Each situation must be dealt with on an individual basis, always remembering the welfare and safety of the child is the paramount concern. The term 'parent' also includes those who are not a natural parent but have parental responsibility for the child as defined by the Children Act 1989 or who have care of the child as defined by the Education Act 1999

The academies follow the expectations set out by the Department for Education in the guidance Working Together to improve school attendance (August 2024). These procedures are based around the principles and stages of:

- Preventing poor attendance.
- Early intervention and Early Help to address early patterns of poor attendance and agree ways to improve.
- Targeted interventions (including Early Help and Formal interventions) for those children who are persistently absent or severely absent.
- Understanding barriers to individuals' attendance and agree individual plans for children with specific needs.
- Formal Statutory Interventions where support has not been effective or engaged with.

8. Authorised Absences

The Department for Education has issued guidelines to all schools detailing valid reasons for authorised or justified absences:

- When a child is ill or receiving medical attention.
- Days of religious observance notified in advance.
- Absence due to family circumstances (e.g. bereavement, serious illness).
- Visiting a parent in prison or part-time timetable agreed as part of a reintegration package.
- One or both parents in the armed forces and leave granted prior to deployment
- 'Factory fortnight' holidays – immovable holidays due to business rotas etc (such requests should be accompanied by a letter from the employer)
- Family/carer funeral (one day maximum)

There are other absences, such as "Approved Sporting Activity" that can be authorised and there will be events affecting families, some unforeseen, which will necessitate absence from school and professional discretion will need to be used in these cases about whether the absence can be authorised. The specific circumstances potentially encountered by military families, young carers, SEND and children with medical needs will be considered on a case-by-case basis.

9. Suspension (no alternative provision made)

Suspension from attending school is counted as an authorised absence. The Headteacher will plan for work to be sent home.

10. Religious Observance

Under our ethos of 'Dare to be Different', we recognise the vibrant and diverse faiths and values of all

our communities. We promote and celebrate our varied heritage as one of the strengths of SHINE.

The Child Regulations 2006 states that absence for religious observance should be treated as authorised absence “on a day exclusively set apart for religious observance by the religious body to which the parents belong”. SHINE will allow one day for each religious festival, with no more than three days in an academic year. Additional days off for shopping or for extended celebrations will be treated as unauthorised absence.

In respect to pilgrimages, the academy will request copies of the travel information. Dates of return should be agreed prior to the period of leave. Parents/carers should be advised about this policy regarding unavoidable delays in return or taking extended leave that has not been authorised by the academy.

11. Traveller Absence

The aim for the attendance of Traveller children, in common with all other children, is to attend school as regularly and as frequently as possible.

The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.

To help ensure continuity of education for pupils, when their parent(s) is travelling for occupational purposes in England, it is expected that the pupil should attend a Authorised Absence school where their parent(s) is travelling and be dual registered at that school and their main school.

12. Unauthorised Absences

Unauthorised absences are those where:

- No letter or acceptable explanation is provided by parent(s).
- The reason for the absence does not fall into one of the categories of authorised absence above.

The following activities are examples of what would be classified as unauthorised:

- Holiday
- Minding the house
- Caring for relatives

- Awaiting repair people
- Shopping
- A birthday or family celebration
- Days overlapping with beginning or end of term
- Family weddings longer than one day
- Visiting relatives living in different parts of the country or overseas
- Holidays won in competitions

There are clearly some grey areas. The guidance makes it clear that only truly exceptional occasions should be classified as authorised.

Government guidelines make it plain that, in the final analysis, it is the school via the Headteacher that judges whether an absence is authorised or not. A note from home therefore does NOT automatically make an absence valid/justified/authorised. The Headteacher will make decisions as to whether an absence is authorised or not. It is the Headteacher's prerogative to request that the parent(s)/carer(s) provide a certificate for short-term illnesses and to request a doctor's notification in the case of long-term illness.

13. Medical Appointments

Parents/carers should avoid making routine medical appointments and dental appointments during the school day. In most cases, appointments can be made outside of the school day/during the school holidays. Where appointments must be taken during the school day, only the time for the appointment and travel to and from will be classed as an authorised absence. Children are expected to return to school for the remainder of the day/attend school prior to the appointment. Parents/carers are required to provide a copy of an appointment letter or card prior to the day of the appointment.

14. Extended Leave or Withdrawals from Education (Holidays)

The 2013 Amendments of the 2006 Education Act say that Withdrawal from Education (Extended Leave) may only be allowed in 'exceptional circumstances' at the Headteacher's discretion.

The academy schools will not authorise any request for leave, except in exceptional circumstances, such as a death of close family member or life-threatening illness. Further information can be found in Guidance on applying for the Education Child Registration Regulation 2006.

All applications for withdrawals from education should be made at least two weeks in advance by the

parent(s) or carer(s) on the form available from the school office. The request should include any flight details, both outbound and inbound and any relevant medical evidence to substantiate that the request is in exceptional circumstances. All requests will be treated on a case-by-case basis taking into consideration the circumstances of the withdrawal – it must be EXCEPTIONAL circumstances.

If permission to take leave is not granted and the parents/carers ignore the refusal and keep their child away, the absence will be unauthorised. Failure to comply with the school procedures will result in further action being taken. This will result in an application for a fixed penalty notice from the Local Authority levied against each parent of each child. If we believe that your child has been on holiday and you have not notified the academy, you may still receive a fixed penalty notice issued through the Local Authority.

15. Penalty Notices

From 2024/25, penalty notices will be governed by The National Framework for Penalty Notices. This comes to force on the 19th August 2024.

Penalty Notice fines will now be issued to each parent, for each child that was absent. e.g. 3 siblings absent for term time leave would result in each parent receiving 3 separate fines.

The first Penalty Notice issued for term time leave or irregular attendance will be:

- £80 per parent, per child, if paid within 21 days
- £160 per parent, per child if paid within 28 days

The second time a Penalty Notice is issued for Term time leave or irregular attendance within 3 years, the amount fined will be £160 per parent, per child paid within 28 days.

The third time an offence is committed for Term time leave or irregular attendance within 3 years, a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates Court. Magistrates' fines can be up to £2500 per parent, per child.

Cases found guilty in Magistrates Court can show on the parents' future DBS certificate, due to a failure to safeguard a child's education.

In terms of irregular attendance, Penalty Notices will be issued for term time leave of 5 or more consecutive days. INSET training days are school days and can be included in the 5 or more consecutive

days where there was an intent to be absent for term time leave.

Penalty Notices will be considered when there have been 10 sessions of unauthorised absence in a 10-week period.

16. Prosecution

When attendance continues to be low and interventions fail to bring about an improvement, legal action in the Magistrates' Court may be taken. We will provide the local authority with evidence required for prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness if required in court. This is to safeguard that parents realise their own responsibilities is to ensure their child attends school and most importantly about returning children to education.

Section 444 of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child, he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence.

A parent found guilty of this offence can be fined and or be imprisoned for a period of three months. Alternative to Section 444 prosecution are Attendance Contracts, Penalty Notices or an Education Supervision Order.

17. Safeguarding

Any safeguarding issues pertaining to a child being taken out of school in circumstances that cause concern, will be addressed first to one of the school's Designated Safeguarding Leads and following this to the Social Care Duty Team covering the area where the child lives.

If you need help in understanding it in your own language, please contact the SHINE Team on 0115 9786351.

Jeśli potrzebujesz tej informacji w alternatywnej wersji, takich jak duży druk, Braille'a, taśmy lub pomoc w zrozumieniu go w swoim języku, skontaktuj się z zespołem pomocy na 0115 9786351.

Jei jums reikia šią informaciją alternatyvi versija pvz stambiu šriftu, Brailio raštu, juostos ar padėti suprasti savo gimtąją kalbą, prašome susisiekti su valymo komanda 0115 9786351.

यदि आप एक वैकल्पिक संस्करण में इस जानकारी की आवश्यकता है जैसे बड़े प्रिंट, ब्रेल, टेप या इसे अपनी खुद की भाषा में समझने में मदद, कृपया 0115 9786351 पर शाइन टीम से संपर्क करें.

Dacă aveți nevoie de această informație într-o versiune alternativă, cum ar fi imprimare mari, Braille, bandă sau ajutor în înțelegerea-l în limba dumneavoastră, vă rugăm să contactați echipa de pantofi pe 0115 9786351.

مدد میں سمجھنے میں زبان اپنی کو اس یا ٹیپ، بریل، چھپائی میں حروف بڑے جیسے ورژن متبادل ایک میں معلومات اس آپ اگر کریں رابطہ سے ٹیم سائن پر لائن، بے ہوتی ضرورت کی -

PART TWO Individual School Procedures

Introduction

At Ironville and Codnor Park Primary School we believe that regular school attendance is the key to enabling children to maximize the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realize their full potential and make a positive contribution to their community.

All our children are valued, and regular school attendance is essential if they are to achieve their full potential. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties.

We recognise that attendance is a matter for the whole school community. Our attendance policy should not be viewed in isolation; it is a part of our 'Take Care' suite of policies that supports all aspects of school life, and should be read alongside our child protection and safeguarding, bullying, behaviour and other policies. This policy also takes into account the Human Rights Act 1998, the Disability Discrimination Act 1995 and the Race Relations Act 2000.

Informing school of a child's absence

Parents/carers are expected to inform the school of their child's absence by phoning school (01773 602936) or emailing attendance@ironvillecodnorpark.derbyshire.sch.uk by **8:45 a.m.** at the very latest. Emails to other school email addresses will **not** be accepted.

If no reason for absence is provided by 9:00 a.m. school will telephone you to request the reason for absence. If we are unsuccessful in contacting you by 9:30 a.m. we will telephone your child's emergency contacts and their siblings school/nurseries.

If we have not received a response by 10:00 a.m. two members of school staff will visit you at home. If the home visit is unsuccessful we may contact your emergency contacts, and/or other agencies. Your child will be marked as unauthorised on the register and we will initiate our attendance support procedures. During the visit if there is no answer at the door, a compliment slip will be posted through the letter box with a code word written on it, valid for the day. For the absence to be authorised you will be expected to contact the **School Office** by **3:15 p.m.** with the code word and reason for absence.

Illness

Not all illness requires an absence from school. For minor childhood ailments such as coughs, colds, earaches we would not expect children to be absent. However, when a parent/carer makes the assessment that their child is unfit for school, they should follow the above absence process.

It is a school's decision whether to accept a reason for a child's absence and whether to authorise that absence. In most cases, a parents/carers explanation of their child's illness can be accepted without question or concern. In circumstances where there are concerns about a child's attendance or reason for absence, further evidence of a child's illness may be requested.

We have clear systems in place to escalate any concerns about high levels of absence due to illness, special educational needs or disabilities including agreements about accessing additional services to provide appropriate support to children, particularly for long term illness.

The types of scenarios when medical evidence may be requested include:

- Child is absent and there are frequent odd days absences due to reported illness.
- Child is absent and the same reasons for absence are frequently repeated.
- Child is absent and attendance is below expected levels and there is a concerning pattern of absence/reasons for absence.
- Where there is a medical problem and school may need evidence to seek additional support/provide support. This system allows for both the school to try and work with the parents/families through the support meeting but also makes clear the responsibility for punctuality falls on the parents of individual children.

If your child is off ill for **three days or longer and we have concerns around their attendance or welfare**, two members of staff will complete a 'Safe and Well' home visit where they will speak to you and your child. This will continue every three days until they return to school.

If your child is off ill for **three days or longer and we have NO concerns regarding their attendance or welfare**, a member of the attendance team will contact you via TEAMS (face to face meeting) to speak to you and your child. This will continue every three days until they return to school.

If your child has been off school for longer than five days, then the child will have a 'Back Strong and Ready to Shine' discussion with a member of the Attendance Team. The child will receive a copy of the discussion. If we notice any patterns in absences, we might complete a 'Back Strong and Ready to Shine' with your child even if they haven't had five consecutive days absence. This will be decided by the Attendance Team.

Unauthorised absence

Absence will not be authorised unless parents/carers have provided a satisfactory explanation which has been accepted as such by the Headteacher.

Examples of unsatisfactory explanations include:

- a child's/family member's birthday
- shopping
- having their hair cut
- closure of a sibling's school for INSET (or other) purposes
- holidays taken without the authorisation of school
- woken up late
- child wouldn't get dressed

The Local Governing Body have made the decision to no longer authorise the last day of term or first day of term without suitable evidence.

Late Arrival

The bell for the morning session will be sounded at 8:40 a.m. **Children in Robins, Kingfishers, Kestrels and Eagles will go straight into class on arrival. Wrens and Shining Start will line up and will be taken into class when the bell is rung at 8:45 a.m.** At 8:45 a.m. the school gate will be closed to signal that the school day has started. The staff on the welcome gate will be on the playground until 8:50 a.m. to open the gate for any children who arrive after the start time.

From 8:50 a.m. until 9:15 a.m. a late mark will be issued. After 9:15 a.m. an unauthorised mark will be issued.

If a child arrives after 9:15 a.m. the absence will be only authorised, by the Headteacher, if a satisfactory explanation for the late arrival can be provided, for example, attendance at a medical appointment.

If your child receives two Lates (L or U): you will receive a warning text. Lates and the reasons given are reviewed weekly by the Attendance Support Team.

If you receive three Lates (L or U): you will be asked to attend a lates support meeting with the Family Support Worker. If your child has two or more lates during the review period, you will be asked to attend an Attendance support review meeting. If your child receives numerous unauthorised Lates (U) this may result in a penalty notice, for each parent, if your child continues to arrive late.

The bell for the afternoon session will be sounded at 1:00 p.m. A full attendance mark will be given when registration takes place. After registration until 1:10 p.m. a late mark will be issued. After these times an unauthorised mark will be issued unless there is a valid reason such as a medical appointment.

Alterations to the Register

As the school register is a legally binding document, it is therefore important that it is completed carefully and accurately by the class teacher.

As part of their roles in monitoring attendance and absence, the Headteacher will correct any oversights where the incorrect code has been entered.

Using Attendance Data

Children's attendance will be monitored, and data will be shared with other agencies if a child's attendance is a cause for concern.

The Attendance Support Team review attendance daily, half termly and termly. Termly data is shared with the school SENCO and class teachers. This information will also be used to identify child for attendance support meetings.

Attendance data will also be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment.

Parents/carers will be provided with information about their child's attendance during parents' evenings and end of year report.

We are required to share attendance data with the DfE via the local authority.

All information shared will be done so in accordance with the Data Protection Act 2018.

Support Systems

We recognise that poor attendance is often an indication of difficulties in a child's life and this may be related to matters outside of school. Parent/carer should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required.

We also recognise that some children are more likely to require additional support to attain good attendance, for example, those children with special educational needs, those with physical or mental health needs, migrant and refugee children and looked after children.

To support all our children, we have implemented a range of strategies to improve attendance.

Strategies include:

- discussion with parents/carers and children
- attendance support meetings
- lates support meetings
- colour coded late forms – orange for unauthorised and blue for late
- referrals to support agencies
- friendship groups
- welcome gate in the morning and at the end of the day
- PSHE
- **‘Five ways to say Hello’ on the gate and external door (two hellos each morning)**
- additional learning support
- behaviour support
- home visits
- parents and carers will be made aware of the need for full attendance and punctuality through the school website and newsletters
- staff attendance training
- Child friendly attendance policy
- Weekly late gates every half term
- attendance and punctuality will be referred to at parents’ evenings

Weekly	Half Termly	Termly	Yearly
<ul style="list-style-type: none"> • text messages or a letter sent to parents/carers if their child’s lates need to improve. RAG rated attendance forms part of the letter. • Flyer with House attendance emailed to 	<ul style="list-style-type: none"> • half termly text messages well done message sent to parents/carers for 100% and 96%+ attendance • text messages sent to parents/carers if their child’s attendance improves • text messages sent to parents/carers if we are monitoring their child’s attendance • attendance support meeting letter sent to 	<ul style="list-style-type: none"> • termly 100% attendance non-uniform day for children • parents/carers invited in for celebration event if their child has 100% for a term • text messages to parents/carers if attendance has improved 	<ul style="list-style-type: none"> • 100% attendance end of year award in the summer term (prize draw) • 100% individual attendance trophy for the year • 96%+ attendance for the year Forest School day in

<p>staff and parents/carers</p> <ul style="list-style-type: none"> Weekly house attendance presentation and rewards 	<p>parents if their child's attendance is between 90%- 92.99% RAG rated attendance forms part of the letter</p> <ul style="list-style-type: none"> attendance emails 100% attendance raffle ticket for the end of year summer prize draw Platinum sticker for 100% attendance 	<ul style="list-style-type: none"> House team attendance rewards 	<p>the summer term</p> <ul style="list-style-type: none"> September attendance drive
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Support offered to families will be child-centred and planned in discussion and agreement with parents/carers. Where parents/carers fail or refuse to engage with the support offered and further unauthorised absence occurs, the school in consultation with Derbyshire County Council will consider the use of legal sanctions.

New starters, including Reception Children and in-year Admissions

For all new starters, including Reception children and in-year admissions, the school ensures a supportive and proactive transition process to promote strong attendance from the outset.

Reception children take part in stay-and-play sessions during the summer term, attend a transition day in school and class teachers visit them in their nursery settings. The SENCO and Family Support Worker also meet with nursery staff to gather relevant information and plan appropriate support. Each Reception child receives a 'pocket hug' in their welcome pack to help ease the transition between home and school and a home visit is carried out in September by the Family Support Worker and class teacher. For in-year admissions, the Family Support Worker visits the child in their current setting, where possible, and a 'pocket hug' is provided to support their transition. After the child has joined the school, the Family Support Worker conducts a home visit. Where necessary, the SENCO and Family Support Worker make contact with the previous setting to ensure continuity of support.

Roles and Responsibilities

The member of the Senior Leadership team responsible for attendance is: Mrs J Grundy (Headteacher)

The Attendance Support Team comprises of: Mrs J Coulston (Family Support Worker), Mrs B Moore (Office Administrator) and Mrs J Grundy (Headteacher)

Additional support team members are: Miss K Sharpe (Family Support Worker), Mrs A Bourne (SENCO), Mrs Nicholson (Anti-bullying Co-ordinator) and Mrs L Hosie (ELSA and Nurture Lead)

Contact details for the Attendance Team: attendance@ironvillecodnorpark.derbyshire.sch.uk

01773 602936

Role	Responsibilities
Academy Trust Boards and Governing Bodies	<ul style="list-style-type: none"> • Ensure compliance with all relevant legislation (e.g. Child Registration, Working Together to Improve Attendance 2024). • Ensure an effective whole school culture of high expectations is underpinned by clear procedures and responsibilities. • Offer a clear vision for high attendance which is communicated to and understood by staff, children and parents/carer. • Have a clear trust and academy policy based upon high expectations. • Regularly review and understand attendance data, discussing and challenging trends and helping school leaders to focus improvement efforts on individual children or cohorts who need it the most within school. • Ensure school leaders fulfil expectations and statutory duties. • Make sure staff, children and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe. • Expect good attendance and punctuality from all members of the school community and make sure that children understand its importance. • Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance. • Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of child premium funding) to create, build and maintain systems and performance. • Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan. • Make sure staff receive training/professional development and support to deploy attendance systems effectively. • Share effective practice on attendance management and improvement across schools within Trusts.
Senior Attendance Champion	<ul style="list-style-type: none"> • Having a clear, written school attendance policy based on the expectations and ensuring the implementation of this policy – ensuring compliance with DfE Guidance for maintained schools, academies, independent schools and local authorities – <i>Working together to improve School Attendance – September 2024.</i>

- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with *Keeping Children Safe in Education*.
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - *Supporting children at school with medical conditions*.
- Share the DfE national and comparative attendance data during each Local Governing Body Meeting.
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual children and the child body as a whole.
- Having clear processes in place to address persistent and severe absence – children who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Be especially conscious of any potential safeguarding issues ensuring joint working between the school, children’s social care services and other statutory safeguarding partners. Often severely absent children have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the child’s absence so suitable support can be considered, and education provided/accessed.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents/carer of their commitment to this policy.
- Building and modelling respectful relationships with staff, children, families and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, children and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with children and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area, LA’s and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of children and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.
- Ensuring all staff members:
 - treat children with dignity.

	<ul style="list-style-type: none"> ➤ build relationships rooted in mutual respect and observe proper boundaries. ➤ take into consideration the vulnerability of some children and the ways in which this might contribute to absence, handling confidential information sensitively. ➤ understand the importance of school as a place of safety where children can enjoy trusted relationships with staff and children, particularly for children with a social worker and those who have experienced adversity. ➤ communicate effectively with families regarding their child's attendance and well-being. ➤ deliver clear messages about expectations, routines and consequences to new children and families through prospectus and admission/transition events. ➤ use physical presence to reinforce routines and expectations on arrival and departure. ➤ regularly communicate expectations for attendance and punctuality and school performance through regular channels of communication with staff, children and parents/carers. ➤ establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness. • Monitoring implementation of policy and practice. • Monitoring of whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions. • Establishing and ensuring implementation and robust monitoring of arrangements to identify, report and support children missing education (CME) or at risk of becoming CME Ensuring compliance with guidance regarding Children Missing Education.
<p>Attendance Support Team</p>	<ul style="list-style-type: none"> • Implementing the policy with the Headteacher. • Offering a clear vision for attendance improvement. • Championing and improving attendance. • Ensuring practice is in place to address persistent and severe absence is robust. • Evaluating and monitoring expectations and processes. • Oversight of data analysis <ul style="list-style-type: none"> ➤ Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families. ➤ Keeping the Headteacher and staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of children and to implement attendance procedures. ➤ Compiling attendance data for the Headteacher, the Governing Body and the Inclusion Support Advisory Teacher for Derbyshire County Council. • Ensuring a positive working relationship with the Inclusion Support Advisory Teacher for Derbyshire is fostered, including attending Attendance Targeted Support Meetings. • Communicating messages to children and parents/carers.

- School attendance, safeguarding and pastoral support policies which should clearly outline:
 - the key principles
 - rules children need to follow
 - routines
 - consequence systems
- If required, holding regular support meetings with the parents/carers of children who the school (and/or Local Authority School Attendance Support Team) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with the school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying children who need support from wider partners as quickly as possible and make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by children and families, implemented consistently and their impact reviewed regularly.
- The escalation of procedures to address absence needs to be:
 - understood by children, parents and carers
 - implemented consistently
 - reviewed regularly

Expectations:

- To ensure the recording of attendance and absence data is accurate.
- To ensure robust day-to-day processes are in place.
- To track and follow up absence and poor punctuality.
- Provide appropriate support and challenge to establish good registration practice.
- Carry out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identify any absences that are not explained for each session and contact parents to understand why and when the child will return.
- Where absences are recorded as unexplained in the attendance register the correct code should be inputted as soon as the reason is ascertained, but no later than 5 working days after the session.
- Where reasonably possible, ensure school holds more than one emergency contact number for each child.
- Hold regular meetings with the parents/carers of children who the school (and/or Inclusion Support Advisory Teacher) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identify children who need support from wider partners as quickly as possible and make the necessary referrals.
- Undertake home visits in line with your safeguarding responsibilities to engage families and ensure children are safe.
- Identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies.
- Where children have additional vulnerabilities, which may require multi-agency meetings try to arrange those meetings outside of lesson time, where possible.

	<ul style="list-style-type: none"> Engage with feeder schools or organisations to access absence information in order to identify target cohorts prior to transfer, including mid-year transfers and managed moves. <p>Childs at risk of persistent absence</p> <ul style="list-style-type: none"> Initiate and oversee the administration of absence procedures. <p>This should include:</p> <ul style="list-style-type: none"> letters home attendance support meetings engagement with local authorities and other external agencies and partners <p>Childs who are persistently absent</p> <ul style="list-style-type: none"> Develop and implement persistent absence action plans with children and families which address barriers and help establish positive attendance routines. Identify tailored interventions which meets the needs of the child. Hold regular support meetings or reviews of caseload with the Senior Attendance Champion, external partners and alternative providers to check on welfare and review progress. Liaise with other members of the attendance support team on referrals to external agencies and multi-agency assessments. Coordinate and contribute to multi-agency meetings to review progress and agree on actions. Work in partnership with Inclusion Support Advisory Teacher and other agencies to ensure the appropriate use of statutory parental responsibility measures. Provide regular reports to leaders on the impact of action plans and interventions.
<p>Role of the Teaching Staff and other staff in school</p>	<ul style="list-style-type: none"> Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance. Implementing the policy and ensuring it is applied fairly and consistently. Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date. Informing the school attendance support team of any concerns. Emphasize to children the importance of punctuality and good attendance. Building respectful relationships with staff, children, families and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school. <p>All staff members should:</p> <ul style="list-style-type: none"> ➤ treat children with dignity. ➤ build relationships rooted in mutual respect and observe proper boundaries. ➤ take into consideration the vulnerability of some children and the ways in which this might contribute to absence handling confidential information sensitively. ➤ understand the importance of school as a place of safety where children can enjoy trusted relationships with staff and children, particularly for children with a social worker and those who have experienced adversity. ➤ communicate effectively with families regarding children attendance and well-being. <p>Childs at risk of severe or persistent absence – (this list is not exhaustive)</p>

	<p>Welcome children back following an absence and provide good catch-up support to build confidence and bridge gaps.</p> <p>This could include:</p> <ul style="list-style-type: none">• lesson resources• buddy support• one to one input• lunchtime arrangements• lead daily or weekly check-ins to review progress and the impact of support• develop targeted intervention to address gaps and build children's confidence (including considering small group additional support)• provide tailored praise and encouragement when children attend and arrive on time
Parents/Carers	<p>Parents/Carers are responsible in law for ensuring that their children of compulsory school age receive an efficient education suitable to their age, ability, aptitude and any special educational needs that they may have. Most parents/carers fulfil this responsibility by registering their children at a school. Parents/carers whose children are registered at a school are responsible for ensuring that their children attend and stay at school every day school is open.</p> <p>Parents/carers are responsible for:</p> <ul style="list-style-type: none">• ensuring that their children are punctual and know the importance of good attendance.• Instilling in their children an appreciation of the importance of attending school regularly.• Impressing upon their children the need to observe the home school agreement.• Informing the school on the first day of absence.• Providing the school with an explanation for the absence.• Informing the school of any changes to their contact details.• Taking an active interest in their children's school life, praising and encouraging good work and behaviour and attending parent's evenings and other relevant meetings.• Working in partnership with the school to resolve issues and help the school to understand their child's barriers to attendance.• Proactively engage with the support offered by school to prevent the need for more formal support.• If formal support is needed, proactively engage with this support to prevent the need for any legal intervention.• Booking any medical appointments around the school day where possible.• Only requesting leave of absence in exceptional circumstances and do so in advance.• Treating staff with respect.• Actively supporting the work of the school.• Calling staff for help when they need it.• Communicating as early as possible circumstances which may affect absence or require support

Children Missing from Education Procedures - Key Principles (from Children Missing Education (DfE) August 2024)

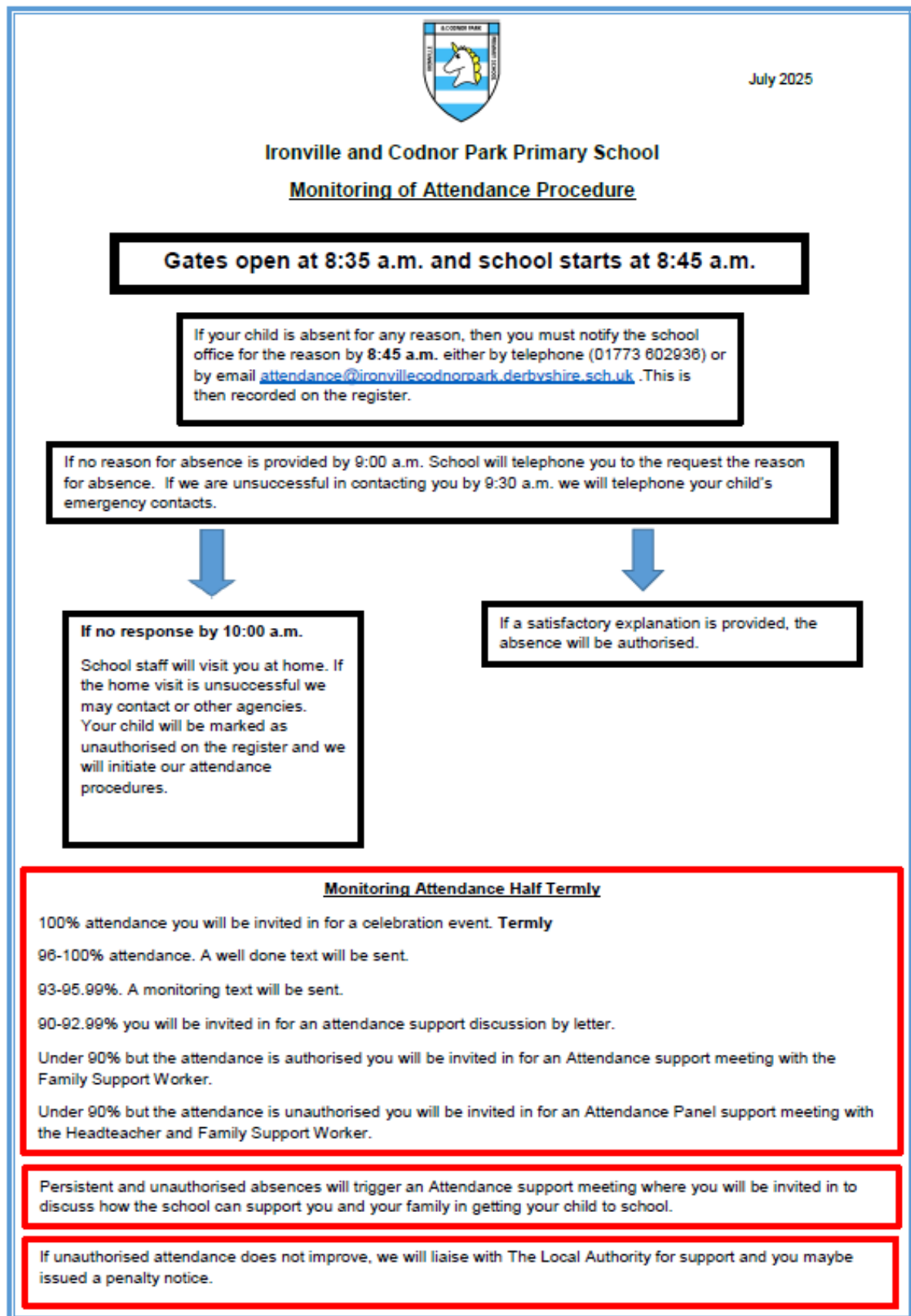
All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are children of compulsory school age who are not registered at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Effective information sharing between parents/carers, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

As part of the school's commitment to prevent Child Missing from Education we follow the Derbyshire County Council guidance. [Children missing from education \(CME\) policy and guidance](#) and refer to the Children Missing from Education (CME) school flowchart.

Appendix One Attendance Procedure Flow Chart



Appendix Two Lates Monitoring Flow Chart

