



St Gabriel's CE Primary School

Attendance Policy



Our Vision Statement:

Our aim is to nurture children with the confidence and self-belief to achieve their best;
to have the courage to think for themselves;
to be resilient in their learning and ambitious in their hopes and dreams;
to live in harmony, respecting others;
to search and question throughout life's journey;
to find personal faith;
and to learn about the Gospel of hope and love found in Jesus Christ.

Seeking to nurture:

Self-belief **Courage** **Resilience** **Ambition** **Harmony**

“Stand firm... be courageous” 1 Corinthians 16:13

Revised: Autumn 2025

To be reviewed: Autumn 2026

Statement of Intent

As a school, we will consistently promote the benefits of good attendance, set high expectations for every pupil, communicate those expectations clearly and consistently to parents and analyse data to identify patterns of absence.

Good attendance is seen as a learned behaviour.

We will aim to effectively overcome barriers to good attendance by building strong relationships with families to ensure pupils have the support in place to attend school.

We believe that the most important factor in promoting school attendance is the development of positive attitudes towards school – by both children and parents.

To this end we strive to make our school a happy and rewarding experience for all our children. This includes our parents/carers – that, whatever their own personal experience of school may have been, they feel welcomed, encouraged and supported; that they recognise and value our school ethos in promoting a happy and productive ‘family’ environment.

We will also promote punctuality and encourage parents to establish positive routines that establish good habits for a lifetime.

We recognise that children with long-term medical conditions or specific special educational needs, may have issues which impact upon attendance.

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.

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](#)

Roles and Responsibilities

Ensuring all pupils have excellent school attendance and punctuality is the responsibility of all school staff, parents/carers and the pupils themselves.

The Governing Body

The governing board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Making sure all staff receive adequate training on attendance

The Headteacher & Designated Leader Responsible for Attendance

The Headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data, with the Designated Leader, 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
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND
- 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 through all available channels

The Headteacher will work with the Designated Senior Leader to:

- Lead, champion and improve attendance across the school
- Set a clear vision for improving and maintaining good attendance
- Evaluate and monitor expectations and processes
- Regularly monitor and evaluate progress in attendance
- Establish and maintain effective systems for tackling absence, and making sure they are followed by all staff
- Liaise with pupils, parents/carers and external agencies, where needed
- Build close and productive relationships with parents to discuss and tackle attendance issues
- Create intervention or reintegration plans in partnership with pupils and their parents/carers
- Deliver targeted intervention and support to pupils and families

The Inclusion Officer

The school Inclusion Officer is responsible for:

- Monitoring and analysing attendance data with the school
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance
- Working with education welfare officers to tackle persistent absence
- Advising the Headteacher when to issue fixed-penalty notices

School Admin Staff

School admin staff will:

- Take calls from parents/ listen to voicemails from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the Headteacher/DSL, in order to provide them with more detailed support on attendance
- Provide regular attendance reports to school staff and report concerns about attendance to the designated senior leader responsible for attendance and the Headteacher
- Work with the SBM/SLT to conduct first-day call-backs/ send text message to ascertain the whereabouts of a child who is absent
- Complete paperwork relevant to the role such as: Child Missing in Education (CME), in year transfers, deletion from role, penalty notices etc.
- Report any absence concerns to school's Inclusion Officer

Class Teachers & Support Staff

Class teachers are responsible for:

- Recording attendance on a daily basis and submitting this information to the school office. The register for the morning session opens at 9:00am and closes at 9:30am. The register for the second session will be taken at 12.45pm (Infants) and 1.00pm (Juniors) and will be kept open for 30 minutes from these times.
- Promoting good attendance through supporting whole attendance strategies.
- Reporting any patterns/ absence concerns to the office and where appropriate as safeguarding concerns.

Pupils

All pupils are expected to:

- Be an attendance H.E.R.O (**Here Everyday Ready and On-time**)

Parents' responsibilities

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9.00am on the day of the 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 school

- Keep school updated with changes to contact details.

Recording Attendance

Attendance Registers

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:

- Whether the absence is authorised or not
- The nature of the activity if 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 3 years after the date on which the entry was made.

The school day starts at 8.55am and ends at 3.30pm.

Pupils **must arrive at school by 8.55am** on each school day. The school gates will be closed promptly. Pupils **arriving after the yard gates have closed must enter school through the main entrance** and report to the office.

The register for the first session **will be taken at 9.00am and will be kept open until 9.30am.**

The register for the second session will be taken at **12.45pm (Infants) and 1.00pm (Juniors)** and will be kept open for 30 minutes from these times.

Unplanned Absence

- The pupil's parent/carer **must notify the school of the reason for the absence on the first day of an unplanned absence by 9:00am** or as soon as practically possible by calling the school office.
- We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.
- If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide 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/carers will be notified of this in advance.
- If the school office is unable to contact the parents/carers this will be passed on to the Headteacher/DSL/Inclusion officer/social worker or other external agency as appropriate.

15-day alert process - Schools to make an alert to the local authority for children who have been absent for 15 or more school days for the reason of illness (I code) – consecutively or cumulatively.

- DFE's 'Working Together to Improve School Attendance' guidance requires all schools to provide a sickness return to the LA for all compulsory school age pupils who have been recorded with code I (illness). This alert should be made either when a pupil has had 15 days of continuous (or cumulative) absence for illness or where the school believes that they will miss 15 days because of this.
- Only one return is required for a continuous period of sickness in a school year. This is to help the school and local authority to agree to any provision needed to ensure continuity of education for pupils who cannot attend because of health needs. This is in line with the statutory guidance on arranging [Education for children with health needs who cannot attend school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/education-for-children-with-health-needs-who-cannot-attend-school) (Section 19 duties).

Planned Absence

- Attending a medical or dental appointment will be counted **as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. School will request evidence eg a medical card/ text/ letter as appropriate.**
- However, we encourage parents/carers 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/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. See term time absence below.

Lateness & Punctuality

A pupil who arrives late:

- **After 9.00am but before the register closes at 9.30am**, will be marked as late (but present) using the 'L' code.
- **After 9.30am, will be marked as having an unauthorised absence** – unless school was previously informed that the pupil would be late due to a legitimate reason eg a medical appointment (evidence for medical appointments will be requested).
- **10 unauthorised late marks (after 9.30am arrival) may result in a penalty notice under current legislation.**
- All lates are recorded and monitored. More than 5 lates in a half term will trigger initial alerts to parents as part of Stage 1 support and intervention. If no improvement is made, procedures will escalate to the next stage.

Procedures for following up Unexplained Absence

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

- **Contact the pupil's parent on the morning of the first day** of unexplained absence to ascertain the reason:

- **by phone**, if no response
- **by text** – request parent contact school

If the school does not receive a response by the afternoon of the first day of absence, school will:

- **phone any/all of the child's given emergency contacts**

If the school cannot reach any of the pupil's emergency contacts, an **email will be sent confirming school's actions and concerns** and the absence will be recorded as unauthorised.

School will follow the **same procedures on subsequent days**.

- **Safeguarding concerns:** If however the child in question is already known to school with regards to persistent absence or high risk (safeguarding concern), then a home visit may be requested by the Inclusion Officer.
- School will Identify the correct attendance code to use as soon as the reason for absence is ascertained – this will be no later than 2 working days after the session(s) for which the pupil was absent
- Where school have been unsuccessful in ascertaining the whereabouts of a child, the police or relevant authorities may be contacted and a welfare check requested

Children Missing from Education (CME)

In accordance with Keeping Children Safe in Education, all staff are aware that if children go missing, this can be a warning sign of a range of safeguarding possibilities. Early intervention is the key to identifying any risk and to prevent the risk of a child going missing in the future.

Schools are updated annually on the procedures which are to be taken in the case of a Child Missing in Education. Schools are required to inform the local authority about the details of:

- All children who are believed to have moved out of the Blackburn with Darwen (BwD) geographical area after the school has undertaken reasonable enquiries (to be completed after 10 school days) and the child's whereabouts have still not been confirmed.
- Children who have been absent without the school's permission for a continued period of 10 days
- Children who have failed to return to school for 10 days beyond the expected return date following a leave of absence period
- Children who have relocated abroad
- All Gypsy Romany Traveller children who school believes have gone travelling without securing prior agreement and/or confirming a return date
- Children who are withdrawn from school, but parents are unwilling or unable to say where or how their child will continue to be educated.

In a case of CME, the school needs to make reasonable enquiries and must:

- Obtain as much information as possible from parents before relocation
- Maintain contact with parents following relocation
- Confirm admission with the receiving school
- Make a home visit if possible
- Make general enquiries amongst friendship groups
- Establish contact with all named people on the child's record.

Relevant CME forms will be completed and sent to the Inclusion Team.

Circumstances when a CME notification is not required:

- Those children who move out of the BwD area and their whereabouts has been confirmed – these children will be reported to the Local Authority using a 'Deletion from School Roll Notification' form
- In 'truancy' cases where a child's unauthorised absence has already been formally referred to the Inclusion Officer
- Children with long-term medical or mental health needs whose absence has been verified by a health professional.

Safeguarding

Children missing from education – are not on any school roll

Children absent from education – are on the school roll, but are regularly not attending

We recognise that there may be a link between low attendance and safeguarding issues. Children absent from education for prolonged periods and/or on repeat can act as a warning sign to a range of safeguarding issues.

Children with low attendance may be more vulnerable to exploitation and abuse. We therefore strive to ensure that every child has good attendance and punctuality at school in order to reduce their vulnerability.

Consideration will be given to supporting children and families where attendance or punctuality is a concern. This may be done through the CAF Process or referral to statutory services such as Children's Social Care.

Reporting Attendance and Punctuality to Parents:

The school will regularly inform parents about their child's attendance and absence levels as per the protocol below:

Universal

All parents receive half termly attendance and punctuality reports (generated from SIMS)

Stage 1

Triggers:

- 9 days absence (cumulative attendance from the beginning of the school year)
- 5 late arrivals (cumulative late arrivals, before/after registration closes)

Action: initial warning letter sent to parent/carer

Stage 2

Triggers:

- 15 days absence (*cumulative attendance from the beginning of the school year*)
- continued late arrivals

Action: second letter and invitation to discuss concerns

If attendance drops below 90% Persistent Absence threshold (equivalent to 19 days absent):

Stage 3

Trigger:

- 19 days absence (*cumulative attendance from the beginning of the school year*)

Action: third letter inviting parents to an **Attendance Review Meeting to discuss impact of absences and offer support from outside agencies**

Stage 4

Trigger:

- absence shows no sign of improvement

Action: parents invited to a second **Attendance Review Meeting** to discuss a formal **Attendance Contract** and possible outside agency involvement:

Formal advice sought from BwD Inclusion Team (eg use of Fast Track Pathway)

Stage 5

Referral to BwD Inclusion Team (ie formal warning with notice to improve; legal action) when:

- Previous Stages have failed to improve attendance
- Attendance Contract has been breached
- Any of the thresholds for legal action have been met

Approval for Term-Time Absence

Understanding types of absence:

Authorised absences are mornings or afternoons away from school for a good reason such as illness, medical appointments and emergencies.

An absence is classified as **Unauthorised**, if the reason is **not acceptable**, for example:

- **Late arrival after 9.30am**, without an acceptable reason
- A birthday
- A shopping trip/day trips
- Brother or sister is ill so all children in the family stay off school
- Not having uniform ready to wear or can't find shoes/coat etc
- Getting up late
- Holidays – unless previously agreed as exceptional circumstances

Five full days or 10 am/pm sessions (which include late arrivals after 9.30am) may result in a penalty notice fine.

The Headteacher will only grant a leave of absence to a pupil during term time if they consider there to be '**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. The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, **at least 2 weeks before the absence**, using school's Application for Discretionary Leave form, accessible via the school's website or the school office. The Headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. Where Eid celebrations fall in term time (1 day only per event)

Other possible '**exceptional circumstances**' where the Headteacher may grant term-time holiday:

- Immediate family bereavement or marriage for a brief absence (eg 1-2 days)
- Child receiving medical treatment abroad
- Traveller pupils travelling for occupational purposes
- Involvement in a public performance

Please refer to school's Absence During Term Time Policy

Penalty Notices

In order to ensure a consistent approach to school attendance enforcement the national framework for penalty notices for school absence specifies the following:

Penalty Notice Threshold

The threshold at which a penalty notice must be considered is set at **10 sessions (equivalent to 5 days)** of unauthorised absence within a rolling 10-school week period. This may include absences as a result of arriving late after the register closes. The sessions of unauthorised absence do not have to be consecutive. The 10 school weeks may span different terms or school years.

Penalty Notice Amounts

Penalty notices are issued at **£160 per parent, per child and must be paid within 28 days**. The fine can be paid at a **discounted rate of £80 if paid within 21 days**.

Any second penalty notice issued to the same parent for the same child within a rolling 3-year period will be issued at the rate of £160 to be paid within 28 days with no option for a discounted rate.

Limits on Issue

Only 2 penalty notices can be issued to the same parent in respect of the same child within a 3-year rolling period.

A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution but may include other tools such as one of the other attendance legal interventions.

Monitoring attendance

School will:

- Monitor the attendance and absence data daily at office level and weekly at a whole school level.
- Monitor attendance at an individual pupil level, and group level (Safeguarding, Pupil Premium, SEND, Boys, Girls)
- Conduct daily/ weekly/ fortnightly/ or monthly checks as appropriate on a pupil who is causing concern and has been escalated.
- Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

Analysing attendance

School will:

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

Using data to improve attendance

School will:

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

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.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Engage with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, initially in writing and then face to face, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance
- Hold termly meetings with the LA Education Inclusion Officer

Please see the Attendance Intervention Escalation Plan (Stages 1-5) for the procedures for dealing with poor attendance (Appendix 2)

Whole School Strategies for Promoting Good Attendance & Punctuality

We actively encourage and promote good attendance throughout school. We treat attendance as everyone's responsibility.

Some of the strategies we use for improving and rewarding attendance include:

- Promotion of **Attendance H.E.R.O. Here Everyday Ready On time**
- Attendance is discussed with parents when children are new to school, meeting new parents of reception classes and during parents evenings if there are any concerns
- Teachers meet and greet children at classroom doors. We do this to ensure that all children get positive interaction early in the day.
- Planning engaging lessons, linked to an enriching curriculum
- **Good attendance is seen as a learned behaviour.** Termly Gold, Silver and Bronze stickers are given for attendance 95% and above
- Children with 100% or 'Top Attendance' for the whole year will receive a certificate at our end of year celebration assembly.

Celebrating Attendance

We aim to celebrate the efforts of our children, parents and families to attend school as fully as possible. But we recognise that 100% attendance is not always attainable eg due to illness. For this reason, we use the termly Gold, Silver and Bronze awards, which recognise excellent attendance in achieving school's 95% and above target.

Please note, **absence due to Eid** falling in term time (1 day only, maximum 2 days per year) or exceptional, unavoidable circumstances (limited number) eg appointments for chronic medical conditions, where no alternative dates/times are available, will not affect 'Top Attendance' rewards.

Links to other policies

- Safeguarding & Child Protection
- Absence During Term Time
- Children with Health Needs who Cannot Attend School
- Supporting Pupils with Medical Conditions

Appendix 1: attendance codes

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

Appendix 2: Attendance Escalation Intervention Procedures

Universal Support		
	Strategies to be used	Monitoring
Universal offer (within target thresholds) 0 – 9 days absence 0 - 4 days late	<p>Communicating expectations:</p> <ul style="list-style-type: none"> • Regular reminders of the importance of good attendance, through the school newsletter and website. <p>Rewards:</p> <ul style="list-style-type: none"> • Weekly reminders of Attendance H.E.R.O • Termly Gold, Silver and Bronze awards for > 95% • End of year 'Top Mark' attendance certificates <p>Direct contact with parents/carers:</p> <ul style="list-style-type: none"> • First day of absence phone calls/texts • Half-termly attendance hand-outs sent out to all parents giving attendance and punctuality data • Requests for term-time holidays to be declined, unless there are exceptional circumstances <p>Curriculum/ teaching and learning:</p> <ul style="list-style-type: none"> • Meeting and greeting the children daily for a positive interaction • Planning engaging and exciting lessons 	<p>Daily</p> <ul style="list-style-type: none"> • Monitored and all absences followed up <p>Weekly</p> <ul style="list-style-type: none"> • Friday: run MIS reports for absence and lates <p>Half termly</p> <ul style="list-style-type: none"> • Send MIS reports to all parents <p>Note SLT to track ongoing attendance at individual, class and school level</p>

Stage 1 - Initial Support		
Triggers	Strategies to be used	Monitoring
9 days absence 5 late arrivals	<p>ACTION – Letter 1 Attendance/Punctuality</p> <ul style="list-style-type: none"> • First letter issued 	<p>Friday: run MIS reports for absence and lates & issue letters as required</p> <p>SLT to monitor reports & issuing of letters</p>

Stage 2 – Target Support: Approaching Levels of ‘Persistent Absence’

Triggers	Strategies to be used	Monitoring
15 days absent Continued late arrivals	<p>ACTION – Letter 2 Attendance/Punctuality</p> <ul style="list-style-type: none"> • Second letter issued – risk of reaching 90% persistent absence threshold • Parents invited to discuss concerns <p>Support:</p> <ul style="list-style-type: none"> • Consider external agencies that may address individual needs of the pupil/family and make referrals as required. Possibilities include: School nurse, FSW, WISH, Food bank, etc. 	<p>Friday: run MIS reports for absence and lates & issue letters as required</p> <p>SLT to monitor reports & issuing of letters</p> <p>Class teachers to monitor pupil/s</p>

Stage 3 – Enhanced Targeted Support: attendance has fallen below 90% persistently absent threshold

Triggers	Strategies to be used	Monitoring
19 days absent	<p>ACTION – Letter 3 Attendance</p> <ul style="list-style-type: none"> • Third letter - parents invited to an Attendance Review meeting to discuss child’s absence • Liaise with class Teacher to explore barriers to attendance/concerns. • Inclusion officer informed at Termly meeting <p>Support:</p> <ul style="list-style-type: none"> • Barriers to attendance/punctuality discussed with agreement to improve attendance over the following half term • Consider external agencies that may address individual needs of the pupil/family and make referrals as required. Possibilities include: School nurse, FSW, WISH, Food bank, etc. 	<p>Friday: run MIS reports for absence and lates & issue letters as required</p> <p>SLT to monitor reports & issuing of letters</p> <p>Class teachers to monitor pupil/s</p>

Stage 4 - Intensive Support for Persistent Absentees:
Attendance Contract

Triggers	Strategies to be used	Monitoring
Attendance shows no sign of improvement or it improved initially, then has dropped again	<p>ACTION: Letter 4 - Attendance</p> <ul style="list-style-type: none"> • Parents invited to attend a second Attendance Review meeting to discuss and agree a formal Attendance Contract • Liaise with class Teacher to explore barriers to attendance/concerns. • Advice sought from Inclusion officer as to other necessary measures eg whether *Fast Track to Attendance Pathway Procedures are required (see below) <p>Attendance contract: Attendance contract will be put into place which includes:</p> <ul style="list-style-type: none"> • a statement by parents/carers that they agree to comply for a specified period with the requirements set out in the contract <p>Support:</p> <ul style="list-style-type: none"> • Support initiated at previous stages will continue as appropriate. Additional support will be offered. 	<ul style="list-style-type: none"> • Attendance tracked through MIS • Weekly checks on the pupil's data (or daily if required) • Class teachers to offer more direct support as needed • Attendance contract will be reviewed monthly/ as appropriate

Stage 5 - Enhanced Targeted Support: Persistent Absenteeism
Referral to LA for Legal Proceedings

Triggers	Strategies to be used	Monitoring
<ul style="list-style-type: none"> • Strategies introduced at Stage 4 have failed to improve attendance • Attendance contract has been breached and attendance has not improved • Any of the thresholds for legal action have been met 	<p>Enforcement: School will refer the case to the local authority Inclusion Team for formal warning with notice to improve, legal action/legal proceedings, as necessary. Local authority to utilise all available support or legal powers to enforce attendance.</p> <ul style="list-style-type: none"> • School to liaise with the local authority regularly to support any measures that are being taken. • Support initiated at previous stages will continue as appropriate. Additional support will be offered. 	<ul style="list-style-type: none"> • Attendance tracked through MIS • Daily checks on the pupil's data • Class teachers to maintain regular individual support as required

***LA Fast Track to Attendance Pathway Process (6-8 weeks)**

These procedures to be used following consultation with the school's Inclusion Officer and where the required criteria are met.

What is it?

Fast Track is a time-focussed model of best practice, which concentrates on early intervention in cases of persistent non-attendance. It aims to ensure a fast, effective approach to the implementation of strategies to tackle non-attendance and the underlying causes.

Fast Track involves engaging the parents and specifying what improvements need to be made over a fixed timeframe – usually 6- 8 weeks.

Where no improvement is made within the specified timeframe, legal proceedings may be initiated in the Magistrates Court.

What is the threshold for the pathway?

- Attendance is 80% or above but less than school's expected level of attendance over a 10 -week period, with unauthorised absences of 10 sessions or more. This may fall over 2 terms.
- Family may have previously received an FPN and may have previously been prosecuted for failing to secure their child's regular attendance at school.
- There are no known additional factors or complexities e.g. case is not open to CSC, support services, child has mental health issues, EBSA etc.
- School have made attempts to support the family in improving attendance which have not been successful, or there is persistent and evidential non-engagement.
- School have held/attempted to hold a meeting with parents to discuss their concerns and the possibility of Fast Track Intervention pathway being implemented.