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# GLEBE PRIMARY SCHOOL UNITED LEARNING ACADEMY

## Attendance Policy 2023-2024

**Updated: Autumn 2023**  
**New Review: Summer 2024**

Approved by the Local Governing Board on 6<sup>th</sup> February 2024

Signed by: Mr. James Dempster  
Position: Chair of the Local Governing Body

## Attendance Policy

### Introduction

Here at Glebe Primary School, we believe it is of vital importance that our students have good attendance at school, so they can aspire and flourish. This is a successful school and all students play their part in making it so. We aim for an environment which enables and encourages all members of the community to be proud to belong and to achieve of their best. For our students to gain the greatest benefit from their education it is vital that they attend regularly and should be at Glebe on time, every day the school is open unless the reason for the absence is unavoidable. It is very important therefore that you make sure that your child attends regularly, and this policy sets out how together we will achieve this.

Regular attendance at school is of critical importance to a child's education. Evidence tells us that the pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment<sup>1</sup>. Any absence affects the pattern of a student's schooling and regular absence will seriously affect their learning. Any student's absence disrupts the learning of others in the same teaching groups by disrupting classroom routines. Ensuring your child's regular attendance at Glebe is your legal responsibility and permitting absence from Glebe without a good reason creates an offence in law and may result in prosecution.

### Aims

An effective whole school culture of high attendance is underpinned by a graduated approach to monitoring and maintaining regular attendance, through clear expectations, procedures, and responsibilities. To ensure all leaders, staff, pupils, and parents understand these expectations, and how they apply at Glebe this policy sets out:

- Section 1: the practical procedures to be followed at Glebe Primary School in relation to attendance
- Section 2: the measures in place at Glebe Primary School to promote regular attendance by its registered pupils
- Section 3: the responsibilities of particular members of staff in relation to attendance
- Section 4: the action to be taken by staff if a registered pupil fails to attend school regularly

### **Section 1: Practical Procedures**

This section sets out the practical procedures to be followed at Glebe Primary School in relation to attendance are as follows:

- The attendance and punctuality expectations of pupils and parents, including start and close of the day, register closing times and the processes for requesting leaves of absence and informing the school of the reason for an unexpected absence.
- Information and contact details of the school staff who pupils and parents should contact about attendance on a day-to-day basis (such as a form tutor / class teacher, attendance officer, admin team) and for more detailed support on attendance (such as the attendance team, a head of year, pastoral lead or family liaison officer).
- The school's day to day processes for managing attendance, for example first day calling and processes to follow up on unexplained absence.

There are clear links from this policy to our safeguarding and child protection duties as set out KCSIE.

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<sup>1</sup> [Working together to improve school attendance](#)

## **The law regarding Attendance**

The law entitles every child to compulsory school age to full-time education suitable for their age, aptitude and any special educational need they may have. It is the responsibility of every parent to ensure their child receives that education.

When parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable days such as being too ill or when permission is given e.g. for a medical appointment.

## **The Admissions Register (or “school roll”)**

1. As a school, we are responsible for keeping the Admissions Register up to date. This contains specific personal details of every pupil along with the date of admission or readmission to the school, information regarding parents and carers, and details of the last school attended.
2. We also hold emergency contact numbers for each pupil. It is our policy to hold more than one such number, so that we have options to make contact with a responsible adult should the need arise.
3. A pupil’s name can only be lawfully deleted from the admissions register in very limited circumstances.

## **The Attendance Register**

4. The register will be taken at the start of each morning session of each school day and once during the afternoon session. On each occasion, the school will record whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.
5. These records will be kept electronically to ensure accuracy and the timely sharing and analysis of information – all of which is critical to ensure good attendance.

## **Punctuality and Regular Attendance**

6. The School day starts at 8.30am and finishes at 3.00pm. It is important that your child arrives on time to begin the school day promptly with their class. School gates open at 8.25am

## **Lateness**

7. Classrooms are open at 8.30am. Registration is at 8:40 a.m. and children will be marked as late if they are not present, sitting at their desks in their classrooms, by 8.40am.
8. The register will be kept open until 9.00am and any late arrivals after 8.40am are recorded by the school office team. If children arrive after 8.40am then they must report to the office. They will be given a late slip and taken to class.
9. The attendance officer will call parents who are regularly late to discuss how the school can provide support to enable children to be on time and any concerns will be confirmed by email.

## **Absence**

10. Parents<sup>2</sup> must contact the school when their child is absent to explain that absence. This can be done as follows: by calling the school on 01273 592163 or by leaving a phone or written message via Bromcom messaging or by email to the office.
11. Give the following details:
  - full name of pupil;
  - pupil’s class name and year group;
  - Full name of person reporting absence and relation to child;
  - Reason for absence.

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<sup>2</sup> Throughout this document, the terms ‘parent’ and ‘parents’ are interchangeable and apply equally to ‘parents and carers’ and includes foster parents and social workers where relevant.

12. Where a reason for the absence is not received by 8.30am on the day of the absence, the school will within one hour contact the parents on the same day to understand the reason for the absence.
13. Where further unexplained absences occur, the school will make further contact with the parent (including foster parents and/ or social workers where appropriate). This should be with the aim of understanding **why** the absence has occurred, and **when** the pupil will return.
14. The correct absence code will be inputted into the Attendance Register as soon as the reason is ascertained.
15. Where no explanation is provided for a pupil's absence or lateness, it will be marked as unauthorised.
16. The school will keep ringing until we can get through to parents or carers to ensure the child is safe and well. This is our Safeguarding responsibility
17. Granting a leave of absence will only be made in exceptional circumstances. Each application will be considered individually considering the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted it is for the Headteacher to determine the length of the time the pupil can be away from school. It is extremely unlikely that a leave of absence will be granted for the purposes of a family holiday. To request a leave of absence please follow the procedures below:
  - Ask the office team for a 'Request for Absence in Term Time form (can be emailed on request).
  - Add a letter to explain the exceptional circumstances for your request, addressed to the Headteacher.
  - Return the form at least one month before the proposed absence.
  - Await a response from the Headteacher, which will come via the office team.

## **Section 2: Promoting Regular Attendance**

This section sets out the measures in place at Glebe Primary School to **promote** regular attendance by its registered pupils.

- We encourage good attendance and give annual award certificates for those who have 100% attendance.
- The school's strategy for using **data** to target attendance improvement efforts to the pupils or pupil cohorts who need it most: The Head teacher, DSL and Attendance Officer monitor school attendance every week. We use this analysis to decide which families we need to write to and/or meet to support better attendance.
- The school's strategy for **reducing persistent and severe absence**, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority: We try to support families and understand the barriers to good attendance. When attendance becomes extreme and when children are really missing out on their educational entitlement we will consider taking more formal action.
- The point at which **Fixed Penalty Notices** for absence and other sanctions will be sought if support is not appropriate: If families fail to engage and absence continues to rise then more formal action will be taken.

### **Planned Absence**

Every effort should be made to avoid removing children from school during term time. If you do need to take your child out of school for any length of time you need to:

- Complete a Request for Withdrawal from Learning absence form, available from the School Office or to download from the school website. We require two weeks' notice at least.
- If your child does not return school on the day stated, these absences will be unauthorised.

- Evidence (e.g. a doctor's letter, appointment card etc.) must be supplied for any illness either side of requested leave, otherwise this will also be marked as unauthorised.
- Our school follows the West Sussex County Council policy for absence requests.
- There can be fines issued to parents and carers for absence which is not authorised at the Headteacher's discretion.

### **Granting leaves of absence guidance**

Only exceptional circumstances warrant a leave of absence. At this school the Headteacher considers all applications individually and takes into consideration the specific facts and circumstances and relevant background context behind the request.

- Parents need to fill in a school Request for Withdrawal from Learning absence form for Absence in term Time well before they intend taking their children out of school for any period of time, including half days.
- The Head teacher recommends that parents and carers include a letter outlining the exceptional circumstances for their request so that she has all the facts available to help her make a decision.
- In exceptional circumstances the Head teacher may give an 'unauthorised' code for the absence but waive the fine. This will depend on the reasons for the request but is not automatic. Giving reasons and writing a letter therefore helps a great deal.
- It is not ideal to have 'unauthorised absence' on a child's school record and so holidays and days out should be taken in the scheduled school holidays.
- When children have holidays or days out in term time there is an immediate impact on their learning. They will have gaps in their school books and they will not know what is going on when they return, as they will miss important elements in the sequence of their learning.
- Children who receive additional support at school miss out on that support if they are taking avoidable days out or holidays in term time.
- Understanding the privilege of learning at school, spending time with school friends benefits children's future prospects and prosperity in life. When children come to school and miss as little as possible, then they can thrive.

### **Authorised Absence**

Absences will be authorised where:

- A child is too ill to attend school but has good health and attendance generally.
- A child needs to attend a medical or specialist appointment (evidence should be provided of the appointment).
- A child is attending a religious observance.

Evidence for any of the above may be requested using the Request for Withdrawal from Learning form for Absence In term Time form (held in the school office).

### **Unauthorised Absence**

- This can be accrued through both absence from school and lateness.
- The Attendance Team will work with parents to support positive attendance within school.
- Unacceptable levels of unauthorised absence will be referred to Pupil Entitlement: Investigation for a Fixed Penalty notice.
- Noncompliance with the law could result in court action and/or a fine.

## **Expected Attendance**

**The school is working within the Department for Education: Working Together to Improve School Attendance guidance framework on school attendance.**

The government states:

**“Your child should attend school at least 95% of school sessions. If you take 10 days’ holiday in term time and your child has time off sick then your child is already below the official attendance rate.”**

**Unauthorised absence will be referred to Pupil Entitlement for investigation for a Fixed Penalty Notice.**

**Non-compliance with the law could result in court action and/or a fine.**

### **How does the school promote and reward good attendance?**

- The school sends polite reminders in the Weekly News reminding parents about school start times. We remind people of proper start times on the gate and in the office if they are late also.
- Teachers include attendance in termly written reports and will raise it at scheduled parent meetings if needed. Teachers note improvement and say thank you when that happens.
- The Attendance Team meet parents if lateness is impacting on children’s learning. We note improvement and say thank you when that happens.
- We remind children about getting to school on time and add attendance figures to weekly messages to parents e.g. in the weekly news and in year group news.
- We use PHSE time to help children to remember things which will help them learn e.g. going to bed on time, turning off screens well before bed time and not eating too late. In Y5/6 we talk about readiness for learning and an imaginary rucksack full of all the things you need to succeed in school. This imagery is used in assemblies frequently.
- Children with good attendance have the full entitlement to a fun and enriched curriculum.
- Children with good attendance have the support they need to achieve.
- We give certificates at the end of each year to celebrate those who have 100% attendance.

### **How Frequent Absence Affects Your Child**

- Children who are often absent miss vital information
- So they don’t know or understand the work
- They begin to feel left out
- They get left behind in their learning
- They miss out on social time with their friends in the playground
- They may have to rebuild friendship groups
- They begin to lose confidence for learning
- They begin to lose confidence in themselves

**PLEASE DO NOT HESITATE TO CONTACT THE SCHOOL IF YOU HAVE ANY CONCERNS WITH REGARDS TO ATTENDANCE OR IF YOU EXPERIENCE PROBLEMS GETTING YOUR CHILD TO SCHOOL.**

### **Tips and Suggestions for parents**

#### **Experiencing problems getting to school on time?**

- Ensure children go to bed at a reasonable time. Primary school aged children should have more than ten hours of sleep per night. They need to be in bed by about 8.30pm at the latest.
- Turn all devices off and remove an hour before bed time e.g. tablets, mobile phones and other screens. The brain needs time to switch off.
- Do not eat for at least two hours before bedtime to give the body time to digest fully.

- Establish a calming and settling bed time routine, with a warm shower or bath, gentle music or a story or reading time.
- Make sure everything is ready the night before e.g. uniform laid out, packed lunches made, bags packed, school shoes and coat by the door.
- Make sure there is time for a good breakfast in the morning. Food is needed to nourish children and give them energy for the morning.
- Set off early enough to miss the traffic. Gates to school open at 8.20am, at least ten minutes before the classroom doors open at around 8.30am. This will give them time to chat to friends before school too, which can be settling.

### **What to do if your child is not happy about going to school?**

- Listen to your child's concerns. Tell them that you will talk to school and try to help them. Do keep bringing them in though and reassure them that the problem will be sorted.
- Coming to school is essential for children and they do need to come. If you allow days off when they are not in the mood then this could lead to further problems of resistance. Reassure them that you will work it out and help them but it is best to keep the routine and to keep going to school. Focus on the positives as much as possible and try to distract them by reinforcing what is going well and all their skills and talents as much as you can.
- Talk to the class teacher about how your child is feeling. Most issues can be sorted out quite quickly.
- If your child continues to talk about not being happy then ask for a sit down meeting with the attendance team and the Thrive team (pastoral team). The school will listen and establish a support plan, which will be reviewed with you regularly.
- There may be external support we can seek also, depending on the child's needs.
- We can involve other professionals in the school where required e.g. the Special Needs and Disability Co-ordinator (SENDCO).

### **How does the school use data to target attendance improvement?**

The Head teacher, senior leaders, the attendance team and teachers analyse school data on attendance regularly. The data is used for the following purposes:

- To view overall figures and outcomes for groups.
- To monitor attendance for year groups, cases and individual children.
- To look for any patterns in poor attendance e.g. regular Mondays off or times in the year.
- To note improvement.
- To give parents clear information in meetings about attendance issues.
- To report school attendance figures to the Governing body and outside agencies.

### **The school's strategy for reducing persistent absence:**

**Glebe Primary School Attendance Monitoring Process – please refer to page 13: Supporting Child Absence below 95%**

#### **Rationale**

The school aims to be supportive and understanding of parents when managing attendance issues and parents are always fully consulted.

Here are the steps in our process for monitoring and addressing attendance issues:

1. The Office Manager oversees day to day absences and the Office Team leads on first day calling if children do not arrive without a reason given by parents.
2. If we do not establish contact to find out why a child is not in school then we keep ringing. If a child is a child the office team know is vulnerable then they report the absence to the DSL.
3. The Office team keep on calling and messaging all day until they have a response.

4. If there is no response and the absence is unusual then we might carry out a welfare check (two members of staff visit the home).
5. If the family repeatedly do not respond to calls then we ask to meet them as soon as possible.
6. The Office Manager leads on making sure day to day punctuality issues are logged and reported on CPOMS if a pattern of lateness emerges.
7. When children arrive late they report at the office and should sign in using the iPad by the office window. They also take a slip to class to give to their teacher which shows that they have reported to the office.
8. The Office Manager sends the Headteacher monthly attendance print outs, which show all attendance which falls under 95%. This usually begins in October or November each academic year once children have been at school for a period of time. Some cases demand swifter action sometimes however.
9. The Headteacher will analyse attendance data and looks for any concerns. Concerns are shared with SLT and attendance team. The attendance team, consisting of the Attendance Officer and DSL, take any stage one meeting requests.
10. Any member of teaching staff can raise an attendance concern and ask the Office Manager for a print out of a child's attendance.
11. The attendance team will support pupils and families where attendance falls below 95% in line with DoE: Working Together to Improve School Attendance guidance and framework as follows:
  - a. Stage 1: Phone call from attendance officer and letter sent to parents outlining current attendance levels
  - b. Stage 2: Phone call from attendance officer, letter to parents outlining current attendance levels and agree supportive action plan to improve attendance
  - c. Stage 3: Parents Meeting with attendance officer and DSL to agree supportive measures and action plan to improve attendance
  - d. Stage 4: Parents Meeting with Head, DSL and attendance officer to agree supportive measures and action plan to improve attendance
  - e. Stage 5: Home visits will be conducted by attendance officer and DSL. Fast track referral to external agencies, statutory interventions or prosecution enforced to protect pupil's right to an education. A review of all supportive measures and continued support to families
  - f. Stage 6: Home visits, external agencies and safeguarding referrals enforced and continued support given to families

In all parent meetings, the attendance team ask to meet parents to discuss attendance or punctuality concerns, give them a copy of the attendance report for their child and this includes arrival times. In this meeting the attendance team go through the issues with attendance and ask questions about the reasons for absence. The attendance team explores what support is in place for the family and asks if there are any factors the school needs to know about. The attendance team talks about the impact on learning, social and emotional developments and supports positive, healthy attendance routines. Sharing class books and assessment results can help at this stage. At the end of the meetings, a target for improved attendance is agreed, along with a date and time to meet again to review. The action plan is shared with parents and notes added to CPOMS. The meeting notes also needs to be sent to the Headteacher for her attendance file.
12. A review meeting is held at an appropriate future date. If attendance is improving then no more meetings are necessary. If attendance is not improving then the review can be extended for one month if circumstances are reasonable or else the matter is referred to the Headteacher.
13. The Headteacher, DSL and/or Attendance Officer will then meet the parents.
14. When attendance becomes a serious issue, the Attendance Officer takes the appropriate formal action following WSCC guidance.

Meeting and Letter proformas (copy to HT and send to CPOMS after meeting): see end of document

## **Promoting and incentivising**

18. The School will:

- a) Treat all pupils and parents with dignity. Our staff will always seek to model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance.
- b) Regularly inform parents about their child's attendance and absence levels.
- c) Hold regular meetings with the attendance team and the parents of pupils who the school (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- d) Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- e) Make the necessary statutory data returns to the local authority.
- f) Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps.

## **Data Strategy**

19. The School understands that as poor attendance is habitual, prevention and early detection is crucial. We will therefore undertake regular data analysis to:

- both identify and provide immediate additional support to pupils and/ or pupil cohorts that need it;
- look at historic and emerging patterns across the school and develop strategies to address them.

20. The School will typically carry out the following analysis:

- a) Monitoring and analysing weekly attendance (including punctuality) patterns and trends, including whether there are particular issues for some children on certain days;
- b) Half-termly, termly and full-year data analysis of patterns and trends, including analysis of pupils and cohorts, identifying patterns in use of certain codes, days where attendance is typically poor and (where appropriate) subjects with low lesson attendance
- c) Benchmarking attendance data (at whole school, year group and cohort level) against Trust-level, local, regional and national data.

21. We will use this analysis to identify pupils who need support so that we can focus staff efforts on developing targeted actions for those pupils and to identify any common themes to support improvement planning. We will use the data to inform us regarding the impact of school-wide attendance efforts, including any specific strategies implemented, to evaluate approaches or inform action. We will also provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and to school leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).

## **Absence reduction strategy**

22. We will devise specific strategies to address areas of poor attendance identified through data.

23. Data and reports will be shared with the Local Governing Body.

24. As part of promoting regular attendance the school will consider the issuing of Fixed Penalty Notices (see paragraph 30).

## **Pupils with medical conditions or special educational needs and disabilities**

25. The School recognises that some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as they are for any other pupil.

- a) That said, in working with their parents to improve attendance, we will be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education.
  - b) Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed.
  - c) Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
  - d) Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, the school will work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Please see the School's SEN policy for further details on SEN support.
  - e) Establishing strategies for removing the in-school barriers pupils may face, including considering support or reasonable adjustments for transport, routines, access to support in school and lunchtime arrangements.
  - f) Ensuring joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance, recognising that such arrangements can be for a limited time only.
  - g) Ensuring data is regularly monitored for these groups including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.
26. Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. Please see the School's policy on supporting pupils with medical conditions at school for further information.
27. In all cases, the school will be sensitive and avoid stigmatising pupils and parents; and talk to pupils and parents and understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual pupil's specific needs.

### **Part-time timetables**

28. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. Please note that a part-time cannot be used as a reasonable adjustment for SEND, unless this is on a temporary basis and as advised by an external agency e.g., Educational Psychologist.
29. A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend fulltime, either at school or alternative provision. Formal arrangements will also be put in place for regularly reviewing it (minimum monthly) with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore will treat such absence as authorised. We will of course consider how best to support learning when a child is working on a part time timetable. SENDCO draws up Re-Integration Plans with parents regarding flexible part time timetables.

### **Section 3: Particular Responsibilities**

**This section outlines responsibilities of particular members of staff in relation to attendance.**

- The name and contact details of the senior leader responsible for the strategic approach to attendance in school are Mrs. Crutchfield, Headteacher [office@glebeprimary.co.uk](mailto:office@glebeprimary.co.uk)
- Responsibility for identifying unexplained absences on “day 1” will fall to Miss Konchal, Office Assistant [office@glebeprimary.co.uk](mailto:office@glebeprimary.co.uk)
- Responsibility for identifying further unexplained absences will fall to Mrs. Tarrant, Office Manager [office@glebeprimary.co.uk](mailto:office@glebeprimary.co.uk)
- Information and contact details of the school staff who pupils and parents should contact about attendance on a day-to-day basis is Mrs Tarrant, Attendance Officer in the office team [office@glebeprimary.co.uk](mailto:office@glebeprimary.co.uk)
- More detailed support on attendance can be requested from the Headteacher.

### **Section 4: Specific Action for Failure to Attend Regularly**

**This section sets out the action to be taken by staff if a registered pupil fails to attend the school regularly.**

30. Where a pupil or family needs support with attendance, it is important that the best placed person in the school works with and supports the family. Wherever possible, we will keep this person consistent.
31. Where a pattern of absence is at risk of becoming, or becomes, problematic the school will draw on these relationships and listen to and understand the barriers to attendance the pupil or family is experiencing. In doing so, the school will take into consideration the sensitivity of some of the reasons for absence and understand the importance of school as a place of safety and support.
32. In the first instance, the school will support pupils and parents by working together to address any in-school barriers to attendance.
33. Where barriers are outside of the school’s control, we endeavour to work together with all partners to support pupils and parents to access any support they may need. As a minimum, this will include meeting with pupils and parents at risk of persistent or severe absence to understand barriers to being in school, agreeing actions or interventions to address them and keeping those actions under regular review in discussion with pupils and families. This may include referrals to services and organisations that can provide support e.g. West Sussex County Council Pupil Entitlement and/or Integrated Front Door (MASH). Where absence intensifies, so will the support provided, which will require us to work in tandem with the local authority and other relevant partners, as follows:
  - If the needs and barriers are individual to the pupil this may include provision of mentoring, careers advice, college placements, 1-2-1 tuition or out of hours learning, or where appropriate an education, health and care plan or alternative provision.
  - Where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.
  - Where engagement in support is proving challenging, the school will hold more formal conversations with the parents (and pupil where they are old enough to understand). This is likely to be led by the senior leader responsible for attendance and may include the school’s point of contact in the local authority School Attendance Support Team. The aim of these meetings will be to clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in future, but will also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.
  - Where voluntary support has not been effective and/or has not been engaged with the school will work with the local authority to:
    - Put formal support in place in the form of a parenting contract or an education supervision order.
    - Intensify support through statutory children’s social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).

- Issue a fixed penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change the parents' behaviour. In line with the Code of Conduct for West Sussex, if a child accrues 10 or more unauthorised absences in a 10 school week period a Fixed Penalty Notice (FPN) may be issued to parents. Unauthorised absence includes; unauthorised holidays in term time, late arrival at school, and other absences which have not been agreed/authorised by the school. These are indicated on the attendance register. FPNs can also be used when a pupil who has been excluded is noted as being in a public place during school hours. There are occasions when a FPN can be issued outside of these parameters and if this were to occur you would be notified. Fixed Penalty notices are issued by WSCC, Pupil Entitlement. The issue of the FPN is based on the non-authorisation of absence from school of your child and there are 28 days to make the payment of £120 and the sum is reduced to £60 if payment is offered within 21 days.
- Prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support.

34. In all cases, the school will monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the pupil, parents and any other partners involved as part of any whole family plan or team around the family. Where interventions are failing, the school will work together with all parties to identify the reasons why and either adjust or change the approach.

#### **Local Governing Body (LGB) Responsibilities:**

35. The LGB recognises the importance of school attendance and will:

- Promote it across the school's ethos and policies.
- Ensure school leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensure school staff receive adequate training on attendance.

36. The LGB will also ensure:

- that the attendance policy and its contents are generally made known within the school and to parents of registered pupils at the school, and
- that steps are taken at least once in every school year to bring the attendance policy to the attention of all those parents and pupils and all persons who work at the school (whether or not for payment).

#### **Reviewing the Policy**

This Policy is updated annually by the Governing Body and Headteacher then added to the school website.

Parents are informed annually of the update and given a link to read the document.

### SUPPORTING CHILD ABSENCE BELOW 95%

Glebe is working within the **Department for Education: Working Together to Improve School Attendance** guidance framework on school attendance and the following guidance will be followed. **The Government states “Your child should attend school at least 95% of school sessions.”**

The members of the Attendance Team at Glebe are Mrs Crutchfield, Head, Mrs Grove, DSL and Mrs Tarrant, Attendance Officer. The role of the team is to support and facilitate good attendance for all children at Glebe to enable them to access education, flourish and develop socially and emotionally.

Everyone	4 days of absence	7 days of absence	10 days of absence	13 days of absence	16 days of absence	19+ days of absence
<p>Glebe is a place where every child belongs.</p> <p>We create welcoming environments to allow all children to gain a sense of belonging and ultimately achieve academically through regular school attendance.</p>	<p><b>Concerning levels of child absence.</b></p> <p>Internal Monitoring.</p> <p>Stage 1 phone call to parents with Attendance Officer.</p> <p>Early intervention considered as a supportive measure.</p> <p>Possible early help support offered.</p>	<p><b>Serious concerns regarding attendance.</b></p> <p>Stage 2 phone call to parents by Attendance Officer and follow up letter.</p> <p>Explore barriers and implement a programme to remove barriers.</p> <p>Early help support reviewed or offered.</p>	<p><b>The child is a high risk of Persistent Absence.</b></p> <p>Stage 3 letter sent to parents.</p> <p>Meeting with Attendance Officer and DSL.</p> <p>Review of early help and support strategies.</p> <p>Consider the support of external agencies.</p>	<p><b>The child is at serious risk of Persistent Absence.</b></p> <p>Stage 4 formal warning notice sent to parents.</p> <p>Meeting with Head, DSL and Attendance Officer.</p> <p>Parenting contract or supervision order considered at this stage.</p>	<p><b>Fast track referral</b></p> <p>All avenues have been exhausted and support is not working or not being engaged with. The school will now enforce attendance through statutory interventions or prosecution to protect the pupil’s right to an education.</p>	<p><b>The child is now considered a Persistently Absent child.</b></p> <p>Persistent absence is when a pupil’s overall enrolment drops below 85% or equates to 10% or more of their possible sessions.</p> <p>Safeguarding referrals at this stage can be made.</p> <p>The child and family will continue to be supported.</p>
<p><b>EXPECT</b></p> <p>A culture where children can and want to be in school.</p>	<p><b>MONITOR</b></p> <p>Use attendance data to identify patterns of poor attendance.</p>	<p><b>LISTEN &amp; UNDERSTAND</b></p> <p>Understand barriers to attendance, work together to remove them.</p>	<p><b>FACILITATE SUPPORT</b></p> <p>Access support to overcome barriers outside of school.</p>	<p><b>FORMALISE SUPPORT</b></p>	<p><b>Review of all support offered and continue to support the child and family.</b></p>	<p><b>ENFORCE</b></p> <p>Statutory interventions or prosecution to protect pupil’s right to an education, if no other option.</p>

Persistent Lateness:

Address

Child's name:

Child's class:

School Attendance Concern.

Dear .....

..... (name) has arrived late for school ..... times since September 2023. They have arrived after 8.45am on each occasion so the total number of hours missed of school is..... Arriving late for school is disruptive for your child's learning and is very unsettling for them. Arriving late repeatedly means that learning and learning support opportunities are lost and over time this has impact on learning progress. Can I please remind you that getting your child to school on time is your parental responsibility. **The school gates open at 8.25am and children need to be in class at 8.30am prompt.**

Thank you for your support with school attendance.

Mrs. Crutchfield

Headteacher

Letter Proforma

Name and Address

Date

Dear

**Attendance and Punctuality report – September 2023 to January 2024**

The DFE: Working Together to Improve School Attendance document has now replaced all guidance on school attendance. Under the new guidance educational settings are encouraged to share attendance information with parents. The aim of this letter is to share the attendance of your child from September 2023 to January 2024, the letter also refers to bespoke terminology used within the DFE paper that parents should be aware of.

**Persistent Absence** - attendance of 90% or below is recognised as Persistent Absence (PA) and equates to 19 days missed over a school year. Once a child has been absent for 19 days, or more, they will remain Persistently Absent for the remainder of the academic year.

**Risk of Persistent Absence** – a child will be identified as Risk of Persistent Absence if their attendance falls between 10 to 18 days missed education during any period of the school year.

**Severe Absence** – any child who has an attendance of 50% or below will be classified as Severe Absence.

**Child's Name:**

**Class:**

Percentage Attendance September 2023 to January 2024	%
Days lost to education – September 2023 to January 2024	<b>days:</b> unauthorised & illnesses
Number of Late Marks accumulated – September 2023 to January 2024.	

Going to school regularly is important for your child's future. Parents are responsible for making sure their children receive full-time education. At Glebe, we strive to achieve the national expectations for attendance of 97% and to reduce the number of pupils who are persistently absent.

The school is the first place to discuss any attendance problems and we appreciate all the discussions that have already been taking place. Mrs Groves and I would now like to meet with you in school to discuss the next steps and agree an attendance plan with you to improve your children's attendance, attendance certificate is attached.

Thank you and we look forward to meeting you.

Yours sincerely

Mrs Tarrant  
Attendance Office

## Attendance Improvement Action Plan for Child's name

**Meeting Date:**

**Attendee:** – Parent, Casey Groves – DSL, Lisa Tarrant – Attendance Officer

**Class:**        **Teacher:**

**Details of Absence:**

Percentage Attendance September 2023 to January 2024	%
Days lost to education – September 2023 to January 2024	<b>days:</b> unauthorised & illnesses,
Number of Late Marks accumulated – September 2023 to January 2024.	

**Reasons for Absence:** Illness / medical / parents / other

**Discussion Points:**

**Agreed Action Plan:** Parent, DSL and Attendance Office have agreed the following action points:

1. to come to school by 8.30am each day, 5 days a week during school time.
2. Parent to call the Office on 01273 592163 by 8.30am on any morning that pupil is not coming into school to notify school reason for illness.
- 3.

**Review Date: 2024, 8.40am at Office:** Parent, DSL and Attendance Officer to meet and review Action Plan and discussion for continued support to be agreed. Any further support the school can provide prior to review date, please let us know.