

## Attendance Procedure 2023-2024

At Glebe Primary School, we believe it is of vital importance that our pupils have good attendance at school, so they can aspire and flourish. Regular attendance at school is of critical importance to a child's education and ensuring your child's regular attendance at Glebe is a parent's legal responsibility. Permitting absence from Glebe without a good reason creates an offence in law and may result in prosecution.

**Punctuality and Regular Attendance:** 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:

1. 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.
2. 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.
3. 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 from School:

4. Parents<sup>1</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, leave a voicemail message or written message via Arbour messaging or email the [office@glebeprimary.co.uk](mailto:office@glebeprimary.co.uk)
  - 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 and reason for absence.**
5. 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.
6. 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.
7. The correct absence code will be inputted into the Attendance Register as soon as the reason is ascertained. Where no explanation is provided for a pupil's absence or lateness, it will be marked as unauthorised.
8. 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.

### Granting a Leave of Absence from School:

9. 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 Withdrawal from Learning' Absence Form in Term Time (can be emailed on request or available from the Office Parents Folder).
- 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.

---

<sup>1</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.

## **SUPPORTING CHILD ABSENCE BELOW 95%**

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.

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

- Children who are often absent or late for school miss vital information. This can lead to not knowing or understanding their class work.
- They can begin to feel left out.
- They can easily get left behind in their learning.
- They can miss out on social time with their friends in the playground and may have to rebuild friendship groups.
- With extended or repeated absence and lateness, children begin to lose confidence as learners.
- Children can begin to lose confidence in themselves.

## **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 8.25am, at least five 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 your child's needs.
- We can involve other professionals in the school where required e.g. the Special Needs and Disability Co-ordinator (SENDCO).

### 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. 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>