



Chaloner Primary School Attendance Policy



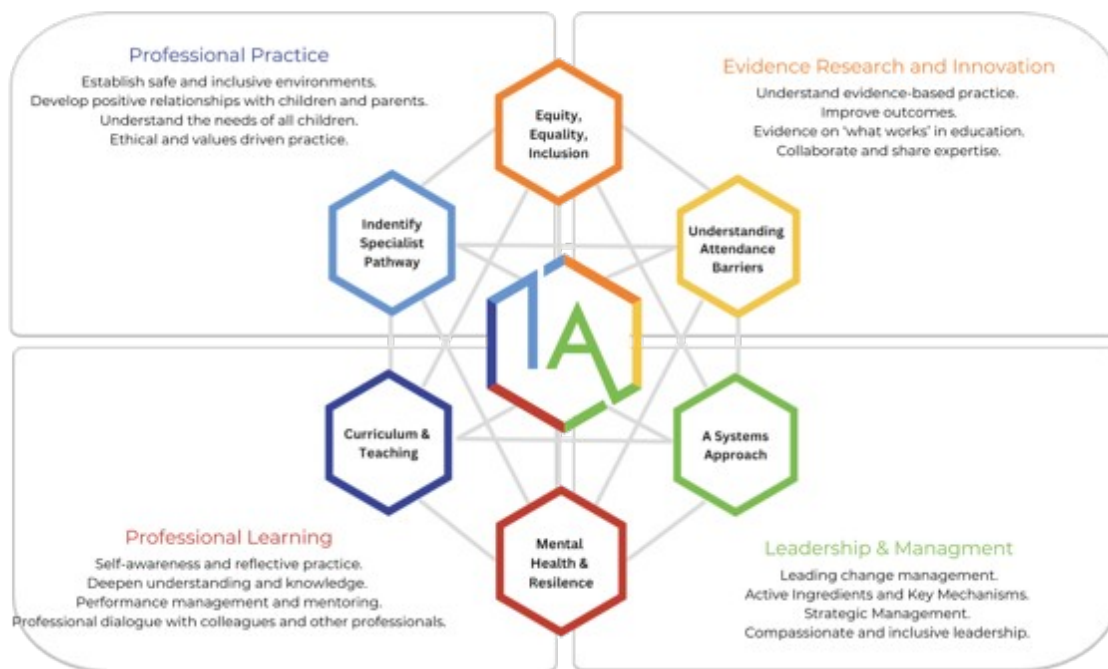
Name of the Senior Attendance Champions: Mary Parker & Alex Smith

Introduction

Chaloner Primary School is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

Inclusive Attendance Professional Development Model

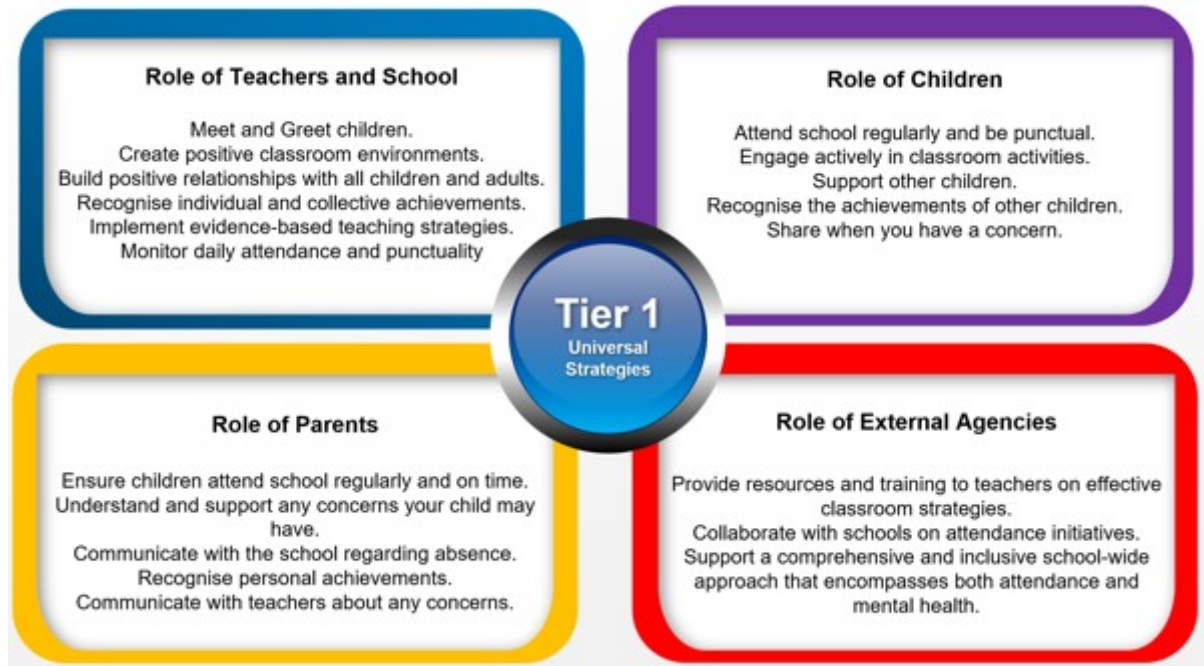
The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.



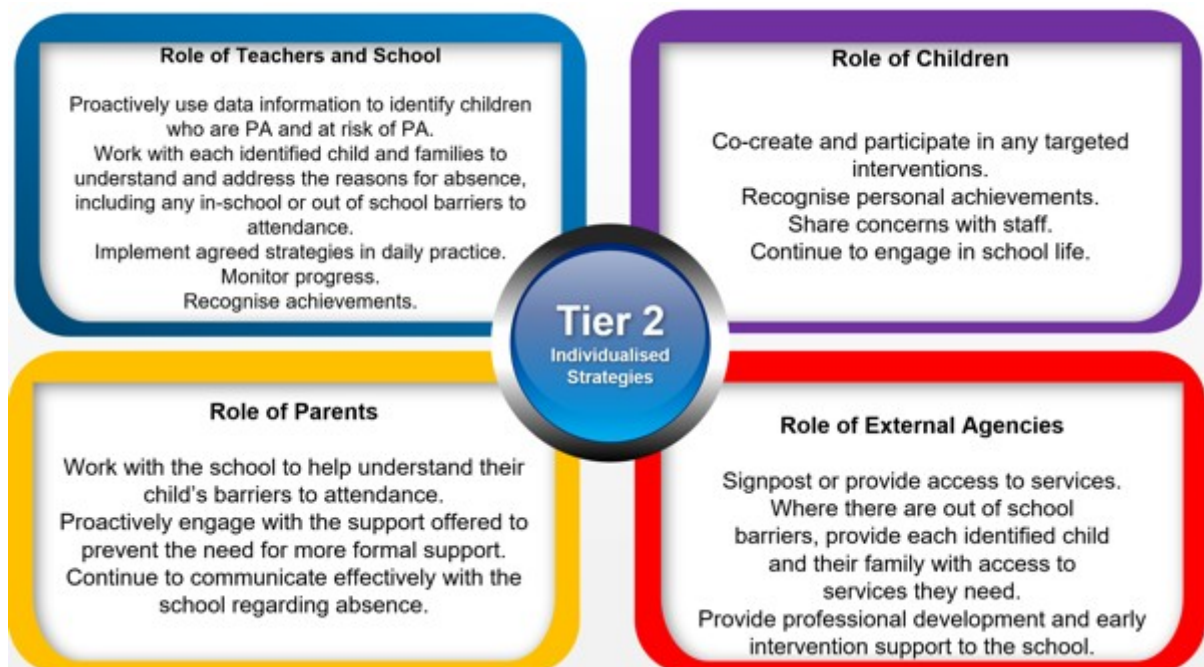
A Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, Chaloner Primary School implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

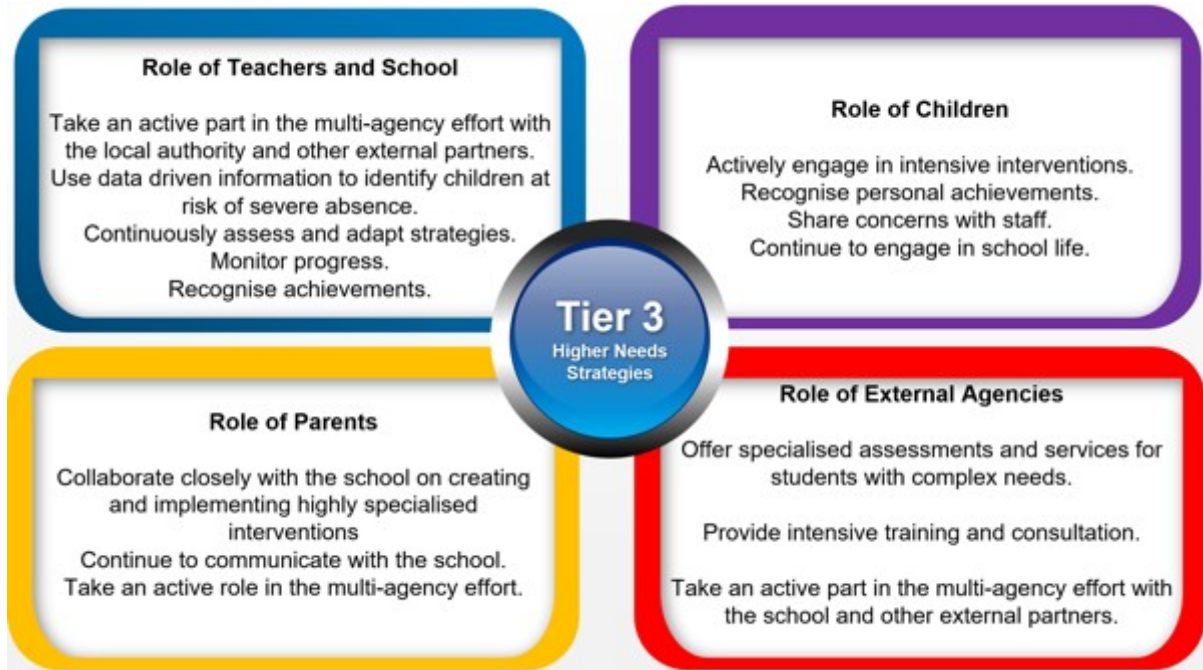
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 - Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



Chaloner Primary School Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

At Chaloner Primary School we recognise that attending school regularly has a positive impact on learning, progress and emotional wellbeing and therefore the best life opportunities and chances for children. We acknowledge that some pupils find it harder than others to attend school and therefore, at all stages of improving attendance, Chaloner staff and our Attendance Support Officer(ASO) work with pupils and parents to remove any barriers. We believe it is important to identify the issues behind low attendance for the child in order to put the right support in place. We also celebrate and promote high and improved attendance.

We recognise that medical appointments are necessary but we ask for parents to try to arrange them outside school hours where possible. We will consider emergency appointments but parents must try for routine dental, optician and medical appointments to take place outside the school hours/days.

The Importance of School Attendance at Chaloner Primary School

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. At Chaloner, we monitor attendance and punctuality with the principle that regular, uninterrupted attendance is vital to a child's education progress and social and emotional development, especially for our vulnerable children

Regular attendance to school can have a significant impact on:

- **Academic Achievement:** Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in assessments, and improve their life outcomes.
- **Knowledge Acquisition:** School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- **Social Development:** School provides a vital social environment for children to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- **Building Routine:** School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- **Teacher Interaction:** Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- **Preventing Knowledge Gaps:** Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- **School Engagement:** Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- **Legal and Parental Responsibility:** Parents or carers are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.

Factors Influencing Attendance

There are many factors which can impact on a child attending school, if you have any concerns you must contact the school as soon as possible so we can work together to overcome any barriers your child experiences.

At Chaloner the key factors contributing to absenteeism are:

1. Children who experience physical or mental health issues. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.
2. Family-related factors such as a sibling or parents being ill. In some cases, children may need to take time off because there is no-one able to bring them in.
3. Experiences of bullying, or falling out with friends can make children not want to attend.
4. Children with special educational needs may require additional support and accommodations to attend school regularly.
5. Children who are not motivated to learn may avoid attending school. The more they don't attend the more disengaged with their learning they become.
6. Children being removed from school for a family holiday.

Your support is crucial. Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Supporting Attendance at Chaloner Primary School

To address any identified attendance issues effectively, Chaloner will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance

for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

Attendance and Punctuality Expectations at Chaloner Primary School

We have high expectations for attendance for all pupils and we have worked hard to forge strong relationships with children and parents so children want to be in school and want to learn and do well. The beginning of the day is most important for us in Chaloner, detecting changes in behaviour quickly and intervening appropriately to limit the impact on the child's day of learning. Every child is greeted by the class teacher or teaching assistant on arrival in school. We acknowledge that children display distress differently in behaviour and physical appearance. For this reason, it is important for us to know our children and families and have positive relationships built on kindness and respect.

We aspire for all children to have 100% attendance through the school year. We understand that children get ill and some days absence are unavoidable. We provide all parents with a half termly report sharing how many days their child has been absent from school already to support our families in keeping a track of their child/ren's attendance.

No school intervention will take place until the attendance percentage **nears** 95%, unless a pattern has been identified early. 95% = 10 full days off school (20 sessions).

If a child's attendance reaches **19 days absent** the child is classed as a Persistent Absentee (PA) and this is locked in. We want to make sure the child doesn't reach this and the phonecalls, letters and meetings are to help our families improve the attendance before it is too late.

We expect all children attending school to arrive at 8.40am ready to come into school at 8.45am and stay in school until their end time of either 3.10pm or 3,15pm. Registers open at 8.50 and close at 9.20am; arrivals after this time will be marked absent. Arrivals between 8.50 and 9.20 will be marked late.

Contact Details of School Staff at Chaloner Primary School

Name of Staff Member	Roles and Responsibilities	Contact Details
Mary Parker	Attendance Champion	Mary.parker@chalonerprimary.org
Alex Smith	Attendance Champion and Support Officer	alex@iewo.co.uk
Katie King	Attendance Manager	rchkaty.king@chalonerprimary.org
Mary Parker	Safeguarding Leader (DSL)	
Kimberley Weedall	Governor for School Attendance.	Office@chalonerprimary.org

Strategies for Using Data to Target Attendance Improvement Efforts at Chaloner Primary School

Attendance data is reviewed weekly in school to look for patterns and identify early intervention needs. This weekly analysis informs our internal support and intervention. Half Termly attendance reports are sent to parents identifying concerns and celebrating success.

Monthly meetings with the ASO and SLT focus on pupil cohorts, identifying barriers and planning intervention to improve attendance for individuals and group.

Attendance is an agenda item for all pupil progress meetings with teachers to ensure the barrier is correctly identified, the child is supported to attend school and that gaps in learning are planned for on their return.

Governor reporting is termly examining recent and historic trends, and benchmarking to comparator schools within the trust, similar schools, regional and nationwide. Link Governor visit takes place at least once annually.

Day-to-Day Processes for Managing Attendance at Chaloner Primary School

Monitor/ Listen and Understand

At this level, **all staff** are crucial in the rigorous monitoring of data through both day to day support and analysis of data. The main aim at this level is to identify patterns of poor attendance as soon as possible so all parties can work together to resolve them before they become entrenched.

Classroom staff

- Greet every child as they enter the school/classroom.
- Take the register daily (morning and afternoon).
- Communicate with parents about reasons for absence and support for home catchup learning if necessary.
- Ensure the child is given the opportunity to catch up missed learning when returning to school.
- Share with the headteacher any concerns regarding attendance.
- Discussion with the child about why they were off and offer support if needed.
- In the case of a holiday, teachers provide the unit of work the child will have missed for completion at home.
- Avoid sending messages to the office until after 9.30am so they can carry out 'First Response'

Office Staff

- Record absence and reasons for absence in SIMs.
- Carry out 'First Response' calls to parents, where no reason for absence has been provided.
- Chase up the reason for absence, even when the child has returned to school.
- Communicate with the headteacher/DSL any parents who can't be contacted.
- Support the headteacher in home visits where there is a concern.

Senior Leadership Team (SLT)

- Weekly attendance meetings with ASO.
- Monthly data analysis meetings
- Half termly attendance letters sent home.
- Home visits where no reason for absence is given and there is a safeguarding concern.
- Home visits if we are concerned the family are on holiday.
- Agree next steps for all leave of absence applications.

Attendance Support Officer (ASO)

- Weekly analysis of data looking for patterns of poor attendance.
- Discuss attendance concerns with SLT for further background information about the family context and discuss next steps.
- Phonecall or meeting for parents whose children's attendance is a concern to further understand the barriers and agree how we can work together to resolve them.
- Home visits where no reason for absence is given.

- Home visits if we are concerned the family are on holiday.
- 1-1 work with children to support attendance barriers.

Strategy for Reducing Persistent and Severe Absence at Chaloner Primary School

Facilitate Support

If the support provided does not improve the child's attendance, an attendance support meeting is organised between the parents, the ASO and the Attendance Champion. The aim of this meeting is to further remove the barriers in school through access to support outside school and a more personalised plan in school. This might include for example, a whole family plan, early help, mental health support etc where absence is a symptom of wider issues.

The support has measurable outcomes at this stage so progress can be evidenced. Regular meetings will be held to discuss progress and make adaptations to the support if needed. Any pastoral support programme or other agreement should have a time limit by which the child is expected to attend full-time at school.

Formalised Support

Where absence persists and voluntary support is not working or not being engaged with, we invite the parents to Attendance Case Conference. The ASO and the Attendance Champion explain the consequences clearly and the parents are given the opportunity to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

Enforce

Where all other avenues have been exhausted and support is not working or not being engaged with we enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

Details of the National Framework for Penalty Notices at Chaloner Primary School

National Threshold

There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to **5 school days**) of unauthorised absence within a rolling 10 school week period.

These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence.

The 10-school weeks can span different terms or school years.

Please note: *The DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance.*

The fines have increased and are within a three year period.

1. The first time a Penalty Notice is issued for Unauthorised absence the amount will be: £160 per parent, per child to be paid within 28 days. This is reduced to £80 if paid within 21 days.

2. The second time a Penalty Notice is issued for the same child for unauthorised absence the amount will be: £160 per parent, per child with no reduction for early payment.
3. The third time an offence is committed a Penalty Notice will not be issued and the case could be presented straight to the Magistrate's court. Prosecution can result in Criminal records and fines of up to £2,500.

Cases found guilty in Magistrate's Court may show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.

Please note: Penalty Notice Fines are issued to each parent for each child that was absent. For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

Section 576 of the Education Act 1996 defines "parent" as:

- All natural (biological) parents, whether they are married or not.
- Any person who, although not a natural parent, has parental responsibility for a child or young person.

Any person who, although not a natural parent, has care of a child or young person.

Removal from roll

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

Elective Home Education

When a parent exercises their right to home educate their child we ask them to put their request in writing to the school detailing reasons and start date for the request. We then contact the parent to discuss their concerns with the aim to try to support the child to remain in school. If the parent wishes to continue with home education, an EHE notification/transfer form is submitted to the local authority and the child is removed from the register from the date requested by the parent.

Part-time timetables

In very exceptional circumstances, where it is in the child's best interest, there may be a need for a temporary part-time timetable to meet their individual needs. A Part-time timetable will only be in place for the shortest time necessary and not be treated as a long-term solution. Any absence that is agreed through a part-time timetable will be treated as authorised.

First Day Calling and Safeguarding at Chaloner Primary School

If a child is marked absent and no reason has been provided by the parent, the office staff will call all numbers registered with the child to ascertain the reason. If no contact can be made, the office will email the parents and notify the headteacher. The office staff will keep trying every day by phone and email until the parents respond. They will also contact the parent on return to school if no reason has been provided.

Day 1- A home visit will be undertaken by Mrs Parker (HT & DSL) or Louisa Daley (DHT & DDSL), with a member of the office team where there are reasonable grounds to consider safeguarding/child protection concerns for a pupil.

Day 3- Home visit for all children where no reason for absence has yet been given.
Please refer to Trust Policy for Children Missing in Education.

School Times of the Day at Chaloner Primary School

The school day begins at 8.45am and ends at 3.10pm (KS1 & EY) or 3.15pm (KS2).

Registration opens at 8.50am and closes at 9.20am.

Children are expected to arrive on time and attend all scheduled lessons and activities. Children arriving after 8.45 have to be signed into the main office by a responsible adult.

Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes, please refer to the appendix for coding.

Requesting Absence Leave

Parents or carers must request leave of absence for their child in writing at least one month in advance of the absence planned. A leave of absence form must be submitted to the headteacher with the reason for absence. If the absence is medical related, proof of appointment must be submitted. If the leave of absence is less than a month away because of the circumstance, for example, an emergency appointment or bereavement, an application in writing still needs to be applied and it will be considered.

Leave of absence during term time will only be authorised in exceptional circumstances.

Reporting a Child's Absence

Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence. This must be no later than 9:15am and can be by phone, letter, email or in person.

Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Absence Definitions

- Arrival at school after the register has closed.
- Not attending school for any reason.

Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised Absence

- Parents keeping children off school unnecessarily or without reason.
- Absences which have never been properly explained.
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Chaloner Primary School adhere to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy at Chaloner Primary School

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health Policy
- SEND statement
- Pupil Premium Policy

Roles and Responsibilities

Teachers: In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children.

- **Monitoring Attendance:** Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.
- **Promoting Punctuality:** Teachers should encourage children to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.
- **Taking Immediate Action:** When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or the headteacher to report the absence.
- **Early Intervention:** Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the child, their parents or guardians, and relevant support services.
- **Maintaining Communication:** Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.
- **Providing Support:** Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
- **Setting Expectations:** Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.
- **Creating a Welcoming Classroom Environment:** Teachers should strive to create a positive and welcoming classroom environment where children feel motivated and engaged.
- **Identifying Barriers:** Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.
- **Implementing School Policies:** Teachers should adhere to and implement the school's attendance policies and procedures.
- **Attendance Records:** Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).
- **Safeguarding:** Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.
- **Professional Development:** Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.
- **Role Modelling:** Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Teaching Assistant: Teaching assistants (TAs) in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being.

- **Positive Relationships:** TAs can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.
- **Attendance Support:** TAs can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.
- **Reinforcing Expectations:** TAs can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.
- **Supporting Students with Special Needs:** TAs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.
- **Promoting Engagement:** TAs can engage children in meaningful learning activities and provide extra support when children are struggling academically. A positive classroom experience can motivate children to attend school regularly.
- **Safeguarding:** TAs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.
- **Role Modelling:** TAs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.
- **Professional Development:** Continuous professional development can enhance TAs skills in addressing attendance issues and supporting children effectively.

Attendance Champion: The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates

- **Developing and Implementing Attendance Policies:** Attendance Champions work closely with staff to develop and implement effective attendance policies and procedures.
- **Data Analysis:** Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.
- **Early Intervention:** Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.
- **Supporting Families:** Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.
- **Mentoring and Coaching:** ASO offer mentoring or coaching to children with attendance problems. She helps children understand the importance of attending school regularly and provide strategies for overcoming barriers.

- **Providing Resources:** Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.
- **Monitoring and Reporting:** Attendance Champions continuously monitor attendance records and report attendance to governing bodies, trust leads and local authorities as required. They ensure that accurate records are maintained.
- **Interventions and Incentives:** Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.
- **Staff Training:** Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.
- **Legal Compliance:** Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.
- **Safeguarding:** Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding lead or authorities as necessary.
- **Community Engagement:** Attendance Champions collaborates with community organisations, social services, and local authorities to address attendance issues within the broader community context.
- **Continuous Improvement:** Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.
- **Promoting a Positive School Culture:** Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Governors/Trustees: School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

- **Policy Development:** Governors collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.
- **Statutory Compliance:** Governors ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.
- **Strategic Oversight:** Governors take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.
- **Monitoring Attendance Data:** Reports are presented to Governors termly on attendance rates, persistent absence, and unauthorised absences. Link Governor reviews attendance data regularly to identify trends and areas of concern.
- **Accountability:** Governors hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.
- **Setting Targets:** Governors collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

- **Reviewing Interventions:** Governors assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.
- **Parental Engagement:** Governors support efforts to engage parents and guardians in promoting attendance.
- **Safeguarding:** Governors are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.
- **Challenge and Support:** While supporting school leadership in attendance improvement efforts, governors also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

Parents: Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

- **Establish a Routine:** Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
- **Communicate with the School:** Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.
- **Ensure a Healthy Lifestyle:** Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
- **Positive Attitude Towards Education:** Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.
- **Set Expectations:** Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.
- **Be Involved in Homework:** Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.
- **Attend Parent Evenings:** Participate in parent evenings and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
- **Monitor Progress:** Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.
- **Address Bullying or Friendship Issues:** If your child is experiencing bullying or friendship issues at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.
- **Promote a Love for Learning:** Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.
- **Lead by Example:** Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.
- **Stay Informed:** Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.
- **Seek Support if Needed:** If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.
- **Celebrate Achievements:** Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.

- **Collaborate with the School:** Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children: Children also play a significant role in attending school regularly and ensuring their educational success.

- **Commitment to Learning:** Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.
- **Punctuality:** Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.
- **Positive Attitude:** Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.
- **Responsibility:** Children can take responsibility for their own education by completing homework on time. They should also ensure they have the necessary materials and supplies for school.
- **Peer Relationships:** Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.
- **Respect for Teachers and Staff:** Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.
- **Problem-Solving:** Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.
- **Goal Setting:** Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.
- **Healthy Lifestyle:** Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.
- **Attendance Awareness:** Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.
- **Seeking Support:** If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers or trusted adults.

Safeguarding Children and Attendance at Chaloner Primary School

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.


We follow *Keeping Children Safe In Education* guidance to ensure safe practices.

Review



Inclusive Attendance

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.



Appendix 1: Coding Attendance in line with DFE guidance 2024:

<p>Code A (Present at the school):</p> <ul style="list-style-type: none"> • Pupils must be present during registration to be counted. • If a pupil leaves after registration, they are still counted as attending for statistical purposes.
<p>Code L (Late arrival before the register is closed):</p> <ul style="list-style-type: none"> • The pupil arrives after the register starts but before it closes. • Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes. • If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.
<p>Code K (Attending education provision arranged by the local authority):</p> <ul style="list-style-type: none"> • Pupil attends educational provision arranged by the local authority, not by the school. • Examples include attending courses at college or receiving home tutoring. • Schools must record the nature of the provision and ensure notification of absences.
<p>Code V (Attending an educational visit or trip):</p> <ul style="list-style-type: none"> • Pupil attends a school-arranged educational visit or trip supervised by school staff. • Must take place during the recorded session. • If pupil doesn't attend, record absence using relevant absence code.
<p>Code P (Participating in a sporting activity):</p> <ul style="list-style-type: none"> • Pupil attends an approved educational sporting activity. • Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision. • Schools must ensure safeguarding measures and record absences with relevant codes.
<p>Code W (Attending work experience):</p> <ul style="list-style-type: none"> • Pupil attends work experience as part of their education arranged by the local authority or school. • Criteria for recording attendance are similar to other approved educational activities. • Schools must ensure safeguarding measures and record absences with relevant codes.
<p>Code B (Attending any other approved educational activity):</p> <ul style="list-style-type: none"> • Pupil attends an approved educational activity other than sports or work experience. • Criteria for recording attendance are similar to other approved educational activities. • Schools must record the nature of the activity and ensure safeguarding measures.
<p>Code D (Dual registered at another school):</p> <ul style="list-style-type: none"> • Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school. • Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily. • Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.
<p>Code C1 (Leave of absence for regulated performance or employment abroad):</p> <ul style="list-style-type: none"> • Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances. • Criteria for granting leave include licenses issued by local authorities or exemptions.

- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.

- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.