



# VISION

MULTI ACADEMY TRUST

## Promoting Good Attendance

This model policy is based on the DfE's [Working together to improve attendance](#) statutory guidance (2024). The policy also references Ofsted's report (February 2022) [Securing good attendance and tackling persistent absence.](#)



November 2025

Sunny Bank Primary School  
Part of Vision Multi Academy Trust

Date of Review:	October 2025
Approved by Trust Board:	November 2025
Next Review Date:	October 2026



## 1. Introduction

1.1 At Sunny Bank Primary School we expect all pupils to:

- Attend every school day
- Attend school punctually
- Attend school prepared for the day

As in line with Vision Trust's Partnership Policy

1.2 We believe that attending school, on time, is key to enabling children to make the most of the opportunities we offer to prepare them for their future.

1.3 We will work in partnership with our families to identify the reasons for poor supporting them in addressing any barriers to attendance for their child.

1.4 Promoting good attendance is a matter for the whole school community. This policy sets out Vision Trust's expectations and our approach. Our approach is in line with the Department for Education's guidance (2024) *'Working together to improve school attendance'* which applies from September 2022.

1.5 Our approach to securing good attendance, in line with Ofsted's research, can be summarised as *'Listen, understand, empathise and support – but do not tolerate.'*

1.6 Every pupil should be able learn in an enjoyable and safe environment and be protected from harm. Attending school regularly promotes the welfare and safety of children whilst they are not in the care of their parents/carers.

1.7 In the case of specific illnesses that require pupils to be kept off school, parents should follow public health advice to ensure the wellbeing of the whole school community. These illnesses are Chickenpox, Diarrhoea and Vomiting, Impetigo, Measles, Mumps, Scabies, Scarlet Fever and Whooping Cough.

1.8 This policy will be applied consistently and fairly. In applying this policy, we will take into account the needs of individual pupils.

1.9 This policy is supported by other school policies and procedures e.g., admissions, safeguarding and child protection, anti-bullying, behaviour and inclusive practice.

1.10 This policy takes into account the Human Rights Act 1998, the Equalities Act 2010, the Race Relations Act 2000 and the 1996 Education Act.

## 2 Expectations

- 2.1 It is our responsibility to maintain a culture that promotes good attendance which is supported by consistently applied systems.
- 2.2 Our dedicated team/individual with overall responsibility for championing and improving attendance is Mr J Gabrielides.
- 2.3 Parents/carers must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude and to any special educational needs they may have, by regular attendance at school or otherwise.
- 2.4 We are committed to working with parents to promote positive attendance. We expect all our parents to:
- Maintain effective routines at home to support good attendance.
  - Contact the school as soon as possible if your child is absent to let us know the reason for the absence and the expected date of return. This should be followed up with a written note as soon as possible.
  - Avoid unnecessary absences. For example, pre-planned medical/ dental appointments should take place outside of school hours.
  - Inform us of any change in circumstances that may impact on your child's attendance.
  - Support us by becoming involved in your child's education, acknowledging the value of education and the importance of children receiving the same messages from home and school.
  - Work with us to address any barriers to attendance for your child including attending all meetings requested to discuss attendance issues.
- 2.7 We expect all our **pupils** to:
- Be aware of when they should attend school.
  - Attend all lessons on time and be ready to learn.
  - Speak to a member of staff if they are experiencing difficulties at school or at home which may impact on their attendance.
  - Communicate with parents/ carers to encourage a written explanation to be shared with school to explain any absence that has happened or is foreseen.
  - Follow the school procedure if they arrive late.

### 3 Daily routines

- 3.1 At Sunny Bank Primary School our daily routines are as follows:
- 3.2 Attendance registers are taken at the start of each morning session of each school day and once during each afternoon session.
- 3.3 Our school day begins at 08:45. The morning register will open and be taken from 08:45-08:55. Any pupil arriving after 08:55 is required to report to the main school office to sign in and provide a reason for lateness.
- 3.4 If arrival is before 09:30 then the pupil will be recorded as late (Late **before** the close of register).
- 3.5 The school register will officially close at 09:30. Any pupil arriving on or after this time will be marked as having an unauthorised absence for the morning session (Late **after** the close of register) and the school will actively seek communication with the family to ascertain the reason and offer support if this is a reoccurring situation (see 3.6).
- 3.6 Parents will be contacted to discuss any patterns of late arrival. Repeated arrival after the close of registration will result in further action being taken to support improved attendance.
- 3.7 Our afternoon registration times are as follows:
  - **EYFS:** 12:30
  - **KS1:** 13:15
  - **KS2:** 13:15
- 3.8 Our normal school day ends at 15:15.

## 4 Reporting Absence

4.1 If a child is absent from school, parents should contact the School Office via the following means:

- Via StudyBugs
- office.sunnybank@visionmat.com
- Tel: 0161 766 2121
- In person at the School Office

On the first day of absence parents/carers are to provide a reason for the absence and the expected date of return.

4.2 If the absence continues, parents should contact (4.1) **each day of absence** to identify the reason for absence and the expected date of return.

4.3 Where absence is recorded as unexplained, a reason for the absence must be obtained, in writing, by no later than 5 school days after the session.

4.4 If a child is absent, and we have had no contact from the parent to provide a reason for the absence, we will:

- Activate first day calling procedures after the register is closed at 09:30.
- If there remains no contact then a further telephone call will be made later that morning to the parent and, if no response, a call will be made to the pupil's other emergency contacts
- If we cannot contact a parent and are concerned about the pupil then, a home visit may be carried out by members of staff. If the family is supported by a social worker, then the social worker will be informed of the absence.

4.5 If we have concerns around a pupil's safety, we may also visit the home of the pupil or request a welfare check to be made by the police.

4.6 We will telephone home if a pupil leaves school without permission.

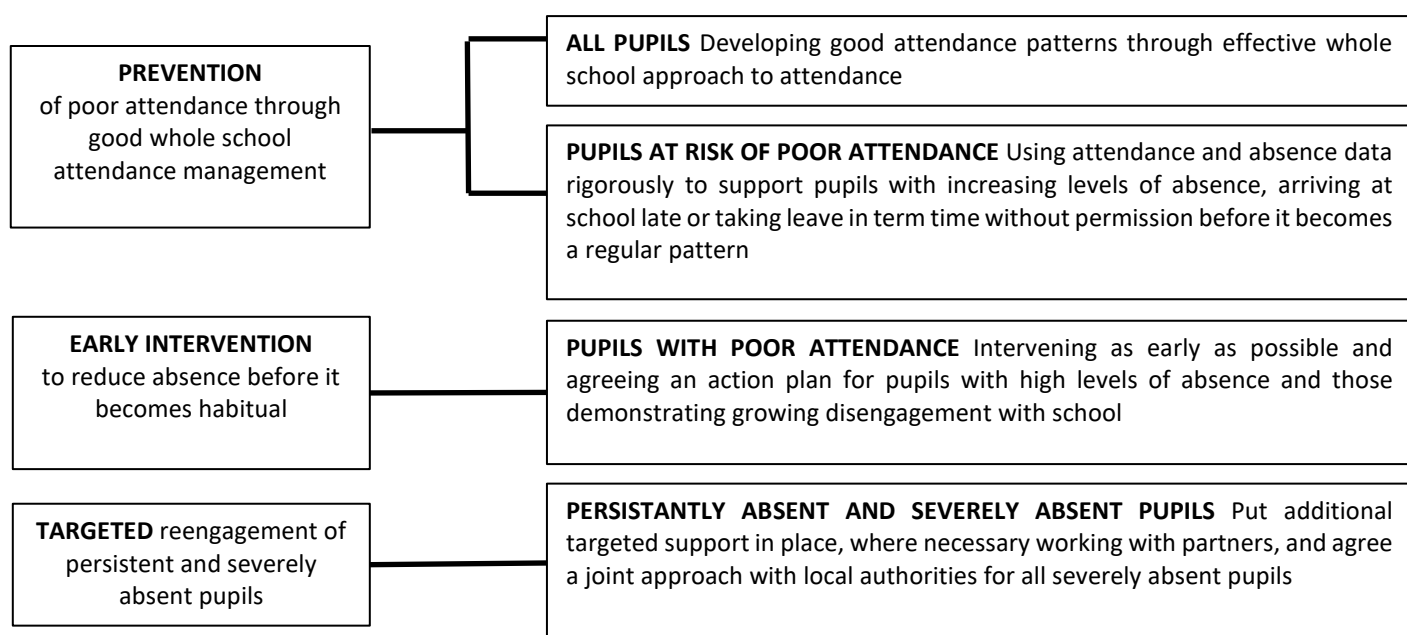
## 5. Requesting leave of absence

5.1 A leave of absence will only be granted (authorised) under exceptional circumstances. It is therefore unlikely that a leave of absence will be granted for the purposes of a family holiday. In making our decision we will take into account the specific circumstances and context behind the request. If a leave of absence is granted, the Headteacher will determine the length of the time the pupil can be away from school. Requests for a leave of absence should be made in writing to the Headteacher giving as much notice as possible.

A leave of absence request form can be obtained by formally contacting the School Office (4.1).

## 6 Managing Attendance

- 6.1 We will regularly inform parents about their child's attendance, highlighting any amount of time missed and the impact on learning via the following:
- Letters of correspondence
  - Telephone
  - Formalised, agreed meetings
  - Studybugs automated notifications
- 6.2 We value and recognise the importance of good attendance. We use the following to promote and celebrate good attendance:
- Attendance certificates (given by class teacher)
  - Postcards of positivity
- 6.3 We will regularly analyse attendance data to identify pupils who have consistently high attendance, those who have shown improvements in their attendance and to identify pupils who may be vulnerable (see 6.4 below). We will also analyse specific groups, classes, year groups to inform our strategy in promoting good attendance.
- 6.4 Our approach to attendance management is based on prevention, early intervention and targeted support. We will regularly analyse attendance data to identify pupils who are at risk of poor attendance, have poor attendance or are identified as being either persistently absent or severely absent.



6.5 Our strategy for using data to target our work on attendance, including reducing **persistent absence** (pupils who are absent for 10% or more sessions/ attendance is 90% or below) and **severe absence** (pupils who are absent for 50% or more sessions is based on the table below:

0 – 4 days missed	98 – 100% attendance	<b>PREVENTION</b> Whole school approach and celebrating good attendance
5 – 9 days missed	94.1 – 97.9% attendance	<b>PREVENTION</b> Pupils at risk of poor attendance
10– 19 days missed	90.1 –94.0% attendance	<b>EARLY INTERVENTION</b> Pupils with poor attendance
20 or more days missed	90% or below attendance	<b>PERSISTENTLY ABSENT</b> 90% or below <b>SEVERELY ABSENT</b> 50% or below

For further information please see:

- *Attendance information found via the school website at:*  
<https://www.sunnybankprimary.org.uk/welcome/statutory-policies>

6.6 We will regularly analyse attendance data to identify pupils or cohorts of pupils that need support. We will focus staff efforts on developing targeted actions for those cases.

6.7 If we have concerns about a pupil's attendance and/ or their punctuality then we will work in partnership with parents to support improvements. This may involve a meeting in school to support the family in identifying, and addressing, the barriers to attending school and/ or attending school on time.

6.8 We recognise that poor attendance can be an indication of difficulties and trauma in a child's life. This may be related to problems at home and/or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help us to identify any additional support that may be needed. It is expected that the child and their family work collaboratively with us to identify the most appropriate support. Where relevant, the support would involve following the Emotionally Based School Avoidance pathway.

- 6.9 We recognise that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, those with physical or mental health needs, migrant and refugee pupils and children who are looked after.
- 6.10 We will hold regular meetings with the parents of pupils who the school (and/or local authority) consider to be vulnerable to discuss attendance at, and engagement with, school. This will include pupils who are classed as being persistently absent (90% and below attendance), those who are severely absent (50% and below attendance), those with patterns of absence and pupils who show an unexpected or unexplained dip in attendance.
- 6.11 Working with parents, we will identify pupils who need support from wider partners and will make the necessary referrals as quickly as possible. With parental consent, this may include exploring Early Help support through the completion of the 'Story So Far' tool, or through discussion within a team around the school meeting.
- 6.12 We will support pupils back into school following a lengthy or unavoidable period of absence to build confidence and bridge gaps.
- 6.13 If we have any concerns about the welfare and wellbeing of a pupil then, in line with our safeguarding responsibilities, we will make any necessary referrals. If we have been unable to contact the family, and have not seen the pupil, then we will inform the Local Authority so that joint enquiries can be made to establish the whereabouts of the child through Children Missing Education procedures.

This may include the following:

- Referrals to children services
- Referrals to Children Missing in Education Team
- Police and/or other emergency services where appropriate

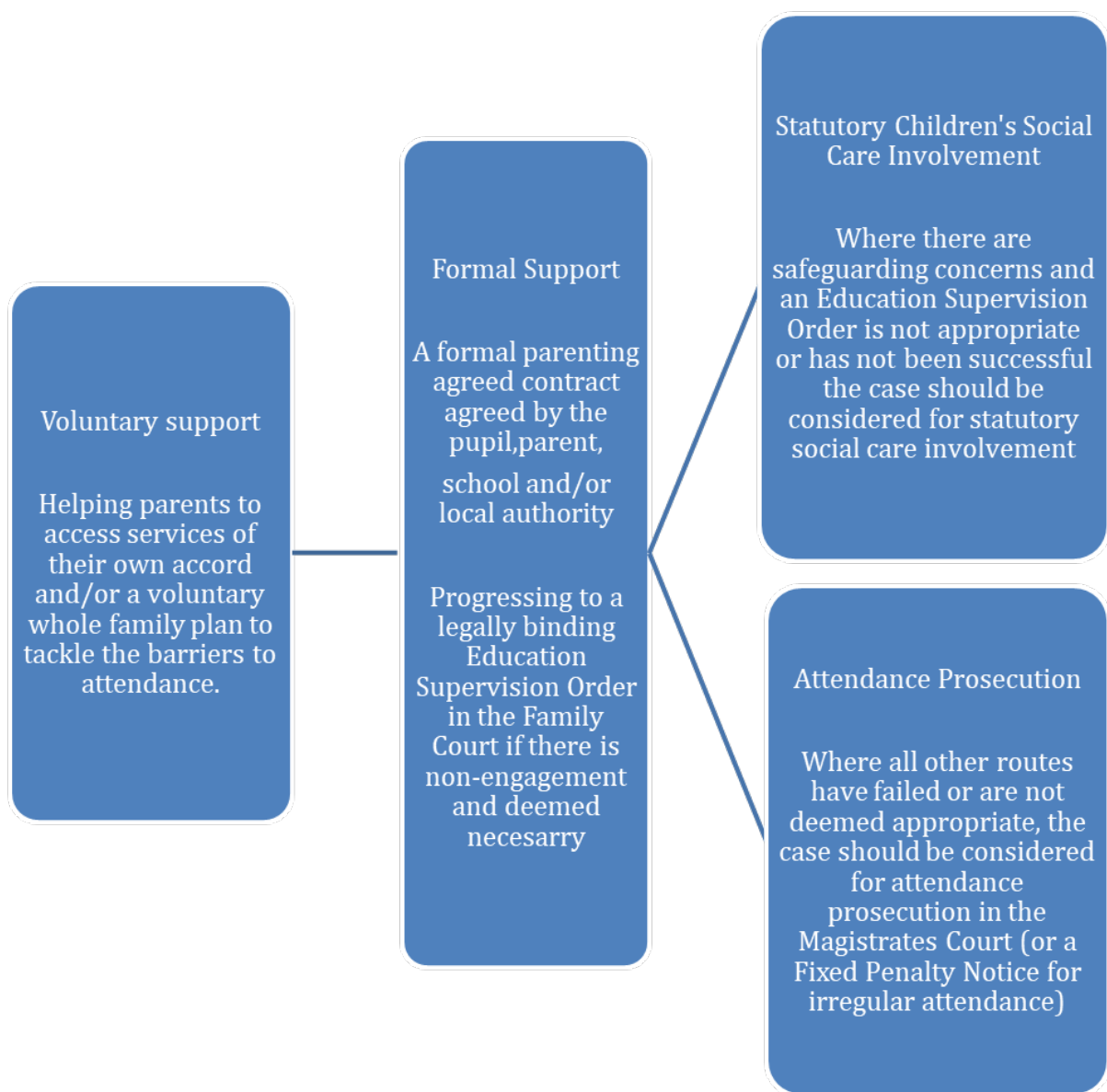
## **7. Voluntary support, formal support and statutory action**

7.1 We will implement a range of strategies to support improved attendance. These may include:

- Discussion with parents and pupils
- Discussion with the Virtual School where the child is looked after and/or has a social worker
- Working with attendance professionals, internal and/or external to the school
- Attendance panels
- Attendance support plans
- Attendance report cards
- Referrals to support agencies
- Learning mentors
- Pupil Voice Activities
- Friendship groups
- Personal, social and health education
- Anxiety-based school avoidance resources
- Trauma-informed approaches
- Early help referral options
- Family learning
- Reward systems
- Time limited part-time timetables
- Additional learning support
- Behaviour support
- Inclusion resources
- Reintegration support packages

7.2 Support offered to families, both internally and externally, will be child-centered, trauma informed and inclusive; planned in discussion and agreement with both parents and pupils.

7.3 Our approach to attendance management is based on the principles of prevention, early intervention and targeted support. At all stages we aim to work in partnership with parents/ carers to address any barriers to attendance and/ or punctuality together. Where support is not successful, or is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents.



7.4 We will work with Bury local authority to use the full range of legal interventions available to us to protect our pupils' right to an education. These are:

- Parenting contracts
- Education supervision orders
- Attendance prosecution
- Parenting orders
- Fixed penalty notices (see section 8)

7.5 Decisions on which intervention to take will be made on a case-by-case basis after considering the individual circumstances of the family.

## **8 Fixed penalty notices**

- 8.1 School and the local authority will have regard to our safeguarding duties as set out in the statutory guidance in Keeping Children Safe in Education.
- 8.2 Fixed penalty notices will be served on parents as an alternative to prosecution where parents have failed to ensure that their child regularly attends the school. Fixed penalty notices will be used where the pupil's absence has not been authorised by the school and the absence constitutes an offence. Fixed penalty notices can be issued to each parent liable for the attendance offence/s, which should usually be the parent or parents with day to day responsibility for the pupil's attendance.
- 8.3 We will only use a fixed penalty notice, in line with School Attendance (Pupil Registration) (England) Regulations Act 2024 and *Working together to improve attendance (2024)*, where support to secure regular attendance has not been successful. Fixed penalty notices will be issued for unauthorised holiday in term time.
- 8.4 Fixed penalty notices can be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a fixed period or permanent exclusion. The parents must have been notified by the school at the time of the exclusion the days that the child must not be present in a public place.

### **EXPECT**

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

### **MONITOR**

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.



### **LISTEN AND UNDERSTAND**

When a pattern is spotted, discuss with pupils and parents to listen, to understand barriers to attendance and to agree how all partners can work together to resolve them.



### **FACILITATE SUPPORT**

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.



### **FORMALISE SUPPORT**

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families 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, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.