

Pipworth Community Primary School



Attendance Policy



Article 3: Adults must do what is best for me.	
Article 6: I should be supported to live and grow.	
Date Reviewed: Article 24: If I have a disability, I have the right to special educational education.	October 2025
Article 28: I have the right to an education.	
Reviewed by: Article 29: I have the right to an education which develops my mind, body, and spirit for others' and the environment.	Maria Jackson-Brown
Policy to be reviewed by:	October 2026
Responsibilities for attendance:	
Headteacher -	Helen Kenyon
Governor with attendance lead -	Sam Chatterton
Attendance Champion -	Maria Jackson-Brown (Deputy head teacher)
Learning Mentors -	Milly Anderson, Ibrar Azam, Marie Phippen
Local Authority -	Lauren Hayley

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Our vision is for all pupils to achieve their best outcomes through a creative, inclusive and engaging curriculum, enabling them to become lifelong learners.

Section	Contents	Page
1.	Rationale	2

	1.1 School aims 1.2 Legal position	
2.	School based attendance team 2.1 Role of the Attendance Champion	4
3.	Attendance Response Multi-tiered system of support	5
4.	Expectations	7
5.	Term time leave	7
6.	Monitoring attendance	8
7.	Part-time timetables	8
8.	Punctuality	9
9.	Dealing with absence 9.1 Responding to poor attendance 9.2 Children Missing from Education 9.3 Elective home education	9
10.	Mental health and school attendance 10.1 Positive Regard	11
11.	Role and responsibilities 11.1 Governors 11.2 Head teacher and Deputy head 11.3 Class teachers 11.4 Teaching Assistants 11.5 Learning Mentors and office staff 11.6 Office manager 11.7 Attendance and inclusion team	12
12.	Appendix 12.1 Attendance codes 12.2 Assess, plan, do, review cycle 12.3 Attendance and punctuality meeting form 12.4 Challenging attendance check list 12.5 Strategies employed by school to improved attendance	14

1. Rationale

Pipworth Community Primary School holds the Gold Award as a UNICEF Rights Respecting School and supports pupils to have their right to education (Article 28) that develops their personality, respect for others' and the environment (Article 29). [UNICEF Rights Respecting Schools](#).

At Pipworth we recognise that good attendance is a learned behaviour. We take a positive and proactive role in the promotion of regular school attendance through a number of strategies identified within this policy that will engage families, and that are supported by school Governors.

Attendance is everyone's responsibility. This document outlines the strategies for raising attendance at Pipworth Community Primary School in conjunction with the [Sheffield Attendance Strategy](#) (September 2022). [Dfe Working Together to Improve School Attendance](#) (August 2024).

“Sheffield will be an inclusive city where we work together to ensure that all children and young people get the right support at the right time so that they can live a happy and fulfilled life”.

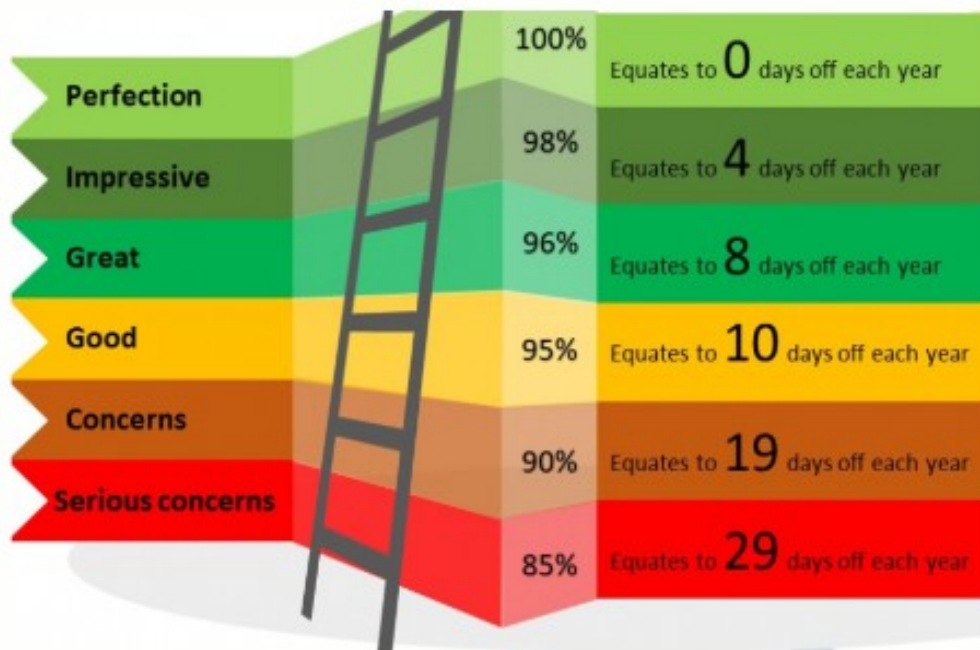
Sheffield Inclusion Strategy 2020-2025

Under **Section 175 of the Education Act 2002**, schools have a legal duty to safeguard and promote the welfare of children, which includes supporting regular attendance.

At **Pipworth Community Primary School**, good attendance and punctuality are expected as the norm. Parents and carers are responsible for ensuring their child attends school on time for every session they are

well enough to attend. In cases of emergency absence, parents must contact the school on the **first day of absence** and maintain regular communication until the child returns.

Regular attendance is essential for pupils' **educational progress, personal development, and social wellbeing**. Only by attending consistently can pupils fully benefit from the opportunities provided by the school.



1.1 School aims through this policy:

- ✓ Promote every child's 'right to an education'.
- ✓ Support all pupils to achieve their full potential.
- ✓ Increase the number of pupils with **100% attendance** and help those with **95-99%** improve further.
- ✓ Reduce persistent and low attendance (below 95%).
- ✓ Highlight the importance of attendance for progress and achievement.
- ✓ **Recognise and reward** pupils with **96%+** attendance and give special recognition for **100%**.
- ✓ Work with parents and carers to support good attendance.
- ✓ Monitor and track attendance and punctuality effectively.
- ✓ Use attendance data to identify and support improvement.
- ✓ Tackle poor attendance through clear and consistent procedures.
- ✓ Keep families informed about their child's attendance and its impact on learning.
- ✓ Be open with families about the consequences of irregular or poor attendance.

1.2 The Legal Position (Section 444 of the Education Act 1996)

- o The Sheffield People's Services Portfolio must provide a school place to parents who wish their child to be educated at school.
- o **Parents** must formally accept a school place at the allocated school before their child is put on role

- o **Parents** must ensure that children of compulsory school age, who are registered at a school, attend regularly.
- o **The school** must complete attendance registers at the beginning of the morning and afternoon sessions in accordance with the Attendance Education (Pupil Registration) (England) Regulations 2024 (see appendix 12.1 for attendance codes).
- o **The school** must share their attendance data with the DfE.
- o **The Local Authority** has a duty to ensure that parents fulfil their legal responsibilities of mandatory school attendance for all pupils unless following clinical or public health advice and the usual rules on school attendance apply, including:
 - parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school, and they are of compulsory school age)
 - the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct
 - recording attendance in line with requirements, following up absence and reporting children missing education to the local authority.
- o **The Local Authority** has a duty to ensure parents know that failure of regular attendance at school of a registered pupil is an offence.
- o **The school** will continue to follow DfE guidance and advice with regards to what should be included in pupils' attendance records in end of year reports.

2. School based attendance team

Attendance champion	Mrs Maria Jackson-brown (deputy head)
Monitoring of registers and first day calls	Learning Mentor Team: <ul style="list-style-type: none"> • Mr Ibrar Azam • Mrs Milly Anderson • Mrs Marie Phippen
Link Governor	Sam Chatterton

2.1 The Role of the Attendance Champion

The **Attendance Champion** works with staff, pupils, and families to improve attendance and promote the message that “**Every School Day Matters**” and “**Attendance is everyone's responsibility.**”

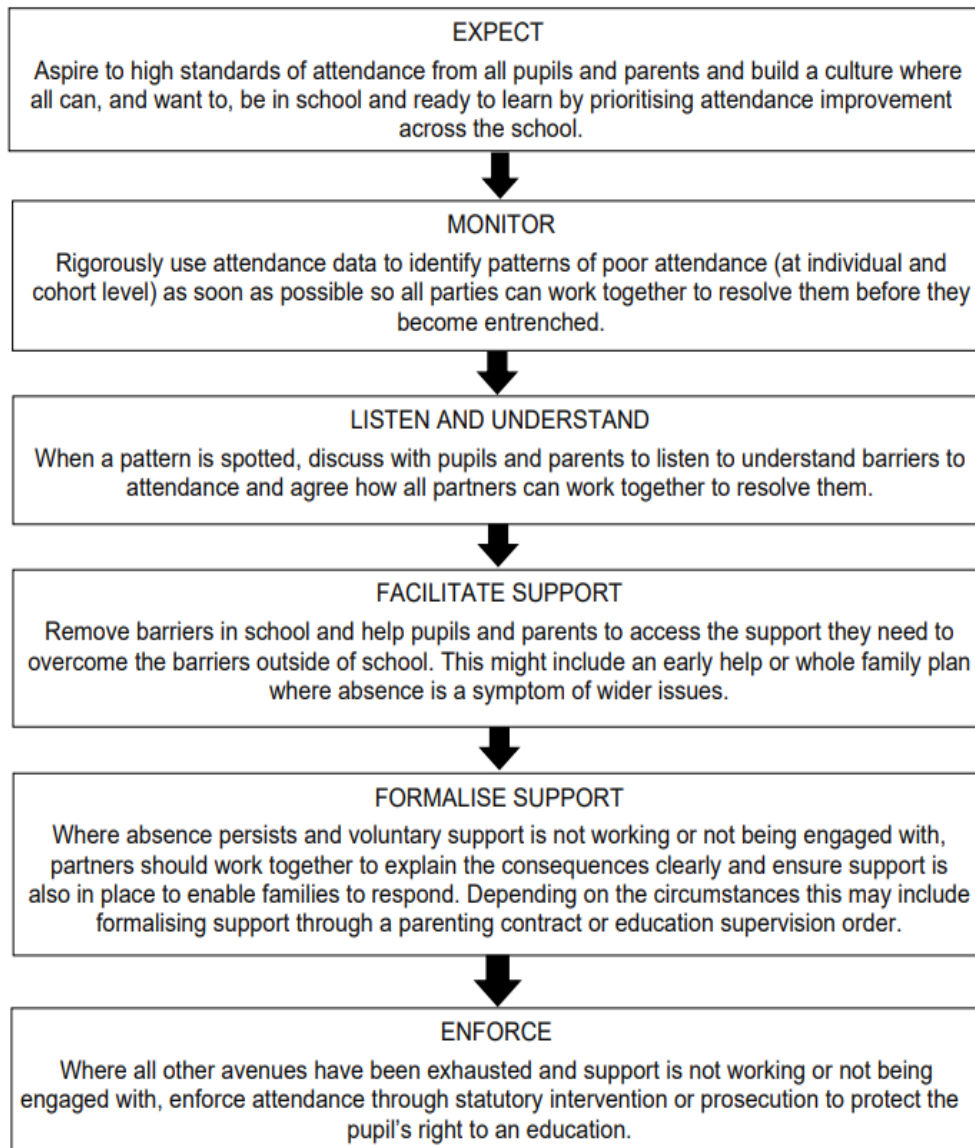
They meet half termly with the **School Attendance Team** and termly with the **Inclusion and Attendance Specialist** to review:

- Progress towards the school's attendance targets and action plan.
- Whole-school and group attendance data.
- Pupils with **severe absence** (below 50%).
- Pupils on **reduced timetables**, ensuring these are short-term and regularly reviewed.
- Pupils learning **off-site**, checking this support helps them re-engage.
- Pupils who are **persistent absentees** (90% or below).

Working together to improve attendance we will:

- Identify steps to help the school achieve excellence in attendance.
- Create a welcoming, caring environment where everyone feels they belong (in line with the [Sheffield Belonging Framework](#)).
- Support staff to understand and assist pupils and families who struggle with attendance due to medical, SEND, or exceptional circumstances.
- Ensure every pupil receives a full-time education that helps them reach their potential.
- Work closely with pupils and families to promote regular, punctual attendance.
- Maintain incentives and rewards to recognise improved attendance and punctuality.

- Challenge poor attendance and lateness where it is not a priority for pupils or parents.
- Communicate effectively with pupils, parents, and external agencies to share information, provide advice, and offer support to families with attendance concerns.



3. Attendance Response

Desired Outcome - For every child to be in school every day, and on time.

As part of our 'Assess, Plan, Do, Review', Pipworth Community Primary School will challenge all non-school attendance (see appendix 12.3). We take a holistic and tiered approach to support school attendance to ensure we quickly assess why pupils are not attending regularly so that we can create a support plan that will be reviewed regularly (see appendix 12.2).

Pipworth Community Primary School multi-tiered system of support

	Role of school - procedures / systems	Role of Pupils	Role of Families
<div style="background-color: #4a5568; color: white; padding: 10px; border-radius: 5px;"> <h3 style="margin: 0;">Tier 3</h3> <p style="margin: 0;">Intensive/ High-Need Strategies</p> </div>	<ul style="list-style-type: none"> • Personalised approach • NHS links • FIS / Social care support • Clinical Psychologist consultation • Classroom review • Welfare calls • Micro-monitor barriers 	<ul style="list-style-type: none"> • Support plan • Classroom support • Personalised resources • Clinical Psychologist / EMHP support • SEMH stop think do intervention • Buddy support 	<ul style="list-style-type: none"> • Collaboration with school to identify barriers to attendance • Be an active part of the team approach • Engagement with agencies • Implement and follow agreed actions / strategies
<div style="background-color: #4a5568; color: white; padding: 10px; border-radius: 5px;"> <h3 style="margin: 0;">Tier 2</h3> <p style="margin: 0;">Targeted/ Individualised Strategies</p> </div>	<ul style="list-style-type: none"> • First day calls • Home visits • Target group • Use data proactively • Monitor progress • Review barriers and protective factors • Consultation with LA • Identify CYP at risk • Work with families • Address attendance barriers • Monitor pupil progress • Recognise achievements regularly 	<ul style="list-style-type: none"> • Pupil voice - EHC mapping • Targeted break time support • Personalised charts / check ins • Learning Mentor targeted support • Support to participate • Engage with interventions • Engage with 3 Houses - Share worries with staff • Utilise Safe spaces • Recognise own achievements • Stay engaged In school • Help and support others • Understand missed days 	<ul style="list-style-type: none"> • EHC mapping • Support for / work with school • Sign posted external agencies (SALT, A&I, FIS, NHS) • Support to engage with agencies • Understand and share attendance barriers - communicate truthfully with school • Supported with letters as required • Work with school to prevent formal escalation
<div style="background-color: #4a5568; color: white; padding: 10px; border-radius: 5px;"> <h3 style="margin: 0;">Tier 1</h3> <p style="margin: 0;">Universal School-Wide Strategies</p> </div>	<ul style="list-style-type: none"> • Provide positive environments • Reduced cognitive load curriculum • Clutter free classrooms • Adaptive teaching • Meet and greet everyone • Quality first teaching • Spot barriers early • Support families proactively • Recognise success often • Weekly KS1/2 extra break reward • SLT on duty for daily • Positive Regard / Trauma Informed • Monitor daily attendance – all pupils • Letters half termly 	<ul style="list-style-type: none"> • Be present and ready to learn • Build and show resilience • Show determination daily • Engage, support, achieve • Celebrate each other's wins • Recognise individual achievements • Collective recognition • Join afterschool & lunchtime clubs • Opt in at breaks (Youth club & Learning Mentors) • Learning Mentor support • Safe spaces • Pupil voice • Open door SLT • Buddy systems (after absence) 	<ul style="list-style-type: none"> • Engage in school life • Communicate with school • Understand barriers quickly • Celebrate progress together • Champion daily attendance • Breakfast Bar • Wrap Around Care • Communication from school • SLT and LMs available start & end of day to discuss concerns • Teachers available end of day • PIPPTAC • Welcoming / supportive office staff • Contact school when absent • Recognise achievements

All families will follow this process when there are concerns about non-school attendance

- **Step 1** – warning letter in July that they are being monitored
- **Step 2** – formal notification letter in September to the families identified who have been added to the Target Group
- **Step 3** – monitoring period concludes and meeting set with families who have shown no improvement. This action plan (appendix 12.3) will map across education, health and care (EHC) so that a clear picture is captured of:
 - o What’s going well – give some praise and encouragement
 - o What are we worried about – be open and honest, what are the concerns
 - o What are the next steps?
- **Step 4** – following further monitoring period, if no improvement parents/carers will be required to sign a formal Attendance Contract
- **Step 5** – after further monitoring, if no improvement then a meeting will be arranged with the LA Attendance and Inclusion Officer with a view to issuing a PNWL
- **Step 6** – following the 15 days monitoring period, if no improvement this will be escalated to the LA for prosecution

If Persistent Absence cannot be resolved through the steps above, parents may be offered the consultation with the Family Intervention Service (FIS).

4. EXPECTATIONS

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

5. Term Time Leave

Only in exceptional circumstances will leave be authorised. For further guidance on exceptional circumstances please refer to the Government guidance [The School Attendance Regulations](#) (Section 11). Unauthorised absence will result in a Penalty Notice Fine.

All requests for term time leave must be made to the Head Teacher on the Term Time Leave Request Form, available from the school office or website. A return date must be provided.

The National Framework Regulations 2024 for issuing penalty notices are **per parent, per child** for Term Time Leave or irregular attendance (this counts in training days as school days due the intention to be absent) – refer to Appendix 12.1

First Offence	£160 per parent, per child paid within 28 days.	5 consecutive days of term time leave	Penalty Notice Fines will be issued for Term Time Leave of 5 or more consecutive days.
	Reduced to £80 per parent, per child if paid within 21 days	10 sessions of unauthorised absence in a 10-week period	Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10 week period
Second Offence (within 3 years)	£160 per parent, per child paid within 28 days. No reduction for prompt payment		
Third Offence (within 3 years)	No Penalty issued, the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty in Magistrates' Court can show on the parent's future DBS certificate, due to 'failure to safeguard a child's education'.		

6. The school will monitor and record attendance using the following registration system:

Registers

Pupils will be allocated a staggered arrival and departure time linked to the year group and base that they are in:

- FS1 - 8.30am -11.30am and 12pm – 3pm
- Y6 - 8.30am – 3.05pm
- Y3, Y4 and Y5 – 8.35am – 3.05pm
- FS2, Y1 and Y2 - 8.40am – 3.10pm

Registers will be completed each morning and afternoon within 15 minutes of the allocated time of arrival.

Attendance will be recorded on the agreed system (SIMS or paper registers) and monitored daily by the Office Team and Pastoral Support Team.

Class teachers will enter a present mark. (/) Any child who is not present when the register is taken by the class teacher will be marked as being absent (N) until a reason is provided for their late arrival, or school have been notified of the reason for the absence.

Children arriving after their allocated arrival time must report to the office, providing a reason for their late arrival. Registers close at 8.50am and any pupil who arrives after this time will be marked as being late (L).

After 9.30am, any child arriving late will be marked as 'late after registers close' (L) unless proof of a medical appointment is presented to the school office, in which case use '/' code and note in comments 'Medical Apt Proof seen/received', if physical proof is received, photocopy, write on the proof 'Sims Noted', and place in Learning Mentors pigeon hole. The Learning mentors will change any mark to a U if they feel this is the right decision.

Electronic Registers are used by all classes, with fire registers being kept for each class by the school office.

7. Part-time Timetables

In very exceptional circumstances, and in a pupil's best interests, there may be a need for school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs.

A part-time timetable will:

- Have the agreement of both the school and the parent the pupil normally lives with.

- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary, although part-time timetables maybe extended as part of the regular review process.
- Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision.

If a pupil has a social worker, the school is expected to keep them informed and involved in the process.

If the pupil has an education health and care plan, the school will discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

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 must record the absence accordingly (code C2).

8. Punctuality - The school will respond to lateness in the following ways:

Persistent lateness is addressed with families as soon as this becomes apparent. If there is no marked improvement a formal meeting is held to discuss barriers to punctual school attendance, offering support / sign posting accordingly. School monitors persistent lateness each half term and pupils are tracked year on year.

9. Dealing with absence

Every pupil's attendance is monitored each half term, this is shared with parents in a letter. Attendance will be monitored to achieve the school target of 96%.

Attendance below 94% is closely monitored by school. If attendance continues to fall, parents may be asked to provide evidence to support unexplained absences.

Attendance falling below 92% puts pupils at risk of being persistently absent and parents will receive written notification to bring this to their attention, offering support as required. If appropriate the LA may advise that school issue a Penalty Notice Warning Letter (PNWL) to improve and bring about change to the child's attendance at school.

Attendance below 90% is classed as being persistently absent and may result in a Penalty Notice Fine.

Parents are required to contact the school on the first day of their child's absence, either by telephone, stating the reason for absence and the expected date of return.

If an absence continues, parents are request to contact the school office again on the third day.

If the children's absence has already been highlighted as a cause for concern, the parents may be asked to provide evidence to support the absence.

As a safeguarding precaution, telephone contact is made with parents/carers of any pupils who are absent where school has not been provided with a reason for absence. This is made on the morning of the absence by 10am. This may be earlier for children who are allowed to walk to school on their own.

Absence will only be authorised when a satisfactory reason has been provided by the parent or carer.

In cases where parents have been asked to provide evidence for absence, this should be taken to the office in order for the absence to be authorised. (See 'The school's response to poor attendance', below)

A home visit will be made by the school if staff are unable to make contact with a family, or several days absences remain unauthorised. If this is unsuccessful then the case may be referred to the Local Authority, where 'Child Missing from Education' procedures may commence. (See 'The school's response to poor attendance', below)

9.1 The school's response to poor attendance

Attendance is monitored regularly by school staff and the Local Authority Attendance and Inclusion Team.

Where there is a concern over a child's absence, initial communication is made with the parents and appropriate support is offered.

Where attendance is seen as a concern e.g. if the trend is not improving and there are other identified support needs, support from FIS (Family Intervention Service) may be requested.

If a child is absent due to illness, families will be contacted and the expectation of a rapid return communicated.

If a pupil is absent for more than 3 days, a home visit from Learning Mentors or members of SLT will be carried out.

Where there is no improvement in attendance, a referral may be made to the Attendance and Inclusion Team to consider prosecution.

In cases where a child's non-attendance constitutes a safeguarding concern, this will be reported to Social Care professionals.

Each case will be dealt with depending on needs and circumstances.

9.2 Children Missing from Education (CME)

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Schools must monitor pupils' attendance through their daily register. School staff will monitor attendance closely and address poor or irregular attendance. Any pupil with irregular or poor attendance will be referred to the local authority.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the CME Team will be notified.

School staff will make regular attempts to contact the family, including home visits to establish the whereabouts of the pupil. When the school and the local authority have failed, after jointly making reasonable enquiries, with the local authority's permission, the pupil can be removed from the admission register.

9.3 Elective Home Education

Where a parent notifies the school **in writing** that they are home educating, the school must remove the child's name from the register and tell the local authority. If parents only say this verbally, the school should still let the local authority know as soon as possible.

Children with Education, Health and Care (EHC) plans or special educational needs (SEN) can be home educated.

- If the EHC plan says the child should be taught at home, the local authority must arrange that support.
- If the EHC plan names a school but the parent chooses home education instead, the local authority must check that the education provided at home is suitable.

The local authority must review the EHC plan every year to make sure the child's needs are still being met and the plan is still appropriate.

10. Mental health and school attendance [Dfe guidance for when mental health affects attendance](#)

School staff work to make sure the school is calm, safe, and supportive, where every pupil feels they belong and are ready to learn. Building trusted relationships with parents and families, and involving them in promoting good mental health and regular attendance, is key to achieving good attendance.

At Pipworth, staff are committed to helping children grow emotionally, physically, and personally. Maria Jackson-Brown (Deputy Head) is a qualified Senior Mental Health Lead and Positive Regard Lead Specialist.

The school takes a strategic approach to ensure everyone can thrive safely and with respect. Working together, the Senior Leadership Team, Pastoral Support Team, staff, families, and Governors provide a graduated approach to emotional health and wellbeing, encouraging positive behaviour and good attendance.

Positive Regard

'Positive Regard' is a whole-school approach that supports each child with empathy and understanding. At Pipworth Community Primary School, staff are trained to recognise signs of stress, trauma, or emotional difficulties that may affect attendance and learning.



By using this approach, staff build trusting relationships so pupils feel safe, engaged, and ready to learn—helping them succeed in all areas of life.

Supporting Attendance for Pupils with Wellbeing or Mental Health Challenges

- Staff understand that children with social, emotional, or mental health needs—especially those receiving treatment—may find it harder to attend school.
- Absences will be **authorised** if a child cannot attend due to illness (physical or mental) and is receiving professional support.
- Absences will be **unauthorised** when children are struggling with normal emotions such as worry about friends, work, or exams.
- The school will explain this clearly to parents/carers and work with them to remove barriers to attendance.
- Staff will not normally ask for evidence for absences.
- Together with families, staff will create a plan to support attendance—making reasonable adjustments for issues like anxiety, while following **Keeping Children Safe in Education (2025)** guidance.
- The plan will focus on increasing face-to-face attendance and will be reviewed regularly with parents/carers.

Working with parents/carers who do not support school attendance

Parents and carers must make sure their child (aged 5–16) receives full-time education, either at school or through home education. They share responsibility with the school for ensuring regular attendance.

- Staff will encourage parents/carers to work openly with the school to create an attendance plan that meets the child's needs.

- Together, they will identify any barriers to attendance and make reasonable adjustments to help overcome them.
- Staff will reassure parents/carers that the school will support their child and make their time in school as positive as possible.
- Staff understand that some parents/carers may face their own challenges, such as mental health difficulties, and may need extra family or early help support.
- If families do not engage with support, or if all other options have been tried, the school will work with the local authority to consider formal or legal action to improve attendance.

11. Roles & Responsibilities

11.1 Governors

- ❖ Maintain an overview of attendance through reports by the HT and the LA via the HT report.
- ❖ Have a named governor with responsibility for attendance.

11.2 Head Teacher and Deputy Head

- ❖ Has overall responsibility for attendance within the school
- ❖ Has responsibility for updating the Attendance Policy in line with local/national changes.
- ❖ Provides advice and support to school staff regarding attendance and punctuality issues
- ❖ Liaises with the named Governor and LA
- ❖ Works with colleagues to implement targets, review statistics and amend the policy as necessary
- ❖ Works with other schools and agencies to promote attendance and punctuality
- ❖ Has responsibility for monitoring the progress of children Looked After by the LA
- ❖ Has responsibility for investigating and reporting incidents of CME
- ❖ Apply authorisation to remove a child from role when the child has been continuously absent for a period of not less than 20 school days, absence has been unauthorised and both the school and local authority have been unable, after reasonable enquiries, to ascertain where the child is.

11.3 Class Teacher

- ❖ Accurately mark registers using appropriate codes, in line with Education (Pupil Registration) Regulations 2006.
- ❖ Ensure Office staff receive notes from parents promptly.
- ❖ Report to appropriate staff any issue or problem which may affect the attendance or punctuality of a pupil.
- ❖ Promote good attendance and punctuality within the classroom and the school.
- ❖ Share any concerns over attendance with HT and/or Deputy Headteacher.
- ❖ Use the half termly data provided by the Attendance Champion to target and support pupils with poor attendance, addressing gaps in learning and nurture to promote school attendance.

11.4 Teaching Assistants

- ❖ Promote good attendance and punctuality within the classroom and the school.
- ❖ Offer support and nurture to target group of pupils (as identified).
- ❖ Liaise with parents / carers and class teacher to promote and celebrate attendance.
- ❖ Reports concerns to Learning Mentors and Senior Leaders.
- ❖ Use the half termly data provided by the Attendance Champion to target and support pupils with poor attendance, addressing gaps in learning and nurture to promote school attendance.

11.5 Learning Mentors / Clerical Officer

- ❖ Receive, update and maintain accurate class registers in line with Education (Pupil Registration) Regulations 2024

- ❖ Maintain SIMS attendance database.
- ❖ Ensure correct codes are allocated for absences.
- ❖ Where a specific need has been highlighted, ensure evidence is requested and followed up.
- ❖ Keep an updated list of children walking to school on their own, ensuring they receive a contact call in case of absence before 9.15am.
- ❖ Provide reports from SIMS to the governors each term
- ❖ Provide weekly reports to HT
- ❖ Identify vulnerable children (falling attendance) and agree course of action.
- ❖ Provide relevant information to LA officers making contact with families regarding attendance and punctuality.
- ❖ Have responsibility for investigating and, where necessary, reporting incidents of children who are Missing from Education.
- ❖ Have responsibility for ensuring parents/carers have access to accurate information and appropriate forms
- ❖ Have responsibility for ensuring requests for term time leave are dealt with in a timely and effective manner in line with the school policy on attendance.
- ❖ Use the half termly data provided by the Attendance Champion to target and support pupils with poor attendance, addressing gaps in learning and nurture to promote school attendance.

11.6 Office Manager

- ❖ Through effective line management and support office staff, ensure attendance is closely and carefully monitored.
- ❖ Report any attendance concerns to head teacher or deputy head and agree action
- ❖ Prepare requests for a penalty notice to be made to the LA.

11.7 Attendance and Inclusion Team


- ❖ Liaise with staff in school and other offices of the LA to promote good attendance and punctuality within the school, Family of Schools and wider community.
- ❖ Support the school to develop whole school strategies relating to attendance and inclusion. Offering advice, analysis and monitoring of attendance issues.
- ❖ Work with school staff regarding pupil's affected by low attendance identified by the LA's data base, discuss and agree appropriate courses of action when necessary, including prosecution procedures as appropriate.
- ❖ The Local Authority to monitor and review the schools attendance. When required for the LA to sit on School Attendance Panels with children's attendance 90% and below.

12. Appendix

12.1 Attendance codes

Attendance Codes		
Code	Meaning	Type
B	Present at the school / morning / afternoon Attending any other approved educational activity - Alternative Provision not arranged through the approved framework	Present Mark
C	Authorised Circumstance (see next page for breakdown)	Authorised Absence
D	Dual registered at another school - Attending Sheffield Inclusion Centre - Attending Alternative Provision at another school site - Chapel House / Becton Outreach / CAMHS Lodges - Hospital education - Education at a secure / residential site - Off-site direction / managed move	Present Mark
E	Suspended or permanently excluded and no alternative provision made	Authorised Absence
G	Holiday not granted by the school or Term Time Leave not granted by the school	Unauthorised Absence
I	Illness (not medical or dental appointment)	Authorised Absence
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution	Authorised Absence
K	Attending education provision arranged by the Local Authority - Home Tutoring - Approved Framework for Alternative Provision - Blended Learning	Present Mark
L	Late arrival before the registers have closed	Present Mark
M	Attended a medical appointment	Authorised Absence
N	Reason for absence not yet established	Unauthorised Mark
O	Absent in other or unknown circumstances	Unauthorised Absence
P	Participating in a sporting activity	Present Mark
Q	Unable to attend the school because of a lack of access arrangements	Not expected to attend
R	Religious Observance	Authorised Absence
S	Leave of absence for the purpose of studying for a public examination. Must be used sparingly with revision opportunities in school.	Authorised Absence
T	Parent travelling for occupational purposes, and the pupil has attended for at least 200 sessions in preceding 12 months.	Authorised Absence
U	Arrived in school after registration closed	Unauthorised Absence
V	Attending an Educational Trip or Visit	Present Mark
W	Attending Work Experience	Present Mark
X	Non-compulsory school age pupil not required to attend school	Not expected to attend
Y	Unable to attend school because of unavoidable cause (see next page for breakdown)	Not expected to attend
Z	Prospective or previous pupil not on admission register	Not expected to attend

Attendance Codes		
Code	Meaning	Type
The Y code: Unable to attend school because of unavoidable cause, is broken down into the following sub codes to provide better differentiation of the reason:		
Y1	Unable to attend due to transport normally provided not being available	Not expected to attend
Y2	Unable to attend due to widespread disruption to travel	Not expected to attend
Y3	Unable to attend due to part of the school premises being closed. For example, this may be due to damage or teacher strikes	Not expected to attend
Y4	Unable to attend due to the whole school site being unexpectedly closed. For example, extreme weather, damage, no hot water or heating	Not expected to attend
Y5	Unable to attend as pupil is in criminal justice detention. For example, in police detention, remanded to youth detention, awaiting trial or sentencing, or detained under a sentence of detention.	Not expected to attend
Y6	Unable to attend in accordance with public health guidance or law, contrary to or prohibited by any guidance relating to the incidence or transmission of infection or disease.	Not expected to attend
Y7	Unable to attend because of any other unavoidable cause. For example, an emergency has prevented the pupil from attending. The unavoidable cause must be something that affects the pupil, not just the parent.	Not expected to attend
The C code: Authorised Absence is broken down into the following sub codes to provide better differentiation of the reason:		
C	Leave of absence for exceptional circumstances. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the school's discretion.	Authorised Absence
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	Authorised Absence
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable.	Authorised Absence



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Penalty Notice Fines for School Attendance are Changing!

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for Penalty Notice Fines issued after 19th August 2024.

<p>Per Parent, Per Child Penalty Notice Fines will now be issued to each parent, for each child that was absent. <i>For example:</i> 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.</p>	<p>5 consecutive days of term time leave Penalty Notice Fines will be issued for Term Time Leave of 5 or more consecutive days. Inset training days are school days and can be included in the 5 or more consecutive days where there was intent to be absent for term time leave.</p>
<p>First Offence The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: £160 per parent, per child paid within 28 days. Reduced to £80 per parent, per child if paid within 21 days.</p>	<p>10 sessions of unauthorised absence in a 10-week period Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10 week period.</p>
<p>Third Offence and Any Further Offences (within 3 years) The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty in Magistrates' Court can show on the parent's future DBS certificate, due to 'failure to safeguard a child's education'.</p>	<p>Second Offence (within 3 years) The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: £160 per parent, per child paid within 28 days.</p>

12.2 Assess, plan, do review cycle

Assess

The reason preventing the child attending regularly

The needs across Education, Health and Care

Has the child's voice been captured, what do they need to happen so they can attend?

What has already been implemented to improve the child's attendance?

What support is required to improve the attendance?

What interventions may be required to improve the child's attendance?

What further assessments may be required?

Set time scales for assessments to be carried out



Plan

What next steps need to take place to help the young person attend every day, on time?

Who will support and what their actions are?

Set time scales for the plan to be implemented

What outcomes do we expect to see?

Ensure the plan is shared with all parties including the child

Do

The plan is carried out by all professionals, the family, and the young person

Review

Has the support worked, does the child and family feel they have been supported?

Are we seeing movement towards the desired outcomes, even small improvements can be big steps?

Has there been any party who hasn't carried out their actions?

Has the child's voice been captured, how do they feel the last few weeks have gone, what difference has been made, what are they proud of, what could have been better?

Is a more punitive route required?



12.3 Appendix



Pipworth Community Primary School
 Pipworth Road
 Sheffield
 S2 1AA

Phone 0114 2391078
 Fax 0114 2391989

Headteacher
 Mrs H. Kenyon

email: enquiries@pipworth-cps.sheffield.sch.uk
 web site: www.pipworthprimary.co.uk

Attendance and punctuality meeting

Childs name:	Class/year:	Attendance:
Date:	SEN:	Other (One page support plan/Myplan/EHCP):
Present:		

Thank you for attending the meeting at school today to discuss the attendance of the above named pupil.

Outlined below are the actions agreed at the meeting including time scales:

Any other Services/Agencies Involved:		
Siblings at other schools:		
What are we worried about	What is going well	Next Steps/actions (inc timescales)
Education		
Health		
Care		

A review meeting will be held on: _____

Other points outlined at the meeting were:

- A parent commits an offence if they fail to ensure that their child, who is a registered pupil at a school, fails to attend regularly.
- School will not authorise any further absence unless medical evidence is provided to support the absence, or the local authority advises us to do so. In the case of medical appointments, you will need to show some proof of appointment for this to be recorded.
- The attendance will be closely monitored by the school and local authority and reviewed accordingly. If there is no significant improvement in your child/ren's attendance, you may be at risk of receiving a fixed penalty notice and/or prosecution.

I confirm that I understand the points agreed as outlined above.

Signature of Parent(s): _____

Signature of School: _____

12.4 Appendix

Challenging and improving attendance Checklist

Completed first day telephone calls/home visits	
Letters sent to share attendance concern and has the assess/plan/do review process been started	
Have you spoken to the class teacher or Learning Mentor?	
Have they spoken to the child during registration times?	
Has the absence, and/or lateness been highlighted in the child's planner?	
Have you or any other staff member met the child outside of form/tutor time to capture the child's voice to establish a reason and put support in place	
Have you met with the parents/carers and asked why the child isn't attending school? Do these reasons match with the reason the child provided?	
Have family circumstances been considered and have you considered with the family what support may help them at this time? Have any referrals to other agencies been offered?	
If regularly late, has the school start time been shared with parents. Have you provided them with an alarm clock/used a sticker chart etc	
Would the child benefit from attending breakfast club to ensure they are on school site on time each day?	
Checked to see if siblings are having the same absences. Have you contacted the school the siblings attend? If unsure which schools, ask your linked A&I Officer	
Have you spoken to other staff members to ascertain any other reasons for absence? Look at the patterns on 'by-lesson attendance', and if patterns are evident speak to those teachers.	
Is the child a Young Carer, and is this having an impact on their attendance?	
Have ACES/Trauma been considered?	
Consider if there are any unmet learning needs, does a one-page profile/MyPlan need to be put in place?	
If a MyPlan/EHCP in place are the outcomes being supported, when was this last reviewed?	
Has the child's health been considered, have you received any medical evidence	
If external services are involved has a meeting taken place? E.g., TAF, CIN, PEP, Transition Pathway meetings	
Where appropriate have you consulted with the linked A and I Officer to consider using the G.P. Protocol or School Attendance Planning meeting?	
Has a good attendance improvement plan been drawn up, and are the pupil and family aware of the plan?	

12.5 Appendix

Strategies employed by school to improve attendance:

- Update target attendance target group
- Focus home visits to target pupils / families it appears to be most effective for
- Home visits for pupils absent with no reason provided or those absent for longer than 3 days
- Tailor liaison with parents according to needs of family (meet at end / beginning of school day, phone calls, informal meetings, home visits, formal meetings etc)
- Working with LA Attendance and Inclusion team Pathways programme
- SIMS registration where by teachers ask why pupils are late / ill (whole school accountability)
- Wake up call for persistently late pupils
- Daily absence telephone calls
- Follow up unauthorised absence - in person
- Build relationships at Breakfast club / parent group / yard before and after school
- Child protection / Child in need - supporting families
- Liaison with FIS and social care
- Formal attendance meetings for children whose attendance falls below 90%
- Daily attendance sticker chart with a weekly reward for vulnerable pupils
- Weekly class cup winners for best attendance (extra play time and stickers)
- Punctuality week (termly)
- Attendance display in main entrance
- Personalised half termly letters home with percentage attendance
- Promote termly 96% plus extra break
- Termly certificates for 100% attendance