



Attendance and Punctuality Policy

LDST has an attendance target of 97% with the aim that pupils will attend 100% of the time.

Regular school attendance is an important part of giving children the best possible start in life:

- Research shows that the pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.
- Pupils who have time off often find it difficult to catch up and do well.
- 90% attendance is equivalent to a pupil missing one half day per week or missing 4 whole weeks over the year - approximately 120 lessons per year missed

Key Department for Education documents:

[Working Together to improve attendance](#)

[Table of Responsibilities](#)

Our Trust Prayer

Heavenly Father,
Let peace, friendship and love grow in our schools.
Send the Holy Spirit to give
excellence to our learning,
love to our actions and
joy to our worship.
Guide us to help others,
so that we may all
Learn, Love and Achieve, Together with Jesus.

Amen

Introduction

As a Diocesan Trust, our Christian values are intrinsically linked to our commitment to provide an innovative, high quality education, so that children and learners make excellent progress and fulfil their academic potential. Good attendance is key to this.

Based on our Christian vision for an excellent education for all, we encourage the highest possible levels of attendance and punctuality for pupils within all of our schools, supporting their learning and development and safeguarding them, by seeing them every day and providing them with an educationally safe and secure environment.

Jesus said, 'Let the children come to me.' (Mt 19).

We believe that we are fulfilling this command by working with schools and families to encourage children to attend school every day, and on time, so that they can flourish and achieve excellence. Our Trust's vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through good attendance we believe that we can promote the development of the whole child so that children grow in wisdom and stature.

To gain the greatest benefit from their education it is vital that all pupils attend regularly and on time. Pupils should aim to attend every day that schools are open. We aspire for all pupils to attain 100% attendance with the expectation that all pupils will achieve our Trust target of at least 97%.

LDST believes teachers, parents, carers, pupils and all members of each school's community have an important contribution in improving attendance and punctuality, ensuring pupils attend so they can achieve the very best they can. We treat all pupils and parents with dignity and staff model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance. We aim to work with parents and carers in a spirit of hope and compassion. This policy sets out how we will achieve this together.

Aims of this Policy

- Maximise the overall percentage of pupil attendance and punctuality at all schools in LDST.
- Support and challenge school leaders to embed strong systems for securing good attendance *See appendix 6*
- Promote our vision of high attendance and punctuality amongst the school community.
- Reduce the number of pupils who are persistently absent.
- Provide support advice and guidance for parents, pupils and staff.
- Develop clear procedures for the maintenance of accurate registration for pupils.
- Ensure a systematic approach to gathering, analysing and acting upon attendance data.

- Ensure a Trust-wide, whole school approach to ensure consistency of intervention strategies.
- Continue to promote effective partnerships with the Local Authority, Children's Services, Health and other partner

Promoting regular Attendance is everyone's responsibility

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance in LDST schools is therefore a concerted effort across all teaching and nonteaching, the trust or governing body, the local authority, and other local partners.

Working together to improve attendance

In LDST we expect schools and families to work together to secure the highest attendance. We:

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 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.

Effective school attendance improvement and management

PREVENTION of
poor attendance through good
whole school attendance
management

- **ALL PUPILS:** Developing good attendance patterns through effective whole school approach to attendance (including leadership, ethos and systems and processes)
- **PUPILS AT RISK OF POOR ATTENDANCE:** Using attendance and absence data rigorously to support pupils with increasing levels of absence, arriving at school late or taking leave in term time without permission before it becomes a regular pattern

EARLY INTERVENTION
to reduce absence before it
becomes habitual

- **PUPILS WITH POOR ATTENDANCE:** Intervening as early as possible and agreeing an action plan for pupils with high levels of absence and those demonstrating growing disengagement with school

Targeted
Re-engagement of
persistent and severely
absent pupils

- **Persistent and severely absent pupils:** put additional support in place, working with partners to agree a joint approach

Expectations of schools

- Develop and maintain a whole school culture that promotes the benefits of good attendance
- Encourage good attendance and punctuality through
 - Appropriate interventions.
 - Delivering a good quality curriculum
 - Recognising that high quality teaching and learning is essential to the promotion of attendance.
 - Rewarding good attendance and punctuality through regular incentives.
- Communicate and publish: *See appendix 1*
 - a clear school attendance policy on the school website which all staff, pupils and parents understand.
 - Robust daily processes to follow up absence.
 - The dedicated senior leader with overall responsibility for championing and improving attendance.
 - Clearly defined staff attendance roles and responsibilities
- Encourage effective partnerships with parent/carers through regular contact to provide appropriate support.
- Ensure Parents/carers are kept informed of pupils' attendance and punctuality through first day contact, termly progress reports, individual letters and meetings when required.
- Accurately complete Admission and electronic Attendance Registers. *See appendix 5*
- Proactively monitor and analyse data to identify pupils at risk of poor attendance and develop strategies to support them. *See appendix 4*
- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Ensure our most vulnerable pupils are given equal opportunities to flourish and provided with appropriate support to ensure they have good attendance:
 - Where out of school barriers are identified, signpost and support access to any required services in the first instance.
 - Where appropriate, take an active part in the multi-agency effort with the local authority and other partners.
 - Intensify support through statutory children's social care where there are safeguarding concerns
 - Where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.
- Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.

Expectations of Parent/Carer *See appendix 2*

We believe every child has the right to access a high quality education so they can 'grow in wisdom and stature' (Luke 2:52). The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly.

Parents are expected to support the Trust's attendance policy by:

- Ensuring their child attends every day the school is open except when a statutory reason applies.
- Notifying the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). A child not attending school is considered to be a safeguarding matter. This is why information about the cause of any absence is required.
- Only requesting leave of absence in exceptional circumstances and do so in advance.
- Booking any medical appointments around the school day where possible.
- Working with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engaging with the support offered to prevent the need for more formal support, including any parenting contract or voluntary early help plan to prevent the need for legal intervention

The Education Welfare Officer (EWO)

- The Education Welfare Officer – provides support for parents/carers and advice on problems relating to attendance and encourages good communications between home and school.
- The EWO will always try to resolve the situation by agreement with the family but, if a resolution cannot be achieved to improve the pupil's attendance and where unauthorised absence persists the EWO will be required to give consideration to the instigation of legal proceedings which include; Penalty Notices, Parental Prosecution and Education Supervision Orders. Details regarding attendance law, penalty fines and legal interventions are available from the Local Authority.

Punctuality *See appendix 3*

Poor punctuality is not acceptable. If a pupil misses the start of the day, they can miss work and disrupt lessons, it can be embarrassing for the pupil arriving late and can encourage future absence.

Schools in LDST proactively manage lateness and set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent. This

is the same for every session, and not longer than either 30 minutes after the session begins.

Understanding types of Absence

Schools must record every absence that a pupil takes from school and this is why it is important that parents/carers advise school about the cause of any absence, preferably by calling the school on the first day of absence and in writing on the pupil's return.

Authorised Absence

Authorised Absence is when the school has accepted the explanation offered as satisfactory justification for the absence or given approval in advance for such an absence. If no explanation is received, absences cannot be authorised. It is the Headteacher, not parents who make the decision to authorise absence from school.

Unauthorised Absence

Unauthorised Absence is when the school has not received a reason for absence or has not approved a child's leave absence from school after a parent's request. This includes but is not exclusive to:

- Parents giving their children permission to be off school unnecessarily, such as for shopping, birthdays, to look after siblings
- Absences which have not been explained.
- Pupils who arrive at school too late to get their mark.

Leave of Absence in Term Time

Only exceptional circumstances warrant a leave of absence. Schools should consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the headteacher to determine the length of the time the pupil can be away from school.

As head teachers should only grant leaves of absence in exceptional circumstances it is unlikely a leave of absence will be granted for the purposes of a family holiday.

Persistent Absence

- Pupils are defined as persistent absentees by the Department for Education (DFE) if their attendance falls below 90%. This is for any absence whether authorised or unauthorised. Schools are expected to intervene well before pupils reach a level of persistent absence.
- Where absence escalates and pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), we

work with parents and local authorities to put additional targeted support in place to remove any barriers to attendance and reengage these pupils.

- We pay particular focus to pupils who are absent from school more than they are present (those missing 50% or more of school) and work with external agencies to provide intensive support

Part-time timetables

- All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable should not be used to manage a pupil's behaviour. This is time-limited.

School/LA specific information

This type of absence may lead to the use of Penalty Notices or other sanctions from the Local Authority. From September 2018 St James CE Primary School can issue warning letters (in accordance with the Local Authority Code of Conduct) to parents where their child has accrued 10 sessions of unauthorised absence in any one term. The warning period will cover a period of 20 school days. If the child has any unauthorised absence during this time the school will refer to case to the local authority requesting a Penalty Notice be issued.

Removal from Roll

From the 1st September 2016 changes were introduced to the Pupil Registration Regulations 2016. These amendments affect all non-standard transitions; this is whenever a child of compulsory school age leaves a school before completing the school's final year.

As a school we are now required to:

- Inform the LA in **every** circumstance when deleting a pupil's name from the admission register
- Inform the LA of the pupil's destination school and home address if the pupil is moving to a new school.
- Provide information to the LA when registering new pupils, including the pupil's address and previous school.
- Provide daily attendance data to the DfE.

If your child is leaving our school, parents are asked to:

- Give the attendance officer comprehensive information about their plans, including any date of a move and your new address and telephone numbers, your child's new school and the start date when known. This should be submitted to our school in writing.

- If pupils leave and we do not have the above information, then your child is considered to be a ***child missing in education***. This requires schools and local authorities to then carry out investigations to try and locate your child, which includes liaising with Children's Services, the Police and other agencies. By giving us the above information, these investigations can be avoided.

Appendix 1: Specific information to be published

<p>The attendance and punctuality expectations of pupils and parents</p> <p>In line with the LDST Attendance Charter, it is our aim that children attend 100% of the time. However we expect that children will attend 97% of the time, and all children should be on time every day. We expect parents to encourage and support their child to have good attendance, and that they will communicate with school when their child is absent.</p>	
<p>The name and contact details of the senior leader responsible for the strategic approach to attendance in school;</p> <p>Attendance Lead; Mrs T Briers</p> <p>School contact details; 01744 678545 stjameshaydock@ldst.org.uk</p>	
<p>Start and close times of the school day;</p> <p>Our gates will be open for pupils between 8:40 and 8:50am. Pupils are expected to be in school ready to learn at 8:50am, and registers will be taken at 9:00am.</p>	
<p>Register closing times;</p> <p>Morning register close; 9:20am Afternoon register close; 1:30pm</p>	
<p>Contact details for the school staff who parents should contact about attendance;</p> <p>Parents should contact Miss A Maloney in the school office to report their child's absence.</p> <p>The Attendance Team at St James consists of Mrs T Briers, Mrs Young and Education Welfare Officer Judith Fowler. All can be contacted on 01744 678 545.</p>	
<p>Day to day processes for managing attendance;</p> <p>As soon as the registers have been completed, the Attendance Team will check for absences. By 9:15am, a member of the Attendance Team will be making first-day response phone calls home. For this reason, parents are required to phone the school office before 9am to report their child's absence.</p> <p>If there is no answer to phone calls, a text reminder is sent, and then a home visit conducted.</p> <p>If there are safeguarding concerns, contact with the family will be made as soon as possible. School will contact all numbers on the emergency contact list and may also contact high school if there are older siblings. If the child has a social worker, they will be informed of the absence.</p> <p>If a pupil's absences are increasing and we are not aware of a good reason the parent/carer will be invited to meet the Attendance Team to</p>	

discuss expectations and support, and we may refer to the Education Welfare Officer.	
<p>How to inform school of an absence;</p> <p>Parents should report absences to the school office on 01744 678545. Parents should also keep school informed if the absence is expected to last more than one day eg if the child is ill for a period of time. Parents should not inform school by email. If an email is received, school we treat this as no information being received an follow procedures outlined above.</p>	
<p>How to take a leave of absence;</p> <p>If a parent intends to take a period of absence such as a holiday in term time, they should inform school by completing a leave of absence form, available at the school office. Parents should be aware that authorising a leave of absence is at the Headteacher’s discretion and is very unlikely to be approved.</p>	
<p>How the school promotes and incentivises good attendance;</p> <p>At St James’, we incentivise and celebrate good attendance. This is through a range of rewards such as certificates, prizes, raffles and whole class experiences. We also regularly inform parents of current attendance through letters and reports, and dedicating shout-outs on our newsletter and Twitter.</p>	
<p>How the school uses data to target attendance improvements;</p> <p>St James utilises data through EdGen Iris software and the LDST Attendance Dashboard to closely monitor group and individual children’s attendance. This is broken down in weekly Attendance Team meetings to provide targets and ensure accurate safeguarding of pupils. We use this data to understand which strategy we will use to support which family.</p>	
<p>Reducing persistent and severe absence</p> <p>If children are identified as persistently absent in their previous school year/term, support is identified that is then carried out through the school year. This may include meeting with parents to discuss expectations. These meetings often raise other issues which could be a barrier for attendance, such as mental health or academic struggles, and we then liaise with other professionals such as the Inclusion Lead or Mental Health Support Team to identify and deliver a package of support.</p>	
<p>Fixed Penalty Notices;</p> <p>A Fixed Penalty Notice may be sought if an unauthorised holiday is taken in term time. Other unauthorised absences may also warrant a Fixed Penalty Notice, if the total amount of unauthorised sessions is 20 within a 10 week period.</p>	

Appendix 2: What parents must do if their child is going to be absent

- Ensure your child arrives for school on time.
 - Telephone school if your child is to be late.
- For routine non-emergency medical and dental appointments please ensure they are made outside of school hours.
- Contact school preferably by 9:00 am on the first day of absence if your child is unable to attend through illness, giving an indication of the expected duration and return date to school. Be aware that school staff may ask follow up questions about your child's illness.
- If a text message/phone call is received as a result of your child's absence it is important that you respond to this text to ensure your child is appropriately safeguarded.
- **In case of emergency** we need up to date contact numbers at all times so please ensure you inform us of any changes especially to mobile telephone numbers. As a school we request a minimum of three emergency contact details be provided
- Requests for exceptional circumstances leave of absence must be in writing to the Headteacher and can only be authorised by the Headteacher. Reasons such as a close family bereavement or taking part in a significant religious event would be acceptable for short absences. Unacceptable reasons for missing school, include general holidays, weddings, shopping, concerts and birthdays. Absence Forms can be requested from the school reception.

Appendix 3: How we manage lateness

The school day starts, and registers are taken at 9:00 am by the class teacher and pupils receive a late mark if they are not in their class by that time. School recommends that pupils arrive by 8:50 am.

- Late arrival to school following the close of registers is classified as an absence. If a pupil is persistently late after the official close of the register, the school may request the local authority issue a Penalty Notice. Arriving late after registration (9:20am/1:30pm) will result in a U late mark, which is an absent mark.

If a Parent/Carer has any problem getting their child to attend school on time they should contact the school office. The senior leadership team will do their best to offer support to resolve the problem.

Appendix 4: Monitoring Attendance

St James C.E. Primary school analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and to look at historic and emerging patterns across the school and develop strategies to address them. and put effective strategies in place

We:

- Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families. We analyse the data for individual pupils, cohorts and groups (including their punctuality) across the school to help schools achieve their responsibilities under the Public Sector Equality Duty.
- Analyse patterns of attendance
- Use this analysis to provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and to leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).
- Identify the pupils who need support and focus staff efforts on developing targeted actions for those cases).
- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This includes analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance outbreaks of illness.
- Benchmark our attendance data (at whole Trust, school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.
- Devise specific strategies to address areas of poor attendance identified through data.
- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented. The findings should then be used to evaluate approaches or inform future strategies.
- Provide data and reports to support the work of the board or governing body, as set out in section 3.



Attendance

Monitoring for LGBs.c



Monitoring

Attendance report).dc



Attendance Lead

Questions.docx

Appendix 5: Admissions and Attendance Registers

The law requires all schools including independent schools to have an admission register and, all pupils (regardless of their age) must be placed on the admission register and have their attendance recorded in the attendance register.

Admissions Register ('the school roll')

The admission register (sometimes referred to as the school roll) must contain specific personal details of every pupil in the school along with the date of admission or re-admission to the school, information regarding parents and carers, and details of the school last attended.

Attendance Register

Schools must also take the attendance register at the start of each morning session of each school day and once during each afternoon session. On each occasion they must record whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.

Retaining and amending registers

Effective and timely use and sharing of register data is critical to improve attendance. Schools are expected to use an electronic management information system to keep their attendance and admission registers to improve accuracy, speed up the process of sharing and analysing information, and make returns to local authorities and DfE easier.

Registers are legal records and all schools must preserve every entry in the attendance or admission register for 3 years from the date of entry. As the attendance register is a record of the pupils present at the time it was taken, the register should only routinely be amended where the reason for absence cannot be established at the time it is taken and it is subsequently necessary to correct the entry. Where amendments are made, all schools must ensure the register shows the original entry, the amended entry, the reason for the amendment, the date on which the amendment was made, and the name and title of the person who made the amendment.



ADMISSIONS
REGISTER.docx



Attendance and
Absence Codes.docx

Appendix 6: The role of LDST in securing good attendance

We recognise the importance of school attendance and as a trust, we are committed to maintaining a constant focus on improving attendance. We:

- Set high expectations of all leaders, staff, pupils, and parents. Ensure school leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensure school staff receive adequate training on attendance.
- Share effective practice on attendance management and improvement across schools.
- Support schools to prioritise attendance, and work together with school leaders to set whole school attendance cultures
- Recognise that attendance improvement does not happen in isolation and ensure it is prioritised in wider improvement strategies, such as raising attainment, behaviour, special educational needs and disabilities, wellbeing, and safeguarding. In order to achieve this all our schools have a link governor that focuses on attendance.
- Identify and monitor attendance patterns across our schools to identify common issues and barriers and share effective practice between schools.
- Work with school leaders to set goals or areas of focus for attendance and providing support and challenge around delivery against those focus areas.
- Work with school leaders to develop a comprehensive attendance action plan to improve attendance.

Appendix 7: Attendance and Punctuality Roles and Responsibilities

When	Whom	Actions Expected
DAILY	Pupils	<ul style="list-style-type: none"> • Arrive on school site by 8:50 am • Be in class on time for registration at 9:00 am
	Class Teacher	<ul style="list-style-type: none"> • Electronic Registers are completed each day on time • Ensure attendance has a high profile in class • Discuss absence with pupils returning to school • Welcoming long-term absentees back into the class
	Pastoral Staff	<ul style="list-style-type: none"> • Ensuring staff have completed AM/PM registers • Ensuring input of accurate attendance marks in the register • Identify pupils who are absent from school without reason (before 9:15am) • Record parental voicemails, text messages and emails regarding student absences • Ensure all Late arriving pupils are spoken to and their attendance is entered on to IRIS • Record in touch messages sent to parent/carers who have failed to contact regarding their child's absence. • First day absence phone contact with parents/carers, following up unexplained absences where no text message/phone call has been returned. • SLT and class teachers contacted with specific attendance queries and necessary follow ups required • Supporting staff with registration queries, support the interventions of the class teachers. • Logging attendance of all pupils going out /in school for medical, dental or visits • Daily liaison with other settings for pupils educated off site to ensure AM and PM registers are provided within set time parameters and pupils who fail to attend with reasons unknown are followed up through the First Day contact systems. <ul style="list-style-type: none"> • Daily late process, log and send actions for relevant staff. • Daily Attendance/ PA report sent to senior leader with responsibility for attendance.

	Curriculum Leaders	<ul style="list-style-type: none"> • Curriculum leaders' informal discussions with identified pupils to follow up attendance issues and agree future action required. • Curriculum leaders discuss with class teachers when required identified pupils of concern regarding specific attendance queries and necessary follow ups required.
	EWO	<ul style="list-style-type: none"> • Safeguarding home visits as required. • Focused casework interventions with persistent absence pupils and families. • Phone call contact with pupils/parent/carers • Home visits • Instigation of legal proceedings • Tracking of actions and interventions and feedback to pastoral staff.
	Senior Leaders	<ul style="list-style-type: none"> • Monitoring and tracking of staff not completing registers in line with Safeguarding requirements. • Daily attendance meeting with Attendance Lead • Liaison with EWO, Pastoral staff and Curriculum Leaders regarding support work with identified pupils

When	Whom	Actions Expected
WEEKLY	Class teacher	<ul style="list-style-type: none"> • Ensure all members of the class know the school target and their current attendance • Monitor/follow up identified pupil absence by making contact with parent/carers where appropriate. • Update information on attendance boards
	Pastoral Staff	<ul style="list-style-type: none"> • Informing SLT and EWO of pupil patterns of absence. • Provide weekly pupil attendance figures for class teachers and pupil rewards • Discuss punctuality issues with identified pupils and parent/carers • Pupils rewards • Provide weekly punctuality data for class teacher and pupil rewards
	Curriculum Leader	<ul style="list-style-type: none"> • Details of pupils who are regularly absent should be forward initially to the subject leaders • Organise help for pupils to catch up on missed work due to prolonged absence
	Senior Leaders	<ul style="list-style-type: none"> • Monitoring and Tracking of staff not completing registers in line with Safeguarding requirements. • Weekly attendance meeting with attendance team to plan actions • Liaison with EWO, Pastoral Coordinators and Curriculum Leaders regarding support work with identified pupils

When	Whom	Actions Expected
HALF TERMLY	Senior Leader	<ul style="list-style-type: none"> • Maintain a high profile of attendance as a significant contributor to pupil achievement • Use attendance data to identify and take action to improve the attendance of vulnerable pupils • Ensure that all teaching staff focus on attendance in planning and pedagogy
	Senior Leader	<ul style="list-style-type: none"> • Ensure that attendance features in ALL parents evenings • Monitor and track attendance/PA Action Plans • Liaise with EWO to share information and agree joint actions re action plans or other pupils causing concern

TERMLY	Senior Leader	<ul style="list-style-type: none"> • The importance of attendance is underpinned by awareness of safeguarding issues for all pupils both in school and those at off-site provision • School Attendance Review alongside the EWO • Ensure that attendance is given a high profile as a key driver of school improvement and provide support and guidance to SLT, for plans to raise attendance • Ensure that the attendance policy is implemented across the school and that systems are operating effectively. • Report to SLT on attendance matters • Ensure school prospectus, parent/carers welcome booklet and school newsletters promote attendance.
	Head teacher	<ul style="list-style-type: none"> • Ensures school policy and procedures reflect the school's Christian vision, and actions are taken in the spirit of hope, compassion and reconciliation. • Ensure that attendance maintains a high profile as a key driver of school improvement through close monitoring and scrutiny of attendance data in conjunction with SLT and Governors

Appendix 8: Attendance levels

Attendance %	RAG	Intervention	Lead Responsibility
100% Perfect Attendance		Rewards and Praise Half termly certificates for 100% End of year reward for 100%	Class Teacher Pastoral Staff Senior Leader
96% up to 100% Attendance is good	97%+	Rewards and Encouragement Termly certificates for pupils reaching the 97% target for each term. Small prize box for 97% for the half term. Half termly rewards for classes eg a session or experience.	Class Teacher Pastoral Staff Senior Leader
	96 – 97%		
94% up to 96% Slight Concern		Highlight any decline Agree actions Rewards and Encouragement Individual improvement charts	Class Teacher Pastoral Staff Senior Leader EWO
92% up to 94% Concern Pupils at risk of becoming persistently absent		Talk to pupils and contact parent/carers Informal meetings Return to school discussions Safeguarding visits Early Intervention EWO Persistent absence warning letters HT meet with parents / carers	Class Teacher Pastoral Staff Senior Leader EWO
90% up to 92% Very Concerned		Regular attendance action planning meetings HT meet with parents / carers Governors meet with parents / carers Safeguarding visits Action Plans Legal intervention	Senior Leader Pastoral Staff Governors EWO
Below 90% Attendance is a serious concern		Regular attendance action planning meetings HT meet with parents / carers Governors meet with parents / carers Safeguarding visits Action Plans Legal intervention	Senior Leader Pastoral Staff Governors EWO

Appendix 9: Our Attendance Charter

Our Attendance and Punctuality Charter

Regular school attendance is an important part of giving children the best possible start in life. LDST has an attendance target of 97% and aim that pupils and students will attend 100% of the time.

Schools within the Liverpool Diocesan Schools Trust:

- Work together to support and improve the **attendance and punctuality** of all children across our Trust
- Share best practice to promote the best attendance.
- Recognise that we must act as attendance role models for the children and young people in our care.
- Champion and celebrate outstanding and improved attendance.
- Rigorously and consistently address attendance concerns and issues
- Seek to support parents and carers to prioritise school attendance.
- Recognise that patterns form early and we encourage attendance of our youngest children.
- Encourage positive attendance across all key stages so that young people are ready for the next stage of education, training or work.
- Promote the importance of children arriving at school on time and remaining at school all day.

Learners with good attendance make greater progress.

Appendix 10: Our Attendance Monitoring and Incentives

Attendance Monitoring	Attendance Incentives
<p><u>Daily</u></p> <ul style="list-style-type: none"> • First day response; a member of the Attendance Team will look at registers, highlight absent children, and contact parents if no reason for absence has been given. Contact may include phone calls, texts and home visits. A calling card will be left in the event of a home visit. • If an absent child has a social worker, contact is made with them. • Parents may be required to provide medical evidence and school can provide advise and guidance on this. <p><u>Weekly</u></p> <ul style="list-style-type: none"> • Staff on the Attendance Team meet weekly to look at whole school attendance and any children that have been absent. • Parents may be invited into school to meet with the Attendance Team to discuss ways we can support them in improving their child’s attendance. • Alternatively, the Attendance Team will discuss with the Education Welfare Officer, and a referral may be completed. The EWO will then make contact with parents. <p><u>Half-termly</u></p> <ul style="list-style-type: none"> • Parents will be informed regularly of their child’s attendance through attendance letters and termly school reports. 	<p><u>Weekly</u></p> <ul style="list-style-type: none"> • Attendance is celebrated on the newsletter and in worship. In worship, every class’ attendance is displayed and those achieving 97% or above are moved up on the Rockets. <p><u>Half-termly</u></p> <ul style="list-style-type: none"> • A class reward is given for the highest or most improved attendance. This could be extra play-time, a forest school or craft session. • A traffic-light letter is sent home indicating current attendance in red, amber, green or purple, in line with LDST expectations. • Children achieving above 97% for the half-term will be able to choose a pocket-money prize from the box. <p><u>Termly</u></p> <ul style="list-style-type: none"> • Parents will be informed of their child’s attendance through school reports. • Certificates will be awarded to children in the termly attendance worship (100% for the whole year, 97% for the term) <p><u>Annually</u></p> <ul style="list-style-type: none"> • Any children achieving 100% for the year will be rewarded with a treat or experience. <p><u>Other</u></p> <ul style="list-style-type: none"> • Individual children; sometimes, in line with a child’s attendance improvement plan, will be encouraged to complete a short attendance tracker. This can be rewarded with a sticker or small prize. • Ad hoc incentives, such as monthly or short-term (terrific 10) may be used to support attendance. • We may also run attendance raffles; children achieving high or improved attendance can win prizes often donated by local businesses or groups.

