

# Attendance Policy



The Livingstone Road Primary Federation adopts the principles and procedures of this Policy for both Schools

**Review Cycle: Annual**  
**Last Reviewed: February 2023**

**Responsible for Review: EHT**  
**Next Review Date: February 2024**

## Expectations

At Livingstone Road Primary Federation, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality of all our pupils from the outset. It is a central part of our school's vision, values, ethos, and day-to-day life. Punctuality and good regular attendance are crucial to the success of our pupils; they will be able to take full advantage of the educational opportunities available to them and be able to 'Learn Laugh Dream Grow'.

**It is our duty to strive consistently to achieve a goal of 100% attendance for all children.**

The name of the Senior Leader responsible for the strategic approach to attendance at our Federation is Mrs Hayward, Executive Headteacher.

Mrs Kenevan, Pupil Engagement Officer, who can provide pupils and parents with individual attendance support.

## Legal Duty

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. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

## Daily Routines

### Registration

- The school day begins at 8:40am (8:30am for EYFS) and all pupils are expected to arrive to school at this time.
- Legally the register must be marked twice daily. This is once at the start of the school day, 8:30 for EYFS and 8.35 for Years 1-6, and again for the afternoon session at 1pm.

### Lateness/Punctuality

- It is important your child arrives to school on time, every day. If your child is late they can miss the learning instructions/input and cause disruption to not only their own education but also that of other pupils.
- All lateness is recorded daily. This information is required by the courts, should a prosecution for non-attendance or lateness be necessary.
- In EYFS, lateness is recorded for all pupils arriving after 8.45 and in years 1-6, for pupils arriving after 8.50.
- Arrival after the close of registration will be marked as a late and coded L until 9.00. Arrival after 9.01 will be coded as an unauthorised absence and coded U. This mark shows them to be on site, but is legally recorded as an absence.

### Collection

- Please collect your child promptly at the end of the school day. Where late collection is persistent and/or significantly late, the school is obliged to take any uncollected pupil to a place of safety and share concerns, as necessary, with other agencies.
- The school day ends at 3:10pm (3:00pm for EYFS).

### Appointments

- All appointments, where possible, must be arranged after school.
- Parents should provide advance notice by way of a medical card and/or letter for any time off school required for medical appointments and complete a 'Medical Appointment Request Form'. This form is available from the Federation Office.
- Time away from school as a result of an appointment must be kept to a minimum – children should not be absent for the whole day/whole morning/whole afternoon.

### Absences

A child not attending school is considered a **safeguarding** matter. This is why information about the cause of any absence is **always** required.

#### Parents will:

- On the first day of absence, parents should telephone the Federation Office as soon as possible (before 9am) with an explanation of the absence. Parents should contact every day until the child returns to school or alternatively indicate the length of absence and the reasons why it is known the pupil will be unable to attend e.g. recovering from an operation. In these circumstances, a 'check in' date must be agreed when the absence will be reviewed.
- Failure to provide an explanation within 5 days of the start of the absence will result in the absence being marked as unauthorised. In these circumstances legal interventions may be considered.

#### School will:

- Telephone the child's main parent/carer to establish the reason for absence if we have not heard from you – this is because we have a duty to ensure your child's safety as well as their regular school attendance. In some cases, other emergency contacts listed on the child's record may be contacted.
- If an explanation is not received, or if the explanation is unsatisfactory, the absence will not be authorised.
- Some children are considered as vulnerable because they, or their family, receive support from external agencies. For these children, if they are absent and a reason has not been provided or a parent/carer cannot be contacted, a Designated Safeguarding Lead will decide if it is appropriate to notify the relevant external agency of the absence.

- Attendance of all children is checked by the Pupil Engagement Officer on a daily basis. If the absence of any pupil is causing concern a Designated Safeguarding Lead will decide if it is appropriate to carry out a home welfare visit and/or to notify the relevant external agencies of the absence.

### Ten Days Absence

We have a legal duty to report the absence of any pupil who is absent for 10 consecutive days and we are concerned they are missing their education. For these children we will notify BCP council that the child has not been seen or in school for 10 days, if we feel there has not been a reasonable explanation from the parent/carer or we have concerns regarding a child's wellbeing.

### Term Time Leave and Holidays

The Education Regulations 2013 prohibits the Executive Headteacher from granting leave of absence to a pupil, except where an **advance application** has been made by the parent and the Executive Headteacher considers that there are **exceptional circumstances** relating to the application.

- The request for leave of absence must be made in advance by completing the 'Leave of Absence During Term Time Request Form'. The form is available from the Federation Office. Each case will be considered on merit, taking into account the individual facts and exceptional circumstances.
- For the purpose of defining 'exceptional circumstances' and as a guiding principal only, the Executive Headteacher may consider if the reasons given for requesting leave are rare, significant, unavoidable and short.
- The School will not consider the following to be exceptional circumstances:
  - The availability of cheap holidays.
  - An overlap at the beginning or end of the school term.
  - Birthdays
  - Accompanying a sibling or parent to a medical appointment.
- Where a leave of absence is granted, the Executive Headteacher will decide the number of school days a child can be away from school, and the agreed date of return to school.
- Where a leave of absence is not granted or where the child fails to return to school by the agreed date following approval of leave of absence, then the Executive Headteacher will pass on the details to the Local Authority in line with the duty around reporting children missing education.
- The Executive Headteacher may request the Local Authority to issue both parents with a penalty notice for each child for absence from school.

### Legal Interventions

There are a number of Legal actions open to a school, Academy Trust or Local Council to enforce school attendance. Local councils and schools can use various legal powers if your child is missing school without a good reason. These Include:

- A Parenting Order
- An Education Supervision Order
- A School Attendance Order
- A fine (sometimes known as a 'fixed penalty notice')

Improving Attendance at is a priority and as such, we may use any of the above enforcement actions if our internal procedures have not resulted in improved attendance.

## Managing Absence/Lateness

### Monitoring

#### Office Staff will:

- Ensure the attendance register is updated with details of pupils who arrive late.
- Ensure details of pupils and the reasons for the late arrival are communicated to the Pupil Engagement Officer.
- Ensure accurate details are noted of parents contacting the School about their child's absence – including the reason for absence and the likely length of absence.
- Contact parents by telephone who fail to notify the School of their child's absence on the 1st day of absence, ensuring that any follow up action required is flagged to the Pupil Engagement Officer.
- Ensure all medical absences are evidenced with the appropriate school authorisation (e.g. appointment card/letter and request form).

#### Teachers will:

- Notice children who are absent and welcome them warmly on their return.
- Make follow-up phone calls to parents of absence pupils who have been identified as at-risk to challenge absences and encourage early return to school.
- Make follow-up phone calls to parents if their child has had 2 successive days off, to check wellbeing and to support the return of the child.
- Escalate any absences causing concern to the Pupil Engagement Officer.

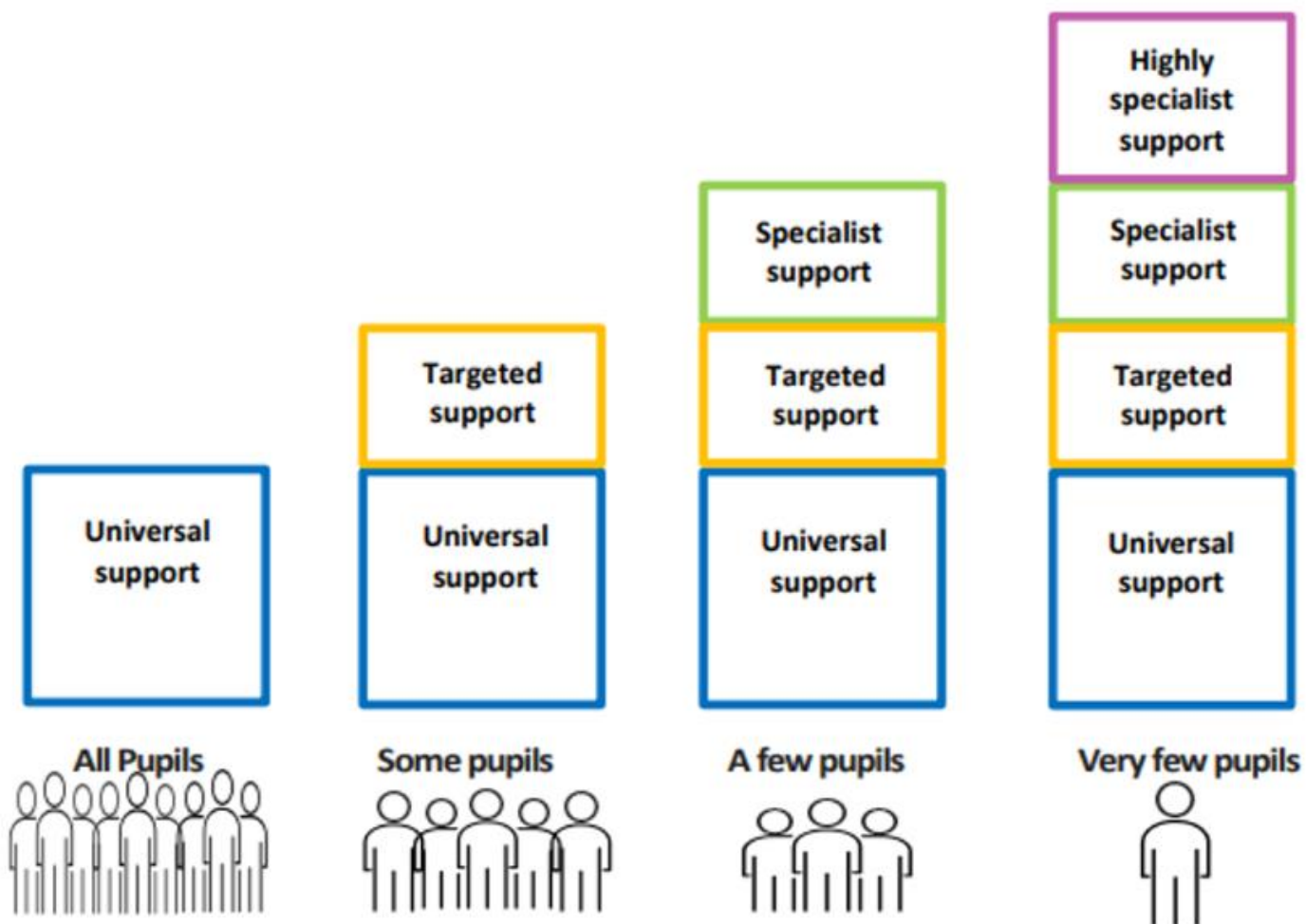
#### Pupil Engagement Officer will:

- Produce weekly attendance and punctuality data, including Attendance Trackers.
- Share data with SLT, Teachers and the Pastoral Lead.
- Review the weekly attendance and punctuality data and follow strategies outlined in the 'Attendance Support Scale'.
- Recognise and celebrate improved class attendance in assembly.
- Support directing work of the Pastoral Officer to work with key children.
- Work collaboratively with Teachers to produce a remote offer of work for children who can't physically attend school.

## How we Support Children's Attendance

### Graduated Response to Attendance/Non-Attendance

A Graduated response consists of a series of stages that build on one another in response to the level of need, as illustrated in the graphic below. Each stage includes elements of the stages before them. Not every element of each stage will be appropriate for each pupil and support can be tailored for each individual.



Stage	Provision required	Support and provision All practice follows the agreed attendance policy	Assessment, recording and monitoring systems	Comments
1	Universal provision  All pupils	Adults build warm relationships with children – children feel you know them individually. Children are welcomed daily to ensure they feel known and valued. The classroom provides a safe physical and emotional space for learning. Learning meets the needs of all pupils Strong relationships and open communication is formed with parents Teachers identify barriers that cause children to struggle in school. Teachers notice children who are absent and welcome them warmly on their return – interest and care Follow up call by well-known adult for absent pupils after day two missing – welfare/valuing Additional strategies may include- <ul style="list-style-type: none"> <li>• Attendance assemblies</li> <li>• Certificates</li> <li>• Attendance awards and praise for improvements</li> <li>• Attendance newsletters</li> <li>• Attendance boards</li> </ul>	Daily attendance records Bromcom alerts –pri 95% markers Analysing data for groups weekly, particularly for vulnerable groups Robust daily processes to follow up absence.	The purpose of the welfare call on day three of absence is to check how the child is and let them know you are looking forward to their return.
2	Early intervention support  At risk of PA (92-94/95%)	Parents will receive notifications of their child’s attendance by letter/email/text with a reminder of our policy and processes. Access to breakfast club and end of day activities, subsidised if needed Conversation with teacher or family support worker to consider what might help improve attendance. Additional strategies may include- <ul style="list-style-type: none"> <li>• Letters/postcards home for attendance improvements</li> <li>• Targeted Clinic for parents – Coffee morning, keeping in touch, help and support with pastoral team</li> <li>• Transport problem solving</li> <li>• Remote offer of work – through Oak Academy while reengagement plan in place to help child come to school more regularly</li> <li>• Environmental review and consideration of sensory needs</li> <li>• Access to pastoral / ELSA support if appropriate</li> </ul>	Log of actions will begin Attendance at any extra- curricular activities will be logged for praise. In-school pastoral/ELSA support sessions will be logged. Records of communications with Parents/Carers will be made.	Pupil Engagement Officer and family liaison officers will take a greater role in stage 2. However, it is important to remember that the relationship with the teacher remains pivotal in improving attendance.  This stage is focused on supporting a child and parent to understand the importance of

		Pupil given role or responsibility if this will support confidence, routine or integration with peers	Action plans in place for returning regularly to school if the pupil is working remotely	education and to help them to feel more comfortable in attending school.
3	<p>Targeted, additional support</p> <p>Those now close to PA or PA</p> <p>(87-91%)</p>	<p>Support within class through small groups and individual support to ensure learning can be accessed effectively.</p> <p>The school will begin to follow the process of referral to the Education Welfare Officer or School Attendance Panel.</p> <p>Team around the child meeting to discuss barriers and solutions with parents present.</p> <p>Home visits as needed, to keep in touch and ensure child feels valued</p> <p>Attendance support plan jointly agreed with parents to increase attendance over time and will consider evidence-based interventions or 1:1 catch up on learning missed through absence.</p> <p>Work with parents regarding routines and signposting support outlining potential need for local authority intervention in the future if there is no improvement.</p> <p>The school will begin to follow the process of referral to the Education Welfare Officer or School Attendance Panel with all accompanying paperwork where appropriate.</p> <p>Where attendance falls in stage three due to medical need, there should be a clear plan to support the child to learn remotely where possible and to maintain contact with peers.</p>	<p>This group of pupils should be reviewed weekly by the Pupil Engagement officer and HT.</p> <p>Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team</p> <p>Assessment for Learning systems used to identify strengths/gaps</p> <p>Individual Attendance Plan with weekly review</p>	<p>At this stage, pupils should be monitored closely and worked with intensively and positively to reverse negative attendance trends. The teacher must continue to make positive contact with the child in their absence, but it will also be helpful for the child to have a key worker/key person they can speak openly with and who will maintain regular contact.</p>
4	<p>Targeted, intensive additional support</p> <p>(80 – 87%)</p> <p>Attendance is a real concern</p>	<p>Targeted support within class through small groups and working individually with an adult</p> <p>The school will work with other agencies to ensure that attendance is a key focus in any support.</p> <p>A formal referral to the Local Authority Education Welfare Department or School Attendance Panel will be made by the school if the absences are unauthorised. You may have a child on low percentage attendance but this has all been authorised by the school due to the circumstances or the family have been away on an extended holiday and have received an FPN. In these types of cases referrals would not be made.</p>	<p>SENDCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes)</p> <p>SENDCo monitoring provision through individual provision checklist</p>	<p>At this stage children are missing up to a day a week, so ensuring they do not fully disengage with education is vital. We need to ensure specific and detailed plans support education first and attendance on school site as a close second!</p>

		<p>Discussions will be held with the DSL to identify if there are any safeguarding concerns and need for support through children's social care.</p> <p>Previous schools and the schools of siblings will be contacted to triangulate support.</p> <p>Multi-professional planning and coordinated support including clarity for parents regarding impact of attendance. Where pupil is too young to make their own choices, the focus of the plan will be to support parents' engagement.</p> <p>Offer temporary alternative provision to the classroom – e.g, forest school, home or online tutoring, access to skills courses with a view to return to school</p> <p>Identified on school provision map</p> <p>Possible mentor/friend from outside agency to encourage pupil to learn and aid reintroduction where needed.</p> <p>Opportunities for peer contact to ensure some relationships are maintained.</p>		<p>Contact with other schools and agencies will be recorded.</p> <p>DSL will record contact with children's services.</p>	
5	<p>Provision over and above that which would be expected (Below 80%) Attendance is a serious concern</p>	<p>In addition to Stages 1 – 4:</p> <p>Local Authority intervention will be sought by the school where appropriate.</p> <p>Any attendance action plans will be strengthened with additional referrals to partners and outside agencies for support and adapted timetable and environment will be put in place where needed.</p> <p>The school will work with parents/carers, outside agencies/partners and the local authority to consider more formal support options including parenting contracts, education supervision orders and prosecution as a last resort.</p> <p>Access to adapted environment if appropriate</p> <p>Possible personalised curriculum</p>		<p>RIO referral form will be sent and logged.</p>	<p>At this stage, it is likely that parents are being asked to comply with their legal duty. However, even at this stage we must ensure the child knows we miss them and want them back</p>
6	<p>Severely Absent (Below 50%) Intensive provision in line with local authority guidance</p>	<p>The school will agree a joint approach with the Local Authority.</p> <p>The school may ask for consideration for an EHCP or Alternative provision if not already in place.</p> <p>The school will ask for a full Children's Social Care assessment where appropriate and build attendance into existing children in need and child protection plans.</p>		<p>As above</p>	<p>As above</p>



## The Impact of Days off School – ‘Lost Learning’

Attendance Percentage	Days of lost learning	Number of lessons missed	Impact
100%	0 days	0 lessons	<b>Best chance of progress and success</b>
97%	5 days	25 lessons	
96%	7 days	35 lessons	
95%	9 days	45 lessons	<b>More likely to be socially happy</b>
94%	11 days	55 lessons	
93%	13 days	65 lessons	
92 %	15 days	75 Lessons	<b>Harder to progress, experience success or make friends</b>
90%	20 days	100 lessons	
89%	21 days	105 lessons	<b>This is persistent absence. Very hard to make progress. Social outcomes are often poor.</b>
85%	30 days	150 lessons	
80%	40 days	200 lessons	
50%	95 days	475 lessons	
<p><b>365 days per year, a school year has 190 days. This leaves 175 days (48% of the year) to spend on family time, visits, holidays, shopping, celebrating and appointments.</b></p>			

## Together We Can

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs, or other vulnerabilities.

Any barriers preventing regular attendance are best resolved between the school, the parents and the child. Mrs Kenevan is our dedicated Pupil Engagement Officer, who can work with pupils and parents to support good attendance alongside the Pastoral Team and Teachers. We can also use outside agencies to help with this, such as the School Navigator, School Nurse, Mental Health and Wellbeing support services or Early Help.

Parents are expected to work with the school to address any attendance concerns. Parents should proactively engage with the support offered, aiming to resolve any problems together.