



SAFE START SCHOOL

WILLPOWER-NITIATIVE-SUCCESS-EMPATHY

Attendance Policy

Review Date	September 2026
Written by	Kate Collins
Reviewed By	Grace Speakman
Summary of changes	Updated in line with Statutory guidance for maintained schools, academies, independent schools and local authorities - Working together to improve school attendance (Revised version 19/08/2024)
Updates planned:	<p>Policy to be updated inline with KCSIE Sep 2025 update by Nov 2025:</p> <p>Statutory Attendance Guidance: The guidance Working Together to Improve School Attendance is now statutory. School policies should reflect that they must cooperate with local authority children's services when a student's absence indicates a potential safeguarding concern.</p> <p>AP: Policy must confirm that the school is responsible for the pupil's safeguarding. Written confirmation of safeguarding checks</p>

	<p>and an up-to-date record of sites attended must be maintained.</p> <p>Kinship care: The non-stat responsibilities of VS Heads have been clarified to include promoting the educational achievement of children in kinship care.</p>
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Part 1 - Policy

1. Introduction

At Safe Start School our ambition is for all students to strive for 100% attendance. We set expectations of excellent attendance for all pupils and expect pupils to be in school every session and every day that school is open. We consider this paramount to pupils achieving their full potential and enhancing lifelong outcomes.

Our Attendance Policy reflects this and recognises that regular attendance has a positive effect on the motivation and attainment of pupils and is an integral part of our school ethos.

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance we will work together with parents, pupils and relevant partner agencies to remove any barriers and build strong and trusting relationships. Promoting and ensuring excellent attendance is everybody's business within our school and community.

Aims and ethos

Our school aims to meet its obligations with regard to school attendance by ensuring every pupil has access to a full-time and efficient education to which they are entitled. Safe Start School acts early to address any patterns of irregular attendance aiming to create a culture in which the importance of good school attendance is understood, valued, and supported by all.

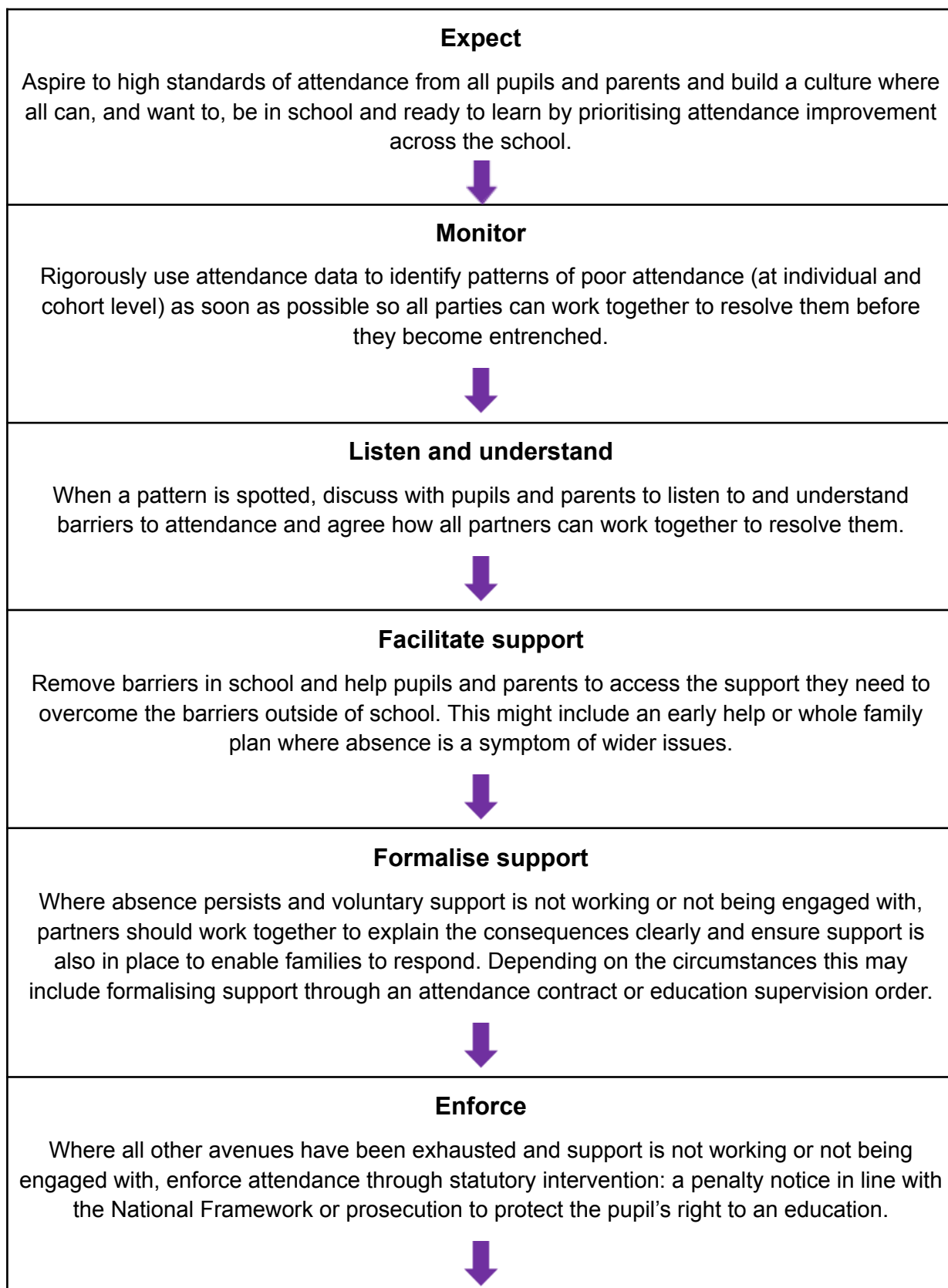
By providing a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn is the foundation of securing good attendance. Working together to put the right support in place at the right time, all school staff, parents, pupils, and partners can work together to remove any barriers affecting attendance.

This policy sets out our school's position on attendance and details the procedures that all parents¹ must follow to report their child's absence from school and to remind them of their legal duty, to ensure their child attends school regularly.

This policy will be applied fairly and consistently, considering the individual needs of our pupils and their families who may have specific barriers to attendance. We have considered our obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

At Safe Start School we follow the DfE Working together to Improve School Attendance Approach:

¹ Education law defines parents as: all natural parents, whether they are married or not; any person who has parental responsibility for a child or young person; and any person who has day to day care of a child or young person i.e., lives with and looks after the child. In this policy the term 'parent' includes parents and carers.



[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

At Safe Start School we will support parents to perform their legal duty to ensure their children of compulsory² school age attend regularly and will promote and support punctuality in attending lessons.

We want our pupils to attend school every day unless they are not well enough to do so. We believe that children who attend school regularly are more likely to feel settled in school, maintain friendships, keep up with their learning and gain the greatest benefit from their education. We want all our pupils to enjoy school and grow up to become emotionally resilient, confident and competent adults who are able to realise their full potential. Regular attendance and punctuality are essential requirements in the workplace and children who are used to attending school on time, and on every occasion unless they are too unwell to attend, will be better prepared for the world.

In April 2017 the Supreme Court clarified the definition of regular attendance to be attendance “in accordance with the rules prescribed by the school”, therefore if an absence is not authorised by the school, the pupil’s attendance is deemed to be irregular.

We will do all we can to encourage our pupils to attend. We will also make available the best provision we can, for any pupil who may experience any barriers preventing regular attendance.

One of the most important factors in promoting good attendance is the development of positive attitudes towards school and a sense of belonging. To this end, we strive to make our school a happy and rewarding experience for all children, and to foster positive and mutually respectful relationships with parents.

By promoting good attendance and punctuality we aim to:

- Make good attendance and punctuality a priority for all those involved and as part of the wider school community.
- Raise pupils’ awareness of the importance of good attendance and punctuality.
- Provide support, advice and guidance to parents, pupils and staff.
- Work in partnership with parents, including regularly informing them about their child’s absence and attendance levels.
- Work with external agencies where required, such as health, the LA and local organisations to support our pupils, parents and school.
- Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge learning gaps.
- Celebrate good and improved attendance and punctuality.

² A child becomes of ‘compulsory school age’ on the 1st January, 1st April or 1st September following their 5th birthday and ceases to be of compulsory school age on the last Friday in June of Year 11.

2.1 Why is Attending School Regularly So Important?

Evidence shows pupils with excellent school attendance are more likely to reach higher standards of achievement and be at less risk of exposure to crime and other safeguarding risks.

Pupils who attend regularly are more likely to achieve better results than their peers that do not, both at Key Stage 2 tests in the Primary phase, and in GCSE's at Secondary.

Excellent attendance enables pupils to be part of the school community and develop a sense of belonging. This further supports each pupil's development socially, morally, and ethically, enhancing personal well-being.

If attendance over the school year is:	...a pupil will miss this many days:	...and this many lessons:
100%	0	0
95%	10	50
90%	19	95
85%	29	145
80%	39	195
75%	49	245
70%	58	290

3. Safeguarding and Attendance

Safe Start School will monitor trends and patterns of absence for all pupils as a part of our standard procedures. However, we are aware that sudden or gradual changes in a pupil's attendance may indicate additional or more extreme safeguarding issues. In line with government guidance [Keeping Children Safe in Education](#) we will investigate and report any suspected safeguarding cases to the relevant authorities. As part of our safeguarding duty and our standard procedures, we will inform the Local Authority and/or the Police of the details of any pupil who is absent from school when the school has made all reasonable enquiries and cannot establish their whereabouts and is concerned for the pupil's welfare and safety. (See Safe Start School Safe Guarding Policy).

4. Legislation and Guidance

This policy meets the requirements of the government guidance 2024 [Working Together to Improve School Attendance](#) from the Department for Education (DfE), and refers to the DfE's 2015 statutory guidance on [School Attendance Parental Responsibility Measures](#). These documents are drawn from legislation setting out the legal powers and duties that govern school attendance including:

- The Education Act 1996
- The Children Act 1989
- The Crime and Disorder Act 1998
- The Anti-social Behaviour Act 2003
- The Education and Inspections Act 2006

- The Sentencing Act 2020
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- The Education (Penalty Notices) (England) Regulations 2007

5. Using data to support improvements in attendance

Any absence affects the pattern of a child's schooling and regular absence may seriously affect their learning. The Department for Education (DfE) defines a pupil as a 'persistent absentee' when they miss 10% or more schooling across the school year, for whatever reason. For pupils who miss more than 50% of possible sessions they are defined as 'severely absent'.

The school will ensure that data is routinely monitored to identify emerging attendance issues and will seek to prevent any pupil becoming persistently or severely absent. This will include: identifying the individual needs of pupils; working closely with families and wider support services to remove barriers to attendance; and where a formalised approach in conjunction with the local authority is required in line with the DfE guidance [Working Together to Improve School Attendance](#).

6. Understanding Barriers to Attendance

In relation to understanding barriers to attendance, we will ensure all pupils and parents are treated with dignity and staff will model respectful relationships to build a positive understanding between home and school that can be the foundation of good attendance. In communicating with parents, we will highlight the link between attendance and attainment and wider wellbeing to enhance understanding of what good attendance looks like. Where a pupil or family needs support with attendance we will identify who is best placed to work with them to address issues.

We will support pupils and parents by working together to address any in-school barriers to attendance. Where barriers are outside of the school's control, all partners should work together to support pupils and parents to access any support they may need voluntarily.

Where absence intensifies, so should the support provided, which will require the school to work in conjunction with relevant partners. Where the pupil's absence is a potential safeguarding concern the school will cooperate with the local authority children's services.

At Safe Start School, we pride ourselves on being responsive to pupils who face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions, pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities.

In working with parents to improve attendance, we are mindful of the barriers such pupils may face and will put additional support in place where necessary to help them access their full-time education.

In line with DfE expectations reduced timetables will only be used in exceptional circumstances, for a limited period, to support pupils to reintegrate back into education and access full time provision.

When might a reduced timetable be used?

Children should only be placed on a part time timetable in exceptional circumstances. In these circumstances, schools may decide to implement one when it is in the best interests of the pupil. Schools might implement a part time timetable in the following circumstances:

- School, parents and other professionals agree that a short term reduced timetable would support a pupil and be part of an intervention to address a pupil's behavioural, emotional or social needs.
- A pupil has a serious medical condition and these arrangements could be part of a medical plan agreed between home and school.
- A pupil requires a planned reintegration into school following an extended period out of school, for example, following an exclusion, nonattendance, school refusal.

Good Practice

When considering placing a pupil on a reduced timetable, school will:

- Have a clear and evidenced rationale for implementing a reduced timetable aimed at supporting the needs of the pupil.
- Have parental permission otherwise the reduced timetable could be seen as an unofficial exclusion.
- Have signed parental consent. If the parent does not agree, the reduced timetable cannot be implemented, and the school should consider other arrangements.
- Ensure that the pupils EHCP is reviewed and amended.
- Provide sufficient and appropriately differentiated work for any time the pupil is not attending school. If the pupil is medically fit, the combination of work completed at home and in school must constitute full time education.
- Complete a detailed action plan agreed with parents and pupil showing a clear reintegration plan from part time to full time provision over an agreed period.
- Ensure that if the pupil is still on a reduced timetable at the end of the agreed period, the reduced timetable must be reviewed with parental agreement and the plan to be revised as to why an extension was appropriate.
- Notify the Local Authority that a part time timetable has been implemented for the child on the relevant form.

The school is committed to share information and work collaboratively with other schools in the area, local authorities and external partners when absence is at risk of becoming persistent or severe.

7. Staff Training on Attendance

Improving attendance requires knowledge of guidance and regulations but also expertise in working with families to remove barriers to attendance and safeguard pupils. Just as those barriers are regularly evolving, so too is the training that school staff require to address them. The school therefore will facilitate training for all staff to understand:

- the importance of good attendance and that absence is almost always a symptom of wider circumstances,

- the law and requirements of schools including on the keeping of pupil registers
- the schools' strategies and procedures for tracking, following up and improving attendance,
- processes for working with other partners to provide more intensive support for pupils who need it.

For staff with specialist attendance responsibilities, they will receive training to include the necessary skills to interpret and analyse attendance data and any additional training that would be beneficial to support pupils experiencing attendance challenges.

Part 2 - What the Law Says and Our School Procedures

Contents of the Admissions Register

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. The school will enter pupils on the admission register at the beginning of the first day on which the school has agreed with, or been notified by the parent, that the pupil will attend.

A pupil's name can only lawfully be deleted from the admission register if a reason set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006, as amended, applies.

It is vital that the admission register is kept up to date. Therefore, we encourage parents to inform the school of any changes whenever they occur and ensure the admission register is amended as soon as possible.

Contents of Attendance Register

In addition to the admissions register the law makes it clear that schools must take an attendance register at the start of the first session of each school day and once during the second (afternoon) session. On each occasion the school must record whether each pupil is:

- Present;
- Absent;
- Attending an approved educational activity; or,
- Unable to attend due to exceptional circumstances.

Effective and timely use and sharing of register data is critical to improve attendance and is supported by the use of our Management Information System to record attendance information.

Present at School (and Lateness)

Pupils are marked present if they are in school when the register is taken. If a pupil leaves the school premises after registration, they are still counted as present for statistical purposes.

It is the duty of parents to ensure that children attend school on time. This encourages habits of good timekeeping and lessens any possible classroom disruption.

The Headteacher will meet with parents of those children who are frequently late arriving at school to investigate reasons and suggest solutions to enable more punctual attendance.

Our pupils must arrive by 08:45am on each school day.

Our morning register is taken at 09:00am and will be kept open until 09:30am Our afternoon register is taken at 13:15pm and will be kept open until 13:45pm.

A pupil who arrives late but before the register has closed will be marked as late (L), which counts as present.

If a pupil arrives after the register has closed (see above) they will be marked with the unauthorised absence code "Late after registers close" (U) which is an unauthorised absence mark. However, if the pupil is late arriving due to a valid reason such as an unavoidable medical appointment, the absence will be authorised and coded accordingly.

See DfE guidance [Working Together to Improve School Attendance](#).

2.1 Effects of Late Arrival at School

When a pupil arrives late to school, they miss important events such as assembly, teacher instructions and introductions. Children can often feel embarrassed having to enter a classroom late.

The table below indicates how frequent lateness can add up to a considerable amount of learning being lost. This can seriously disadvantage children and disrupt the learning of others:

Minutes late per day...	Equates to days of teaching lost in one year...	Which means this number of lessons have been missed...
5 mins	3 Days	15 Lessons
10 mins	6 Days	30 Lessons
15 mins	9 Days	45 Lessons
20 mins	12 days	60 Lessons
30 mins	18 days	90 Lessons

3. Authorised Absence

'Authorised absence' means that the school has either given approval in advance for a pupil of compulsory school age to be away from the school or has accepted an explanation offered afterwards as justification for absence.

The following information outlines the main circumstances where absence may be authorised by the school:

3.1 Illness

The NHS has produced a helpful guide for parents regarding childhood illness and school: [Is my child too ill for school? - NHS \(www.nhs.uk\)](https://www.nhs.uk/conditions/child-illness-and-school/)

In most cases, absences for illness which are reported by parents following the school's absence reporting procedures will be authorised. That is unless the school has a genuine concern about the authenticity of the illness.

The school follows Department for Education guidance '[Working Together to Improve School Attendance](#)' 2024 which states that medical evidence for recording absences should only be needed in a minority of cases (see Code I). Where a pupil's health need means they need reasonable adjustments or support because it is complex or long term, schools can seek medical evidence to better understand the needs of the pupil and identify the most suitable provision in line with the statutory guidance in supporting pupils at school with medical conditions or arranging education for children who cannot attend school because of health needs. If this is the case, the school will make the parent/s aware of this expectation in advance.

The reporting of absence due to illness remains the responsibility of the parent. Absences due to illness which have **not** been reported to the school by the parent on the first day of absence may not be authorised.

Parents must advise the school by telephone on the first day of absence and provide the school with an expected date of return.

If a child is absent for more than one day, the parent should contact the school on each day to provide an update on the child's condition, unless otherwise agreed by the school.

Mental Health and Wellbeing

Our school supports pupil mental health and wellbeing following DfE guidance [Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/mental-health-issues-affecting-a-pupil-s-attendance)

Parents who have concerns about their child's mental wellbeing can contact our school's Attendance/Designated Safeguarding Lead for further information on the support available.

Online Mental health support and advice can be accessed: [Children's mental health - Every Mind Matters - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Parents can also contact their GP or the NHS Helpline by telephoning 111 for advice if they are concerned. In case of emergency parents should dial 999.

Pupils taken ill during the school day

If a pupil needs to be sent home due to illness, this should be by agreement with an appropriately authorised member of school staff. In such circumstances, the pupil must be collected from the school office by a parent or another authorised adult and signed out in the 'signing out' book. No pupil will be allowed to leave the school site without parental confirmation.

3.2 Medical/Dental Appointments

Parents should always try to make appointments outside of school hours wherever possible. Where appointments during school time are urgent or unavoidable, the pupil should only be out of school for the minimum amount of time necessary for the appointment. It is not acceptable for a child to miss a whole day of schooling for an appointment, unless absolutely necessary, in which case the school will need an explanation as to why this is.

If a pupil must attend a medical appointment during the school day, they must be collected from the school office by the parent or another authorised adult and signed out in the 'signing out' book. No pupil will be allowed to leave the school site without parental confirmation.

Advance notice is required for medical or dental appointments and must be supported by providing the school with sight of, or a copy of, the appointment card or letter – only then will the absence be authorised.

3.3 Religious Observance

Our school acknowledges the multi-faith nature of the school community and recognises that on some occasions, religious festivals may fall outside of school holidays or weekends. In accordance with the law, the school will authorise one day's absence for a day exclusively set apart for religious observance by the religious body to which the parent belongs. Should any additional days be taken, these will be recorded in the register as unauthorised absence. If necessary, the school will seek advice from the parents' religious body, to confirm whether the day is set apart.

3.4 Traveller Absence

The school will authorise the absence of a Traveller pupil of no fixed abode who is unable to attend school because they are travelling with their parent who is engaged in a trade or business of such a nature as to require them to travel from place to place. This is subject to certain limits, depending on the child's age and number of sessions absent. The school will discuss cases individually with Traveller parents as necessary. Parents should let the school know of their plans as far in advance as possible. Authorised Traveller absence will be recorded appropriately in the register.

To help ensure continuity of education for Traveller children, wherever possible, the child should attend school elsewhere when their family is travelling for occupational purposes. In such situations the child will be dual registered at that school and this school will remain their 'main' school.

Children from Gypsy, Roma and Traveller communities whose families do not travel for occupational purposes are expected to register at school and attend as all other peers. They are subject to the same rules as other children in terms of the requirement to attend school regularly.

3.5 Suspensions

If the school decides to send a pupil home due to their behaviour, this will be recorded as an Exclusion. The school will follow the current [DfE's statutory guidance on exclusions](#).

Any exclusion **must** be agreed by the headteacher.

The school will notify the parent of the exclusion in writing. If the pupil is a Child in Care, the school will notify the pupil's carer, social worker and the Virtual School. In other instances, where a pupil is open to Children's Social Care for any reason, the school will also inform their allocated social worker.

The pupil must be collected from the school office by the parent or another authorised adult and signed out in the 'signing out' book. No pupil will be allowed to leave the school site without parental confirmation.

4. First Day of Absence Response

Parents must contact school if their child is going to be absent. If not contact is made we will attempt to contact home regarding absence.

- No message received call to be made to parents / carer by 10.30 a.m.
- Parent encouraged to send child to school as soon as possible where appropriate
- If no contact is made, a home visit will be initiated as soon as possible and from the first day
- No one home/answers the door police/social services will be contacted

Parents will be asked to supply details of **at least three** people who can be contacted in an emergency, and these details will be reviewed on a termly basis through [parents' evenings/newsletter reminders etc].

If the school is unable to contact any of the emergency numbers provided and is concerned for the welfare and safety of a pupil, we may request a welfare check from the police.

5. Rewarding Good and Improved Attendance

Safe Start School will acknowledge and reward good and improved attendance by; making calls/sending emails/postcards to parents regarding their child's attendance, present certificates of good/improved attendance to pupils, award points to their Bromcom portal which can intern contribute to pupils receiving monetary vouchers, trips/visits opportunities.

6. Leave of Absence Requests – 'Exceptional Circumstances'

The law does not grant parents the automatic right to take their child out of school during term time.

In line with DfE expectations only very exceptional circumstances will warrant an authorised leave of absence. The school will review each application individually, considering the specific facts and circumstances and relevant background context behind the request. The request must be made by the parent with whom the child normally lives, and permission must be sought in advance. The school will not grant leave of absence unless there are exceptional circumstances. The school must be satisfied that there are exceptional circumstances, based on the individual facts and circumstances of the case; following consultation with other staff as required, including the Attendance/Designated Safeguarding Lead/Head Teacher. If any leave of absence is granted, the school will determine the number of days the pupil can be away from school. A leave of absence is granted entirely at the school's discretion.

Circumstances which could be authorised include significant family emergencies or funerals. However, parents will also be aware that, wherever possible, it can be better for children to continue to attend school normally during difficult family times.

Parents should complete a Leave of Absence Request form which is available from the school. The request should be submitted as soon as it is anticipated; and wherever possible, at least four weeks before the absence. **Although such absence may be unauthorised, it is better that we know your child is safe, rather than missing.** Please be aware that you may be required to provide us with additional evidence in order to support your request. If we have any concerns about possible safeguarding risks such as risk of FGM or Forced Marriage we will follow the necessary protocols. (Please see our school's Safeguarding Policy for more information).

All term time absence for children in care should be discussed at the child's Personal Education Planning (PEP) meeting, in advance where possible, to be considered alongside social care staff and the Virtual School. This permission should be gained before school is approached for approval. The school will contact social care/the Virtual School in relation to any requests made for term time absence for a child in care.

7. Unauthorised Absence

Unauthorised absence is where a school has not been given a reason or is not satisfied with the reasons given for the absence.

Absence will be unauthorised if a pupil is absent from school without the permission of the school. Whilst parents can provide explanations for absences, it remains the school's decision whether to authorise an absence or not.

Unauthorised absences may include:

- Absences which have never been properly explained
- Pupils who arrive at school too late to get a mark
- Absences for shopping, birthdays, day trips
- Absences whereby parents are stating they are waiting at home for a washing machine to be mended, or a parcel to be delivered
- Long weekends and holidays in term time (unless very exceptional circumstances are agreed in writing, in advance by the school)
- In the case of term time leave - if a pupil is kept away from school longer than was agreed, the additional absence is unauthorised

Unauthorised absences may result in legal sanctions, use of penalty notices or prosecution.

Persistently and Severely Absent pupils (PA and SA)

A pupil is classed a 'persistent absentee' if they miss 10% or more of their schooling across the school year for whatever reason.

A pupil is classed as 'severely absent' if they miss 50% or more of their school across the school year for whatever reason.

We monitor all absence thoroughly. Any pupil that is seen to have reached the PA or SA thresholds or is at risk of moving towards that level, will be prioritised by school. Parents will be informed accordingly.

8. Approved Educational Activity

When pupils are attending educational activities off the school site, that have been approved by the school, the register will be marked to show this is the case.

If a pupil is attending an alternative education provider, which is not a school or Pupil Referral Unit, for part or all of their education, we will mark the sessions which the pupil attends the alternative setting as code B (off-site educational activity). We will liaise regularly with alternative providers to ensure we become aware of any attendance concerns as soon as possible and take follow up action as necessary. Attendance updates will be provided on a daily basis, with the alternative setting.

9. Unable to attend due to exceptional circumstances (as set out in DfE attendance guidance)

In accordance with DfE school attendance guidance, our school will record pupils as 'Unable to attend due to exceptional circumstances' in the following circumstances (such circumstances are not recorded as absences):

- Our school site, or part of it, is closed due to an unavoidable cause
- The transport provided by our school or the Local Authority is not available and the pupil's home is not within statutory walking distance. (See the DfE's '[Home to school travel and transport](#)' guidance document, or ask the school for a printed copy.)
- A local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school.
- The pupil is in custody, but still on the school roll. (If the school has evidence that the pupil is attending educational activities, we can record those sessions as 'present at approved educational activity'.)

10. Support for Poor School Attendance (other than unauthorised term time leave) and Emotional Barriers to School Attendance

Sometimes pupils can be reluctant to attend school. We encourage parents and pupils to be open and honest with us about the reason for the pupil's absence. If a child is reluctant to attend, it is never better to cover up their absence or for a parent to give in to pressure to let the child stay at home. This can give the impression to the child that attendance does not matter and can make things worse. As a school, we need to understand the reasons why a pupil is reluctant to attend in order to be able to support pupils and parents in the best way.

The school recognises that some students may experience difficulties in attending school due to a range of reasons, including Emotionally Based to School Attendance (EBSA). EBSA refers to severe emotional distress experienced by a student when faced with attending school, which can lead to prolonged absence.

The school will follow these guidelines to support students with EBSA:

1. Early Identification

Identify students who may be experiencing EBSA through:

1. Monitoring attendance and punctuality records.
2. Observing changes in behavior or emotional state.
3. Communicating with parents/carers and students.

2. Assessment and Support:

Provide a comprehensive assessment of the student's needs, including:

1. Identifying underlying causes of EBSA.
2. Developing a personalized support plan.

3. Providing emotional support and counseling.

3. Collaborative Working:

Work collaboratively with:

1. Parents/carers to understand the student's needs and develop a joint support plan.
2. External agencies, such as Educational Psychologists, CAMHS, or Social Care, to access specialist support.

4. Gradual Reintegration:

Develop a gradual reintegration plan for students returning to school after a period of absence, including:

1. Setting realistic targets and celebrating successes.
2. Providing emotional support and coaching.
3. Monitoring progress and adjusting the plan as needed.

5. Review and Evaluation:

Regularly review and evaluate the support plan to ensure it is meeting the student's needs and making progress towards reintegration.

Support Strategies:

The school may use a range of strategies to support students with EBSA, including:

1. Coaching and emotional support.
2. Modified timetables or workload.
3. Alternative educational provision.
4. Support from external agencies.

Monitoring and Review:

The school will regularly monitor and review attendance data, including:

1. Authorised and unauthorised absences.
2. Patterns of absence.
3. Pupil and parent/carer feedback.

By following these guidelines and providing targeted support, the school aims to help students with EBSA to overcome their difficulties and achieve their full potential.

When we have concerns about the attendance of a pupil, we will do our best to make the parent/s aware of the concerns about their child's attendance and give them the opportunity to address this. However, if parents do not make use of the support offered and improve their child's attendance to an acceptable level, this may result in legal sanctions. Where there are no genuine reasons for the absences, parents may be

asked to meet with the Head Teacher to discuss the matter. In some cases, this may result in a formal attendance action plan or attendance contract being drawn up.

If our school is unable to work in partnership with parents to overcome any barriers preventing regular attendance we may refer a case of poor school attendance to the Local Authority for legal sanctions. We will show all the steps we have taken to support parents and pupils and that we have warned the parent/s that they are at risk of receiving a Penalty Notice or other legal sanction. This will be evidenced via the sending of a warning letter and school records will be shared with the Local Authority.

We will not usually request legal sanctions from the Local Authority in cases where poor attendance is symptomatic of complex family circumstances. In such circumstances our school will take a holistic, early help approach to the issue and will involve other agencies if deemed necessary. The exception to this will be where parents fail to accept or engage with support offered by the school and/or other agencies or fail to implement the suggested changes. Again, when referring for legal sanctions, we will show that we have warned the parent/s that they are at risk of receiving a penalty notice or other legal sanction.

If our school has safeguarding concerns about a pupil who is absent, we will share information with other agencies deemed necessary and cooperate with local authority children's services.

11. Pupils on Reduced (Part-time) Timetables

Pupils are entitled to a full-time education, suitable to their age, ability and aptitude, and any special educational needs or disabilities that they may have.

If, for any reason, our school is unable to provide a pupil with a full-time education due to the pupil's needs, we will work with the pupil, parent and other agencies where appropriate, to come to a mutually convenient arrangement. Any reduced timetables will be for the shortest amount of time possible, whilst arrangements are made to support the pupil's return to full-time provision as soon as possible.

12. Penalty Notices and Prosecutions

Parents have a legal responsibility to ensure that their child attends school on a regular basis. It is a criminal offence under Section 444 of the Education Act 1996 to fail to secure regular attendance of a registered pupil at the school. This applies to both resident and non-resident parents who may both be subject to legal sanctions if their child fails to attend school regularly. It also applies to others who may not be the parent but may have day to day care of the child.

Unauthorised absence from school can result in a number of different outcomes for parents and children. Each case is considered individually.

Under section 444 of the Education Act 1996, if a child of compulsory school age, who is a registered pupil at a school, fails to attend regularly at the school his/her parent(s) are guilty of an offence. Parents with more than one school aged child need to be aware that each child's irregular attendance is dealt with as a separate matter.

The school will refer cases of unauthorised absence that meet the threshold for a penalty notice to the Local Authority for legal action unless there are reasonable grounds for not doing so. This will only be when all other avenues of support have been exhausted. The outcome of a referral to the Local Authority may be a penalty notice or prosecution.

Penalty notices are intended as a sanction for low level offences and a tool to support improved school attendance, for example in circumstances associated with an unauthorised holiday taken during term time. They are an alternative to prosecution and may not be issued if prosecution is considered to be a more appropriate response to a pupil's irregular attendance.

See DfE's statutory guidance on [School attendance parental responsibility measures](#) for more information

Penalty notices and prosecution proceedings are issued to each parent with responsibility for the child and are issued for each child with irregular attendance. For example, in the case of Penalty Notices, if two siblings had irregular school attendance, and there were two parents with responsibility for the children, four Penalty Notices would be issued. Penalty Notices cannot be paid in instalments.

13. Children Missing Education (CME)

Our school will add and delete pupils from roll in line with Regulation 8 Education law. The school will use the Tameside MBC children's services portal to report any children leaving our school, on part time timetables, attending irregularly, or joining the school outside of usual transition phases. If we have any CME related concerns, we will contact cme@tameside.gcsx.gov.uk

14. Following up Unexplained Absences

Where no contact has been made with the school the school will contact parents by text, email, telephone or letter to try and establish the reason for a child's absence. When we establish the reason for the absence, we will mark it as authorised or unauthorised depending on the reason for the absence. If we are unable to establish the reason for absence within that school day, we will make the absence as unauthorised, using the **O** code. If we are concerned about a pupil's absence and are unable to contact the parent/s, we may contact the pupil's emergency contacts and/or contacts of the family who we reasonably expect may be able to advise us of the pupil's whereabouts and safety. Other professionals may be contacted such as Children's Services or the police, if there are concerns about their safety or wellbeing.

15. Reporting to Parents

Parents will be provided with an update regarding their child's attendance termly and annually in the pupil's end of year school report.

Where a child's attendance falls below 90%, for whatever reason, our school will contact parents to highlight this, unless there is a good reason not to.

16. Recording Information on Attendance and Reasons for Absence

Reasons for absence are recorded on CPOMs; detailing, who called who? What was said? Expected date of return of pupil.

17. Roles and Responsibilities

The School Leadership Team

The school leadership team is responsible for monitoring attendance figures for the whole school on at least a half termly basis (6 times a year). They support the promotion of regular attendance and provide support and challenge holding the headteacher to account for the implementation of this policy.

The Headteacher

The headteacher is responsible for ensuring this policy is implemented consistently across the school, and for monitoring school-level absence data and reporting it to School Leadership Team.

The headteacher also supports other staff in monitoring the attendance of individual pupils and requests fixed-penalty notices, where necessary.

Any Senior Leaders (e.g., Deputy Head/Designated Safeguarding Lead with Responsibility for Attendance etc)

Safe Start Schools senior leaders with continually and consistently support attendance across the whole school by monitoring attendance data by individual and group, such as pupils with SEND, Children in Care, Children with (EBSA) Emotional Barriers to School Attendance and young carers. This forms part of the attendance support and escalation process within our school, including chairing formal attendance meetings etc

Designated Safeguarding Lead (DSL)

Every pupil should be able to learn in an enjoyable and safe environment and be protected from harm. We respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn and participate in all school activities in a relaxed and secure atmosphere.

Attending school regularly promotes the welfare and safety of children whilst they are not in the care of their parents. Safeguarding is about offering early help and support to children and families and difficulties with attendance and lateness may be signs that

something is worrying the child or that there are difficulties within the family. Poor or irregular attendance, persistent lateness, or children missing from education may be considered a safeguarding matter if this places a child at risk of harm.

Safeguarding the interests of each child is everyone's responsibility and within the context of this school; safeguarding and promoting the welfare and life opportunities for children encompasses:

Attendance, Behaviour Management, Health and Safety, Access to the Curriculum and Antbullying, protecting children from abuse and neglect, online safety, radicalisation and extremism, FGM and CSE.

Our Designated Safeguarding Lead will also consider whether a referral to outside agencies is required and follow the necessary procedures.

More information on safeguarding and the protection of children can be found in the schools Safeguarding and Child Protection Policy.

In order to allow us to safeguard the children in our care it is important that parents and carers provide the school with their current contact details and provide at least three other contact numbers in case of emergency.

It is also important for parents to inform the school of any specific vulnerability in relation to their child or home circumstances.

Attendance Officer

Our Attendance Officer:

- Monitors attendance data at the school and individual pupil level.
- Responds to phone calls from parents regarding their child's absence.
- Reports concerns about attendance to the headteacher/Designated Safeguarding Lead (DSL) as appropriate.
- Arranges calls, home visits and meetings with parents to discuss attendance issues.
- Co-ordinates requests for Term-time Leave of Absence (this includes liaison with the headteacher/DSL) and advises the headteacher as requested.

Behavioural lead/Teaching Assistants (TA)/SENDCO

Our behavioural lead, TA's and SENDCO provide intervention support and reasonable adjustments for pupils to address issues such as:

- Follow-up action-plans for pupils with low attendance
- Barriers to learning/engagement
- Reasonable adjustments based on EHCP recommendations and further consultation with pupil and parent/carers
- Anxiety/Emotional regulation
- Issues with self-confidence/self esteem
- Bullying
- PSHE issues

Class Teachers

Regularly monitor attendance patterns and seeking to have open and honest conversations about the reasons for pupils the drop in attendance (i.e. showing curiosity and care, not being judgemental).

Check in with those pupils who we see appear anxious or uncomfortable in class, especially to try and understand how broadly these feelings spread across school.

Use Boxall to understand what areas of strength may be helpful to further build upon, and those areas which accommodations or particular support may be needed within.

Collaborate with the school SENDCo, TA's, parents and Educational Psychologists who can help to develop whole school wide monitoring systems and approaches, alongside a holistic and staged plan of support based on the pupils' individual needs.

18. Policy Monitoring Arrangements

This policy will be reviewed annually by the headteacher, or more frequently if there are changes to legislation and guidance. At every review, the policy will be [updated/shared/ratified] by the schools' leadership team.

19. Links with other policies/procedures

This policy is linked to our Anti-Bullying strategy, Behaviour Policy, Inclusion Policy, Safeguarding and Child Protection Policy, Early Help Offer, SEND Graduated response, Supporting Pupils with Medical Conditions Policy.

Appendix 1

Safe Start School Absence Escalation Procedure

Percentage	Responsibility	Action
91% - 99%	School Action: Attendance Officer (AO)	Class teacher & teaching assistant will discuss with pupil to ascertain the reasons for absences that school can support with i.e. reasonable adjustments and set actions on CPOMs where school can support and pupil can improve (update relevant docs; PEP, EHCP, PEEP). AO sends out Attendance Matters and should I keep my child off school information to parents/carers.
90% or below Persistent absence	School Action: AO (supported by DSL/Behaviour lead/SENDSCO/Teacher) External agencies for support as appropriate	Pupil is Classed as having persistent absence Monitoring has already taken place before this point and reasons for absence are considered. Telephone call to parents/carers inviting to meet with school. Letter sent out to confirm how many days/lessons have been missed and date/time of informal planning meeting/ EBSA support meeting. Consider involving third parties to provide specialist support. Support/action plan devised and agreed on by the EBSA toolkit. Review date/meeting set within agreed timescale (e.g. 4 to 6 weeks' time). Letter sent to parent outlining outcome of meeting and invite to follow up meeting, copy uploaded to CPOMS.
50% or below Severe absence	School Action: AO Head teacher/DSL/ Behaviour lead/SENDSCO External agencies for support as appropriate	Pupil is classed as having severe absence Monitoring has already taken place before this point and reasons for absence are considered. Telephone call to parents/carers inviting to meet with school. Letter sent out to confirm how many days/lessons have been missed and date/time of informal planning meeting/ EBSA support meeting. Support/action plan devised and agreed. Review date/meeting set within agreed timescale (e.g. 2 to 4 weeks' time). Letter sent to parent outlining outcome of meeting and invite to follow up meeting, copy uploaded to CPOMS. Involvement and consultation with LA around fines and adhering to Government Guidelines on Attendance. Consider outreach referral.

Schools will notify the Local Authority of children who are absent for 10 consecutive days without authorisation by emailing cme@tameside.gcsx.gov.uk