

Queen Mary Avenue Infant and Nursery School



Attendance Policy October 2022

Policy Status: Non-statutory

Review Frequency: Free to Determine by Headteacher

Approval Required by: Governing body, individual governor or Headteacher

VISION AND VALUES

Dream Big

Shine Bright

We believe that everyone can succeed and achieve their dreams.

We value and nurture each child's unique talents so that they can 'shine bright'.

Respect – Kindness – Honesty - Hard Work - Pride

RATIONALE

Queen Mary Avenue Infant and Nursery School promotes the view that regular attendance is important to ensure the best possible learning outcomes for all of our children and enable them to establish secure friendships within school. We recognise that the whole school community shares responsibility for attendance.

AIMS

- To provide a happy, safe, nurturing environment.
- To build strong and trusting relationships with pupils and parents.
- To provide a stimulating and creative curriculum with a focus on first-hand experience.
- To ensure all pupils are able to access their entitlement to an education.
- To promote good attendance.
- To monitor attendance effectively.
- To act early to address patterns of absence.
- To work in partnership with families and outside agencies to overcome any perceived barriers to attendance.
- To ensure that children and carers understand the importance of good attendance.

LEGISLATION AND GUIDANCE

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)
- Part 7 of [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

LEGAL RESPONSIBILITIES

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. 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.

ROLES AND RESPONSIBILITIES

The governing body

The governing board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy

See section three of DFE Guidance - Working Together to Improve School Attendance for more details of the role of the local authority

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf

The headteacher

The headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Mrs Castle (Headteacher) and can be contacted via 01472 230230 or admin@qma.nelcmail.co.uk

The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

The attendance officer is Mrs Debnam and can be contacted via admin@qma.nelcmail.co.uk

Class teachers

Class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office

School administration staff

School administration staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the attendance officer in order to provide them with more detailed support on attendance

Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 8:45am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day

Pupils

Pupils are expected to:

- Attend school every day on time

The local authority

Local authorities are expected to:

- Rigorously track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance.
- Have a School Attendance Support Team which provides the following core functions free of charge to all schools (regardless of type):
 - Communication and advice: regularly bring schools together to communicate messages, provide advice and share best practice between schools and trusts within the area.
 - Targeting Support Meetings: hold termly conversations with schools, using their attendance data to identify pupils and cohorts at risk of poor attendance and agree targeted actions and access to services for those pupils.
 - Multi-disciplinary support for families: provide access to early help support workers to work intensively with families to provide practical whole-family support where needed to tackle the causes of absenteeism and unblock the barriers to attendance.
 - Legal intervention: take forward attendance legal intervention (using the full range of parental responsibility measures) where voluntary support has not been successful or engaged with.
 - Monitor and improve the attendance of children with a social worker through their Virtual School.

See section four of DFE Guidance - Working Together to Improve School Attendance for more details of the role of the local authority

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf

ATTENDANCE TEAM

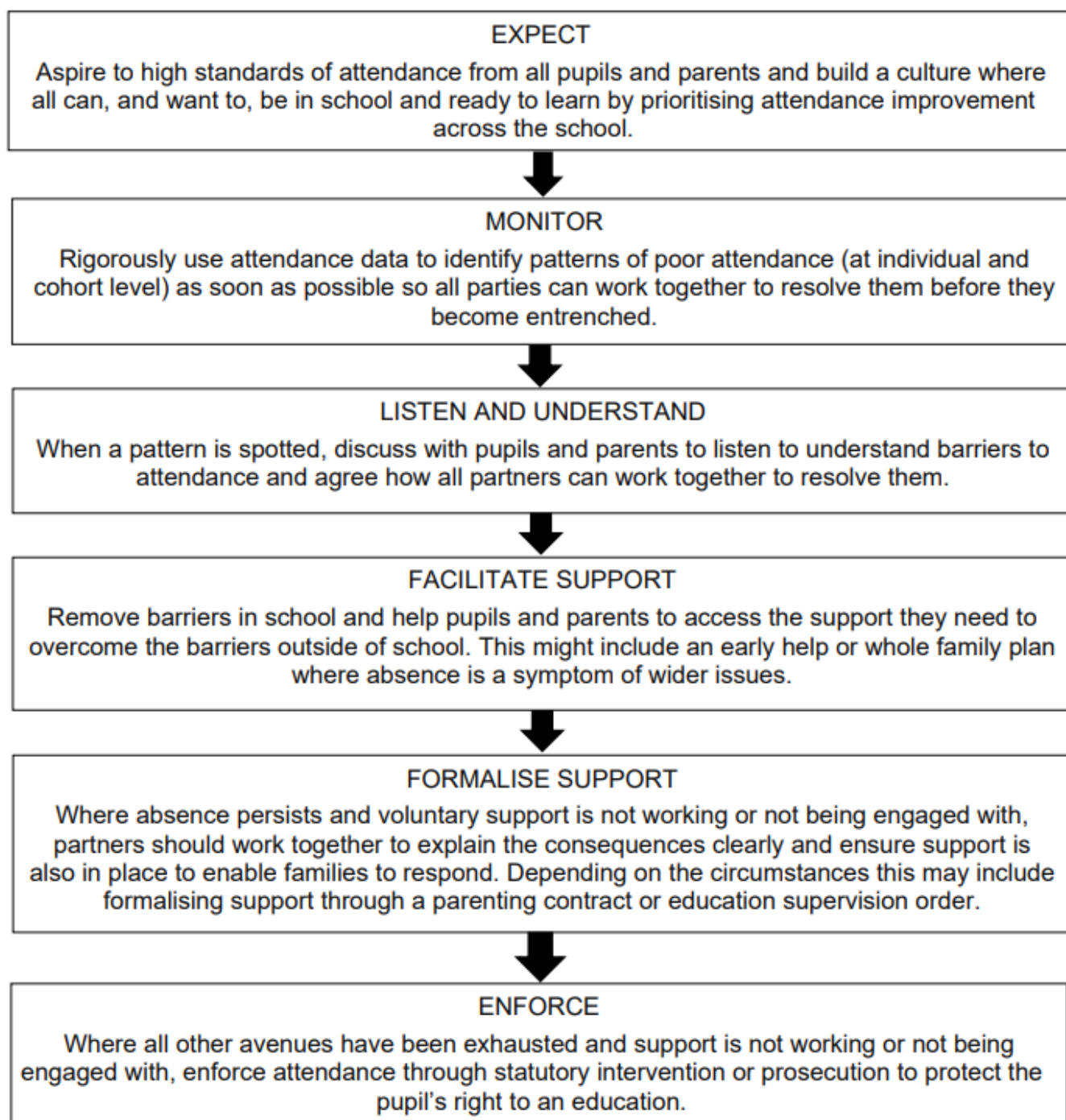
As a school we place a high priority on working with our families to ensure that pupils come to school every day, on time. We therefore have a dedicated attendance team which includes –

- The Headteacher, Mrs Castle
- Our attendance officer, Mrs Debnam
- Our safeguarding lead, Mrs Gibbins
- Our education welfare officer, Mrs Chesman – Attendance Matter.

The attendance team hold fortnightly targeted support meetings to review and monitor attendance data, identify patterns of poor attendance and plan next steps and actions required. If you wish to speak to a member of our attendance team please contact school on 01472 230230 or email admin@qma.nelcmail.co.uk

WORKING TOGETHER TO IMPROVE ATTENDANCE

In line with DFE guidance, we follow the principles below to work together with all partners to improve attendance to treat the root causes of absence and remove barriers to attendance.



WHOLE SCHOOL CULTURE

At Queen Mary Infant and Nursery School we recognise the benefits of good attendance and work hard to develop and maintain a whole school culture that promotes high attendance. Research shows that the pupils with the highest attainment also have higher rates of attendance. Moreover, regular attendance is also a protective factor for the most vulnerable pupils.

To build a culture of good attendance we;

- Recognise the importance of good attendance and, alongside good behaviour, make it a central part of the school's vision, values, ethos, and day to day life.
- Recognise the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students (including use of pupil premium).
- Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school. In our school the Headteacher fulfils this role.
- Make sure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need.
- Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding.
- Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents/carers through all available channels.
- Regularly inform parents/carers about their child's attendance and absence levels.
- Help parents/carers to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development.
- Provide clarity for parents/carers on the short and long- term consequences of poor attendance.
- Visibly demonstrate the benefits of good attendance throughout school life. This includes displays, assemblies and in registration periods.
- Provide praise and rewards at class and individual level (see incentives section for more details).
- Recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies.
- Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.
- Apply the attendance policy fairly and consistently whilst also considering the individual needs of pupils and their families who may have specific barriers to attendance.
- Regularly inform parents about their child's attendance and absence levels.
- Hold regular meetings with the parents of pupils who the school (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Make the necessary statutory data returns to the local authority.
- Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps.

PROCESSES AND PROCEDURES

Admissions Register

The law requires all schools to have an admission register and an attendance register. All pupils (regardless of their age) must be placed on the admission register and have their attendance recorded in the attendance register. The proprietor of a school who fails to comply with these regulations is guilty of an offence and can be fined.

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.

Pupil Information

Schools must record personal details of every pupil at the school in the admission register. The register must include the following information for every pupil:

- full name;
- sex;
- the full name and address of each of the pupil's parents;
- which of the pupil's parents the pupil normally lives with and at least one telephone number by which each parent who the pupil normally lives with can be contacted in an emergency. DfE's advice is that where reasonably practicable, schools should hold an emergency contact number for more than one person for each pupil;
- day, month and year of birth;
- day, month and year of admission or re-admission to the school;
- name and address of the school last attended, if any. 148. Where the school has boarding pupils, the admission register must state whether each pupil of compulsory school age is a boarder or a day pupil.

Pupils with a new address and/or school

Where a parent of a pupil informs the school that the pupil will live at another address, whether in addition to or instead of the address at which the pupil currently lives, the school must ensure that the admission register contains:

- the full name of the parent the pupil will normally live with;
- the address; and
- the date when the pupil will start normally living there.

Where a parent of a pupil informs the school that the pupil is registered at another school or will be attending a different school, the school must ensure that the admission register contains:

- the name of the other school;
- the date when the pupil began or will begin attending that school.

Dual registration

In circumstances, where it has been agreed that the pupil will be registered at more than one school, the pupil's name will remain on the admission register. The main examples of dual registration are pupils who are attending another school on a temporary basis, such as a pupil referral unit, a hospital school or a special school.

The School Day

School starts at 8:45am and finishes at 3:15pm. Anyone arriving after 8:45am should enter school through the main reception and report to the school office so their attendance can be recorded.

Attendance Register

Schools must take the attendance register at the start of each morning session and once during each afternoon session. Registration will open at 8:45am and the following times for afternoons -

Nursery – 12:45pm

FS2 – 12:20pm

Year One and Two – 1:20pm

At these times, staff will complete the registers on Scholar Pack and record whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.

Registers will close 30 minutes later and children will be deemed late if they arrive after these times. Any pupils arriving after the 30 minute open period will be deemed to have an unauthorised mark. Once all of the registers are closed our attendance administration officer will process the registers as a priority and carry out first day calling procedures.

Schools must record

- whether the absence of a pupil of compulsory school age is authorised or not. There is no requirement for schools to record whether the absence of pupils not of compulsory school age is authorised or not, but where possible we will use the national attendance and absence codes to help us monitor their attendance and to form good attendance habits.
- the nature of the activity where a pupil of compulsory school age is attending an approved educational activity. 201
- the nature of the circumstances where a pupil is unable to attend due to exceptional circumstances.

Schools cannot delete a pupil's name from the attendance register unless they have a reason (as set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended) to delete the pupil's name from the admission register; the pupil's name must be deleted from both registers at the same time. For more details

More details about deletion of names from the admission register can be found in section 7 of DfE Guidance - Working Together to Improve School Attendance for more details of the role of the local authority

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf

Retaining and amending registers

Effective and timely use and sharing of register data is critical to improve attendance. We use an electronic management information system to keep our attendance and admission registers. This helps us 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.

First Day Calling

Recent safeguarding cases have highlighted the need for robust first day calling procedures. In order to ensure the safety and wellbeing of our pupils the following actions will be taken by our attendance lead if we have not received a reason for pupil absence –

1. School will telephone the first name on the contact list and leave a message or send a Parent Mail if there is no answer.
2. If school have had no response, the school will try calling again and then attempt to ring the second contact.
3. On day two, a home visit will be made by either school staff or other agencies working with the family. If no-one answers the door, a calling card will be left. In some circumstances a visit may be made on day one e.g. if the family are considered vulnerable or there are ongoing attendance issues.
4. Once all these stages have been exhausted, the school may call the police to check the safety of the family.

Unexplained Absences

Where absence is recorded as unexplained in the attendance register, the correct code should be inputted as soon as the reason is ascertained, but no later than 5 working days after the session.

Authorised absences include:

Illness, hospital appointments, clinic, dentist, religious holidays, and funerals.

If your child is absent because of headlice please treat them and bring them straight back to school. If pupils are absent for more than half a day with headlice, the extra time will be classed as an unauthorised absence.

Unauthorised absences include:

Shopping, visiting relatives, buying shoes, going for a haircut, parents unwell, birthdays and getting up late.

Appointments

Medical/dental appointments should, wherever possible, be arranged outside of school hours. If this is not possible, parents are asked to provide a copy of the appointment card or letter. Children should not miss the whole school day for appointments. If children are brought into school before and after their appointment they will receive their school mark for the whole day.

Lateness

Lateness is monitored closely and the school's attendance officer or education welfare officer will contact families regarding regular late arrival into school. Where children have persistent lateness, parents/carers will be invited into school to meet with members of the attendance team to discuss ways to support the family to improve punctuality.

Leave of absence

Only exceptional circumstances warrant a leave of absence. We consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. As headteachers 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

There is no definitive list of the scenarios in which leave of absence might be granted. Factors which are taken into account when authorising any leave of absence will be the child's current attendance percentage, and if the leave of absence is sufficiently important to outweigh the negative impact upon the child's education (taking into account the pupil's attainment and ability to catch up on missed schooling).

EXPECTATIONS

Each child has 175 days when they are not at school; this gives them lots of time to play, rest, take holidays and be with their friends/family.

The national average for school attendance is 96% which means that the vast majority of pupils across the country miss no more than 7 school days each year.

The government therefore expects most pupils to meet this target and as a school we share this view.

The table below breaks down percentage figures into numbers of school days. It also outlines how schools rate attendance/absence.

No absence 				
	4-7 days absence in one school year	8-19 days absence in one school year	20-30 days' absence in one school year	More than half a term missed in one school year
100%	96%-99%	90%-95%	85%-90%	Below 85%
EXCELLENT! Very best chance of success	GOOD ATTENDANCE! with a high chance of success	WATCH OUT! There will be gaps in learning!	DANGER! It will be difficult to keep up in class	TAKE ACTION! It will be almost impossible to catch up.

INCENTIVES

We encourage all children to be Attendance HEROs

Here
Every day
Ready
On time.

Attendance Heroes are celebrated each week through class/school displays and pupil rewards. Children who have been Here Every day Ready On time are able to place a token in the class attendance box and the class with most counters win a class trip at the end of each school year. A weekly attendance award is issued each Tuesday to the class with the highest attendance who win the attendance cup and a visit from SAM, our school attendance mascot. Each class with attendance above 96% in the previous week also receive a special token to place in the attendance counter boxes.

Each Tuesday, we also award an attendance certificate and medal to an attendance HERO from each class.

Each half-term we issue Attendance Hero certificates and children with 100% attendance are awarded a prize at the end of the academic year.

Special prizes are awarded to children with 100% attendance at the end of each academic year.

ATTENDANCE DATA

At Queen Mary Infant and Nursery School we regularly analyse and monitor attendance data to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them. This includes -

- Monitoring and analysing weekly attendance patterns and trends so that we can deliver interventions and support in a targeted way to pupils and families. This goes beyond headline attendance percentages and should look at individual pupils, cohorts and groups (including their punctuality) across the school
- Providing regular attendance reports to facilitate discussions with class teachers and leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads)
- Identifying the pupils who need support and focusing staff efforts on developing targeted actions for those cases
- Conducting 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, and days of poor attendance.
- Benchmarking our attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.
- Devising specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher than average absence or for pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers.
- Monitoring 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.
- Providing data and reports to support the work of the board or governing body.

SUPPORTING FAMILIES

We recognise the importance of building positive relationships between home and school and know that this can be the foundation of good attendance. In communicating with parents, we will discuss the link between attendance and attainment and wider wellbeing, and challenge parents' views where they have misconceptions about what 'good' attendance looks like. Where a pupil or family needs support with attendance, we know it is important for the best placed person to work with and support the family and wherever possible we will keep the person consistent.

Where a pattern of absence is at risk of becoming, or becomes, problematic we will draw on these relationships and listen to and understand the barriers to attendance the pupil or family is experiencing. In doing so, schools should take into consideration the sensitivity of some of the reasons for absence and understand the importance of school as a place of safety and support rather than reaching immediately for punitive approaches.

In the first instance, we will:

- Support pupils and parents by working together to address any in-school barriers to attendance.
- Work together to support pupils and parents/carers to access any support they may need voluntarily. As a minimum, this will include meeting with parents/carers at risk of persistent or severe absence to understand barriers to being in school and agreeing actions or interventions to address them. This may include referrals to services and organisations that can provide support.
- Regularly discuss and review actions together with pupils and families.

Where absence intensifies, so will the support provided. If the needs and barriers are individual to the pupil, this may include pastoral provision, additional academic support, or where appropriate an education, health and care plan or access to alternative provision.

Where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.

Where engagement in support is proving challenging, schools should hold more formal conversations with the parents/carers. This will be led by attendance officer and education welfare officer and may also include a member of the senior leadership team. These meetings should clearly explain the consequences of persistent and severe absence to the family and the potential need for legal intervention in future, but should also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.

Where voluntary support has not been effective and/or has not been we will work with our education welfare officer to:

- Put formal support in place in the form of a parenting contract or an education supervision order.
- Issue a fixed penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change the parents' behaviour.
- Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
- Prosecute parents, where all other routes have failed or are not deemed appropriate,. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support

In all cases, we will monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the pupil, parents and any other partners involved as part of any whole family plan or team around the family. Where interventions are failing, all parties should work together to identify the reasons why and either adjust or change the approach.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

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 and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil. That said, in working with their parents to improve attendance, schools should be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education. This will include:

- Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed. Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, we will work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day.
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance.
- Ensure data is regularly monitored for these groups including at governing body meetings and in Targeting Support Meetings so that additional support from other partners is accessed where necessary.

Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. Please see further information on supporting pupils with medical conditions at school.

In all cases, staff should be sensitive and avoid stigmatising pupils and parents/carers and they should talk to pupils and parents/carers and understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual pupil's specific needs.

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.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend fulltime, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

WORKING COLLABORATIVELY

We will work with the local community (including voluntary and community groups) to help remove the barriers to attendance that families experience. In some cases, families will experience the same or similar barriers to attendance for multiple children who attend different schools in the area. As such, it is of mutual benefit for such schools to work together where possible. This will be particularly beneficial in supporting transition between feeder schools.

Schools of all types, local authorities and other local partners should work jointly and share data on individual cases where it is of benefit to the pupil (e.g. health services where there are medical conditions or the police where there are extra-familial harms).

Schools are also legally required to share information from their registers with the local authority. As a minimum this includes:

- Every time a pupil's name is to be added to, or deleted from, the school admission register outside of standard transition times (including the statutory reason for deletion). For deletions this must take place before the deletion, and for additions it must be no later than 5 working days after the addition.
- The name and address of any pupil who fails to attend school regularly or has missed school for 10 days or more without the absence being recorded as authorised. Local authorities should agree the frequency this must be shared with all schools in their area. This should be no less frequently than once per calendar month.

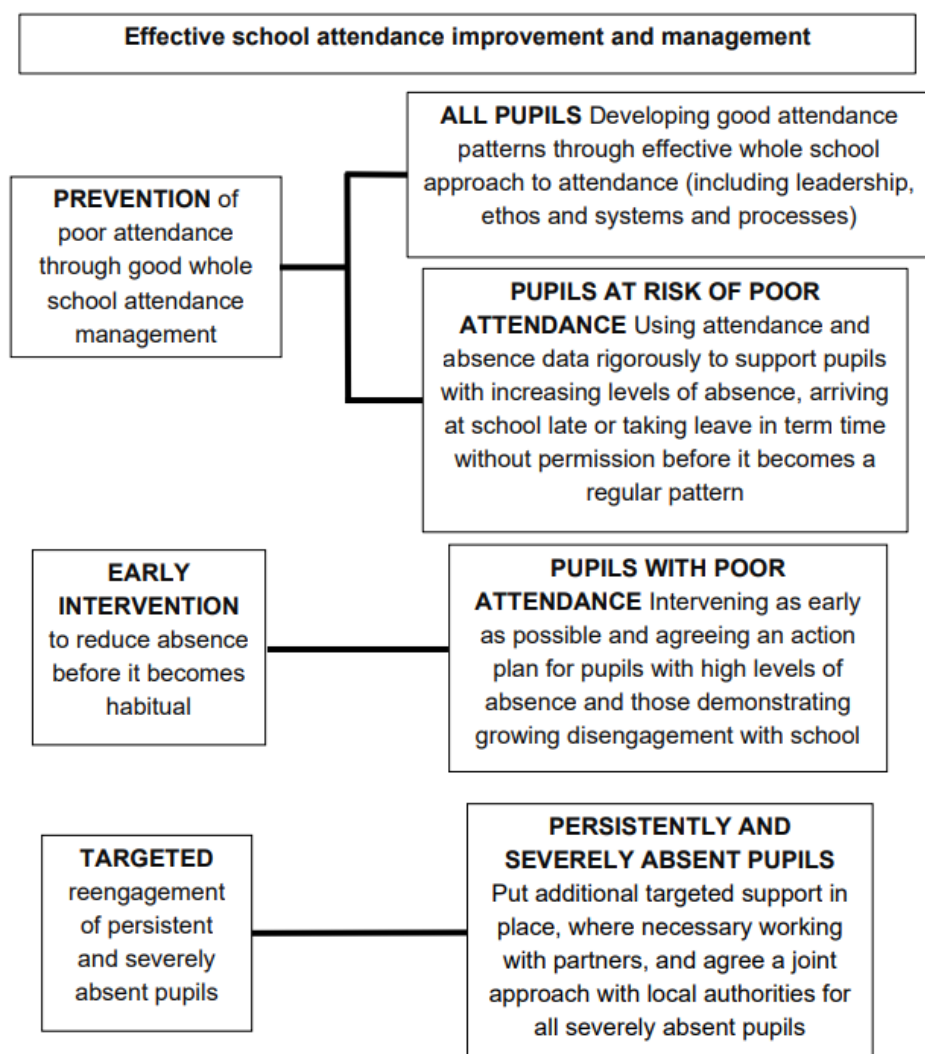
Local authorities may seek, and schools are expected to provide, more frequent or comprehensive sharing of data than the statutory minimum where it is essential to fulfilling their obligations under the Education Acts.

PERSISTENT AND SEVERE 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 will work together with Attendance Matters (our attendance partner) to put additional targeted support in place to remove any barriers to attendance and re-engage these pupils. In doing so, we will sensitively consider some of the reasons for absence and understand the importance of school as a place of safety and support for children who might be facing difficulties, rather than reaching immediately for punitive approaches.

Particular focus will be given by all partners to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. A concerted effort is therefore needed across all relevant services to prioritise them. All partners will work together to make this group the top priority for support – this may include specific support with attendance or a whole family plan, but it may also include consideration for an education, health and care plan or an alternative form of educational provision where necessary to overcome the barriers to being in school.

If all avenues of support have been facilitated and the appropriate educational support or placements (e.g. an education, health and care plan) have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect. Schools and local authorities should be especially conscious of any potential safeguarding issues in these cases and where these remain, conduct a full children's social care assessment.

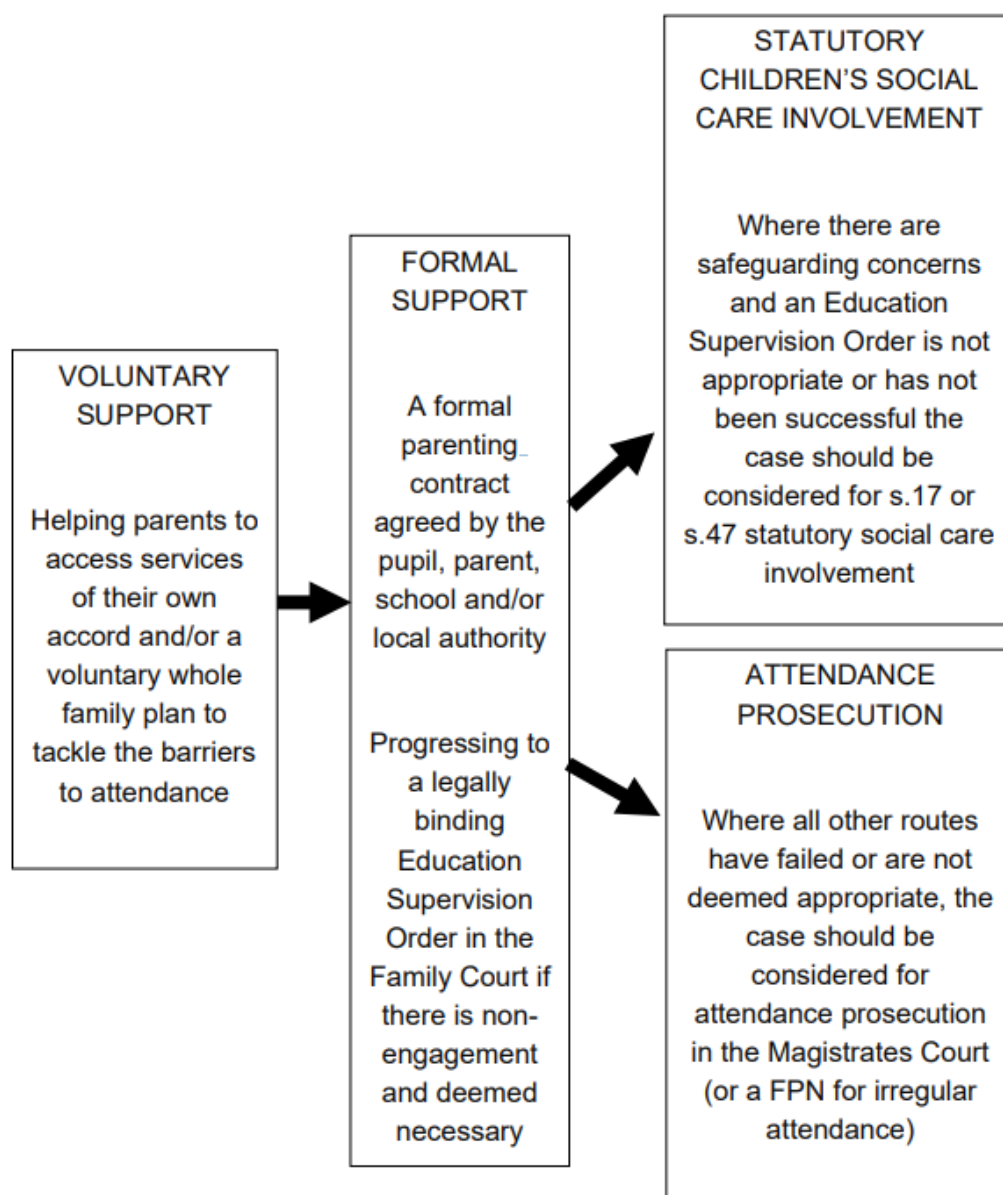


LEGAL INTERVENTION

As absence is often a symptom of wider issues a family is facing, schools and local authorities should always work together with other local partners to understand the barriers to attendance and provide support. Before enforcing legal intervention Queen Mary Avenue Infant and Nursery School will always seek to improve attendance by other means. This may include some or all of the following

- Providing attendance information via written communication
- Telephone calls/visits from our attendance lead and/or Attendance Matters
- Meetings with families to discuss parent views and any underlying issues which may be affecting attendance
- Setting targets to help improve attendance

Where these measures are not successful, or not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents. Attendance legal intervention can only be used for pupils of compulsory school age and decisions will be made on an individual case by case basis.



We will work together with Attendance Matters Schools and the local authority to make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. We will make decisions about whether to use them after considering the individual circumstances of each family. Legal interventions may include –

- Parenting contracts
- Education supervision orders
- Attendance prosecution
- Parenting orders
- Fixed penalty notices

More details of these legal interventions can be found in section 6 of DfE Guidance - Working Together to Improve School Attendance for more details of the role of the local authority

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day