



## Vanguard Learning Trust

*The Vanguard Learning Trust is a group of local primary and secondary schools in Hillingdon. We strive to be a Trust that serves its local community and is pioneering in its approach to broadening our students' lives. We believe in effective teaching which allows our students to shine both in and out of the classroom and that intellectual curiosity is at the core of every learning experience. Whilst schools in the Trust have their own ethos and values, they share the common aspiration that all students can achieve their potential and life is a journey of discovery.*

## Attendance policy

### Part A: Trust-wide

### Part B: Ryefield Primary School

**September 2024**

<b>Part A: Trust-wide</b>	<b>3</b>
1. Overview	3
2. Roles and responsibilities	3
3. Recording attendance	6
4. Authorised and unauthorised absence	8
5. Strategies for promoting attendance	10
6. Monitoring arrangements	11
Appendix 1: Attendance codes	12
<b>Part B: Ryefield Primary School</b>	<b>14</b>
1. Expectations	14
2. Roles and responsibilities	14
3. Communication	16
4. Procedures	16
5. Identifying trends and patterns	18
6. Celebrating good attendance	20
7. Students who may need additional support	20
8. Mental health	21
9. Feedback	21
10. Further support	22
Appendix A: Examples of home/school communication regarding attendance	23
Appendix B: Template letters to parents/carers	24
Appendix C: Materials used to illustrate the school's steps to monitoring and support	40

## Part A: Trust-wide

### 1. Overview

#### 1.1 Aims

This policy aims to demonstrate a commitment by Vanguard Learning Trust to meeting all of its obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance '*Working together to improve school attendance*' (updated 2024, [click here](#)). All schools have a culture and ethos that values good attendance, which includes:

- setting high expectations for the attendance and punctuality of all students;
- promoting good attendance and the benefits of good attendance;
- reducing absence, including persistent and severe absence;
- ensuring every student has access to the full-time education to which they are entitled;
- acting early to address patterns of absence; and
- building strong relationships with families to make sure students have the support in place to attend school.

Trust schools will also promote and support punctuality in attending lessons.

#### 1.2 Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance in '*Working together to improve school attendance*', which applies from 19 August 2024 ([click here](#)), as well as '*School behaviour and attendance: parental responsibility measures*' ([click here](#)). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996 ([click here](#))
- Part 3 of the Education Act 2002 ([click here](#))
- Part 7 of the Education and Inspections Act 2006 ([click here](#))
- The Education (student Registration) (England) Regulations 2006, along with the 2010, 2011, 2013, and 2016 amendments ([click here](#))
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 ([click here](#))

It also refers to:

- School census guidance ([click here](#))
- '*Keeping children safe in education*' ([click here](#))
- '*Mental health issues affecting a student's attendance: guidance for schools*' ([click here](#))

#### 1.3 Links with other policies

This policy links to the following policies:

- Safeguarding and child protection policy
- Behaviour policy

### 2. Roles and responsibilities

Although this section of the policy outlines specific duties, it is important to state that the attendance of children is **everybody's responsibility**. All schools within Vanguard Learning Trust will seek to develop a sense of belonging within their local community, fostering strong relationships between students and staff. Aligned with the Trust's values of aspiration, collaboration, and equity, the ongoing aim is to sustain supportive school environments where every child feels motivated to attend school every day and on time:

- Aspiration drives schools to set high expectations and inspire students to recognise their potential, knowing that regular attendance is a key factor in academic success and personal growth;
- Through collaboration, schools work closely with families, community members and local organisations to address barriers to attendance and ensure that every student receives the support they need; and

- Equity guides efforts to provide fair and inclusive opportunities, recognising and accommodating the diverse needs of students.

Together, the Trust is committed to creating a nurturing and equitable educational experience where every child is encouraged to aspire, participate fully and succeed.

## **2.1 Trustees and the local governing body**

The trustees and local governing body (LGBs) of each school is responsible for:

- setting high expectations of all school leaders, staff, students and parents;
- making sure school leaders fulfil expectations and statutory duties, including:
  - making sure the school records attendance accurately in the register and shares the required information with the DfE and local authority
  - making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate
- recognising and promoting the importance of school attendance across the school's policies and ethos;
- making sure the school's attendance management processes are delivered effectively and that consistent support is provided for students who need it most by prioritising staff and resources;
- making sure the school has high aspirations for all students but adapts processes and support to students' individual needs;
- regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who/that need it most;
- working with school leaders to set goals or areas of focus for attendance and providing support and challenge;
- monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students needs;
- working with school leaders where the school is struggling with attendance, to develop a comprehensive action plan to improve attendance;
- making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - the importance of good attendance
  - that absence is almost always a symptom of wider issues
  - the school's legal requirements for keeping registers
  - the school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific students, where appropriate
- making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data;
- supporting the sharing effective practice on attendance management and improvement across schools; and
- holding the headteacher to account for the implementation of this policy.

## **2.2 The headteacher**

The headteacher of each school is responsible for:

- the 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 students;
- monitoring the impact of any implemented attendance strategies;
- working with the parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers;
- working closely with the local authority to make use of the full range of legal interventions, where necessary, to formalise attendance improvement efforts. Alternatively, they may authorise the school's 'attendance champion' (see below) to be able to do so;

- communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs; and
- communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels.

### **2.3 The Trust attendance lead**

The Trust attendance lead is responsible for:

- developing and maintaining a trust-wide attendance policy, which incorporates statutory guidance and best practice with regards to attendance processes and procedures;
- regularly monitoring and analysing attendance data at Trust level to identify trends, issues and areas that may need further intervention;
- driving attendance improvement across the Trust by acting as a central contact point and source of information and support with regards to attendance;
- working more intensively with schools who require support to improve attendance, developing intervention strategies to support individual students or groups of students with high levels of absence; and
- facilitating the trust's attendance forum, meeting once a term to share information and resources.

### **2.4 The designated senior leader ('attendance champion') responsible for attendance at each school**

The designated senior leader for attendance, also known as the 'attendance champion', is responsible for:

- leading, championing and improving attendance across the school;
- setting a clear vision for improving and maintaining good attendance;
- evaluating and monitoring expectations and processes;
- having a strong grasp of absence data and oversight of absence data analysis;
- regularly monitoring and evaluating progress in attendance;
- establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff;
- liaising with students, parents/carers and external agencies, where needed;
- building close and productive relationships with parents to discuss and tackle attendance issues;
- creating intervention or reintegration plans in partnership with students and their parents/carers;
- delivering targeted intervention and support to students and families; and
- collaborating with external agencies and partners to address attendance issues and support students and families.

The name and contact details of the designated senior leader responsible for attendance at this school can be found in **Part B** of this policy.

### **2.5 School attendance team**

The attendance team of each school is responsible for:

- monitoring and analysing attendance data (refer to Section 7);
- 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 to the headteacher;
- working closely with other staff to tackle persistent absence - this could include wider pastoral teams, the school's special educational needs/disabilities co-ordinator (SENDCo), heads of year, family-liaison officers and welfare leads;
- arranging attendance meetings with parents/carers and developing support plans; and
- advising the headteacher/attendance champion when to issue fixed-penalty notices.

The name and contact details of the attendance team of this school can be found in **Part B** of this policy.

## 2.6 Staff responsible for completing registers

Each school has designated members of staff who are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office. Details of when and how this is done can be found in **Part B** of this policy.

## 2.7 Office staff

Designated office staff will:

- take calls from parents/carers about absence on a day-to-day basis and record it on the school system; and
- transfer calls from parents/carers to relevant staff in order to provide them with more detailed support on attendance.

## 2.8 Parents/carers

Where this policy refers to a parent/carer, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- all natural parents, whether they are married or not;
- all those who have parental responsibility for a child or young person; and/or
- those who have day-to-day responsibility for the child (i.e. lives with and looks after them).

Parents/carers are expected to:

- make sure their child attends every day and on time;
- notify the school (by the specific time and via the means stated in **Part B**) to report their child's absence on the day. This should be done on the first day of the absence as well as each subsequent day of absence. Parents should advise as to when the child is expected to return;
- provide the school with more than one emergency contact number for their child;
- ensure that, where possible, appointments for their child are made outside of the school day;
- keep to any attendance contracts, where necessary, that they make with the school and/or local authority; and
- seek support, where necessary, for maintaining good attendance, by contacting the relevant member of staff identified in **Part B** of this policy.

## 2.9 Students

The expectations for students are as follows:

- In primary school, students are expected to attend school every day on time.
- In secondary school, students are expected to attend every timetabled session on time.
- In sixth form, students are expected to call the school to report their absence as soon as possible on the day of the absence and each subsequent day of absence.

## 3. Recording attendance

### 3.1 Attendance register

Schools will take an attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (student Registration) (England) Regulations 2024, whether every student is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

#### 3.1.1 Amendments to the attendance register

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment

- The date on which the amendment was made
- The name and position of the person who made the amendment

**Appendix 1** outlines all the attendance codes accepted by the DfE.

### 3.1.2 Other information

The school will also record:

- For students of compulsory school age, whether the absence is authorised or not
- The nature of the activity if a student is attending an approved educational activity
- The nature of circumstances where a student is unable to attend due to exceptional circumstances

The school will keep every entry on the attendance register for 6 years after the date on which the entry was made. Timings of the school day and when registers will be taken can be found in **Part B**.

### 3.2 Unplanned absence

The student's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence as soon as practically possible by calling the school. Notification procedures for this school can be found in **Part B**. The school will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness. Where there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. The school will not ask for medical evidence unnecessarily. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parent/carer will be notified of this in advance.

### 3.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the student's parent/carer notifies the school in advance of the appointment. Details of how parents/carers should request leaves of absence can be found in **Part B**. However, the school encourages parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary. The student's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Section 5 outlines which term-time absences that the school can authorise.

### 3.4 Lateness and punctuality

A student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Details of how the school identifies and responds to ongoing punctuality issues can be found in **Part B**.

### 3.5 Following up unexplained absence

The school's day-to-day process for following up on absence can be found in **Part B**. Where any student the school would normally expect to attend school does not attend, or stops attending, without reason, the school will:

- call the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may phone the police or the local authority children's social care;
- identify whether the absence is approved or not;
- identify the correct attendance code to use and input it as soon as the reason for absence is ascertained; this will be no later than 5 working days after the session;
- call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer;
- report, where relevant, the unexplained absence to the student's youth offending team officer;
- offer support, where appropriate, to the student and/or their parents to improve attendance;

- identify whether the student needs support from wider partners as quickly as possible and make the necessary referrals; and/or
- where support is not appropriate, not successful or not engaged with, issue a notice to improve, penalty notice or other legal intervention (refer to Section 5.2), as appropriate.

### 3.6 Reporting to parents/carers

The school will regularly inform parents/carers (see definition of ‘parent/carer’, as outlined in Section 3.8) about their child’s attendance and absence levels. More information can be found in **Part B** of this policy.

## 4. Authorised and unauthorised absence

### 4.1 Approval for term-time absence

The headteacher will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings. The headteacher will only grant a leave of absence to a student during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations ([click here](#)). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

### 4.2 Granting a leave of absence

A leave of absence is granted at the headteacher’s discretion, including the length of time the student is authorised to be absent for. Each school’s definition of ‘exceptional circumstances’ is outlined in **Part B** of this policy. Leave of absence will not be granted for a student to take part in protest activity during school hours. As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday. The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request. Any request should be submitted as soon as it is anticipated and in accordance with any leave of absence request form; the specific details of how to access this can be found in **Part B**. The headteacher can request evidence to support any request for leave of absence. If a student is over compulsory school age (eg. sixth form), leave can be requested or agreed by the student or a parent they normally live with.

### 4.3 Other valid reasons for authorised absence

Other valid reasons for authorised absence include (but are not limited to):

- illness (including mental-health illness) and medical/dental appointments (refer to Sections 4.2 and 4.3 for more detail);
- religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student’s parent(s) belong(s). If necessary, the school will seek advice from the parent’s religious body to confirm whether the day is set apart; or
- parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision.

Other reasons the school may allow a student to be absent from the school site, which are not classified as absences, include (but are not limited to):

- attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school;
- attending another school at which the student is also registered (dual registration);
- attending provision arranged by the local authority;
- attending work experience; or



- if there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

#### **4.4 Sanctions**

The school will make use of the full range of potential sanctions including, but not limited to, those listed in Sections 5.2.1 and 5.2.2 in order to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

##### **4.4.1 Notices to improve**

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support. Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the student attends school. They will include:

- details of the student's attendance record and of the offences;
- the benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996 ([click here](#));
- details of the support provided so far;
- opportunities for further support, or to access previously provided support that was not engaged with;
- a clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis;
- a clear timeframe of between 3 and 6 weeks for the improvement period; and
- the grounds on which a penalty notice may be issued before the end of the improvement period

##### **4.4.2 Penalty notices**

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice. If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued. Before issuing a penalty notice, the school will consider the individual case, including whether:

- the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks);
- a penalty notice is the best available tool to improve attendance for that student;
- further support, a notice to improve or another legal intervention would be a more appropriate solution; and/or
- any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a fixed period or permanent exclusion. The school will notify the parents of the days the pupil must not be present in a public place. The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice. If issued with a first penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days. If a second penalty notice is issued to the same parent in respect of the same student, the parent must pay £160 if paid within 28 days. A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

## 5. Strategies for promoting attendance

Details of the school's strategies for rewarding, incentivising and improving attendance can be found in **Part B** of this policy.

### 5.1 Supporting students who are absent or returning to school

Details of the school's approach to supporting the following students can be found in **Part B** of this policy. This includes:

- students with complex barriers to attendance, including how the school works with families and strategies for removing in-school barriers.
- students absent from school due to mental or physical ill health, or their special educational needs and/or disability/disabilities (SEND).
- students who are returning to school after a lengthy or unavoidable period of absence.

### 5.2 Attendance monitoring

Information about how the school monitors attendance and absence data (including punctuality data), and systematically and regularly analyses it can be found in **Part B**.

### 5.3 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual student, year group and cohort level. Specific student information will be shared with the DfE on request. The Department for Education has access to the school's management information system so the data can be accessed regularly and securely. Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

### 5.4 Analysing attendance

The school will:

- analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance;
- identify students whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence;
- conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends; and
- look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

### 5.5 Using data to improve attendance

The school will:

- develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis;
- provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (refer to Section 5.6 below);
- provide regular attendance reports to relevant staff in order to facilitate discussions with students and families, and to the governing board and school leaders (including the special educational needs co-ordinator, designated safeguarding lead and student premium lead);
- use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies; and

- share information and work collaboratively with other schools in the trust, local authorities and other partners where a student’s absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

### 5.6 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school. Reducing persistent and severe absence is central to the school’s strategy for improving attendance. The school will:

- use attendance data to find patterns and trends of persistent and severe absence;
- consider potential safeguarding issues and, where suspected or present, address them in line with ‘*Keeping children safe in education*’;
- hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - discuss attendance and engagement at school
  - listen, and understand barriers to attendance
  - explain the help that is available
  - explain the potential consequences of, and sanctions for, persistent and severe absence
  - review any existing actions or interventions
- provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant;
- consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence; and
- implement sanctions, where necessary (see section 5.2, above)

Further details of the school’s approach towards targeting unauthorised absence, for example – meetings, letters, closer monitoring can be found in **Part B** of this policy.

## 6. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and at a minimum annually by the attendance champion of the school. Following every review, the policy will be approved by the school’s local governing body.

Revision date	By	Summary of changes made
July 2024	BoT	New policy

## Appendix 1: Attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
<b>Attending a place other than the school</b>		
K	Attending education provision arranged by the local authority	Student is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Student is attending a session at another setting where they are also registered
<b>Absent - leave of absence</b>		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Student is at a medical or dental appointment
J1	Interview	Student has an interview with a prospective employer/educational establishment
S	Study leave	Student has been granted leave of absence to study for a public examination
X	Not required to be in school	Student of non-compulsory school age is not required to attend
C2	Part-time timetable	Student is not in school due to having a part-time timetable
C	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
<b>Absent - other authorised reasons</b>		
T	Parent travelling for occupational purposes	Student is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)

<b>E</b>	Suspended or excluded	Student has been suspended or excluded from school and no alternative provision has been made
<b>Absent - unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every student absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Student is unable to attend as they are: <ul style="list-style-type: none"> <li>· In police detention</li> <li>· Remanded to youth detention, awaiting trial or sentencing, or</li> <li>· Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Student's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent - unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Student is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Student has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective student not on admission register	Student has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

## Part B: Ryefield Primary School

### 1. Expectations

The school's view on attendance is that it is everybody's responsibility. Every student is a valued member of the school and their presence is crucial for the collective success and well-being of the community overall. Aligned with the recommendations from an ImpactEd report entitled '*Understanding Attendance*' from January 2024 ([click here](#)), the school is committed to creating a safe and inclusive environment where every student feels valued and that they belong. The school aims to foster strong, positive relationships between students, and between students and school staff, to help build a supportive and connected community. Additionally, the school strives to communicate the importance and benefits of good attendance at every opportunity, helping students understand how their learning experiences contribute to their personal and academic growth.

### 2. Roles and responsibilities

Although attendance is everybody's responsibility, some members of the school community have a specific role in supporting attendance or providing oversight of the school's endeavours. These roles are outlined below.

#### 2.1 The board of trustees

As outlined in Part A, the board of trustees is responsible for monitoring attendance figures across Vanguard Learning Trust on at least a termly basis, which includes Ryefield Primary School. The board also holds the headteacher of the school to account for the implementation of this policy.

#### 2.2 The local governing body (LGB)

The LGB of Ryefield Primary School is responsible for regularly reviewing attendance figures for the whole school on at least a termly basis. It also holds the headteacher to account for the implementation of this policy. Further information about the LGB's role in reviewing attendance data can be found in Part A.

#### 2.3 The headteacher

The school's headteacher is responsible for implementing this policy at the school and monitoring school-level absence data, which is then reported to the governors. Additionally, the headteacher supports staff in monitoring the attendance of individual students as well as trends and patterns across groups of students. The headteacher works closely with the local authority to consider a range of legal interventions to improve attendance, including the issuing of penalty notices as a last resort.

#### 2.4 The senior leader for attendance (the 'attendance champion')

Ryefield's attendance champion is Mr Wayne Murray. The attendance champion plays a crucial role in promoting and managing student attendance across the school. Their responsibilities include working with the attendance officer to monitor attendance by regularly tracking and analysing attendance data to identify patterns, trends and areas of concern. Their role also involves maintaining accurate records and ensuring that attendance registers are up to date. They support students and families by addressing barriers to regular attendance, offering support and advice and arranging meetings. The attendance champion is key in fostering a culture where good attendance is valued and recognised, contributing to the overall well-being and academic success of students.

#### 2.5 The attendance officer

The school's attendance officer is Ms Danielle Perry. The attendance officer liaises closely with class teachers to ensure that registers are completed accurately and are available for scrutiny. They are responsible for notifying the local authority's school attendance support team of persistent absences and collaborating with them to support improvement. The officer monitors attendance data across the school and at an individual student level. They notify parents of student absences when parents have not informed the school through

StudyBugs, sending a text or email to parents once morning registers are taken to highlight absent students. The attendance officer reports attendance concerns to the headteacher, assistant headteacher, or designated safeguarding lead (DSL) and advises the headteacher when to issue legal interventions, such as fixed-penalty notices.

They also report on students with persistent absences to year leaders and the senior leadership team (SLT); send out student absence letters on behalf of the headteacher; and provide general management information on student attendance as required by SLT or the London Borough of Hillingdon (LBH). Additionally, the attendance officer accurately and promptly enters any manual registers onto the school management information system ('SIMS'), including attendance information for students offsite, oversees the signing in and out process by students and informs appropriate pastoral staff of any concerns. They ensure that latecomers are correctly recorded in the attendance registers and liaise with the pastoral team to arrange the collection and dispatch of work for students absent due to long-term illness.

## **2.6 Phase leaders and the SLT**

Phase leaders and the SLT of Ryefield Primary School are responsible for monitoring attendance data both across the year group and at an individual student level. They pay particular attention to the attendance of students categorised in vulnerable groups. Additionally, they report any attendance concerns to the attendance officer and SLT. Collaborating with the attendance officer, teachers, family-liaison officers and the school attendance support team, they work to address and reduce persistent absenteeism. To further support these efforts, phase leaders and SLT arrange calls and meetings with parents to discuss attendance issues and record any actions taken.

## **2.7 Class teachers**

Class teachers are responsible for accurately recording attendance within lessons on a daily basis, using the correct codes, and saving this information on SIMS. They are also responsible for monitoring, flagging concerns and being a point of contact between home and school to discuss attendance concerns.

## **2.8 Parents/Carers**

By law, all students of compulsory school age (normally 5 to 16 years old) must receive a suitable full-time education. Parents have a legal responsibility to ensure this happens, either by registering their child at a school or by making other arrangements to provide them with a suitable, full-time education. Once a child is registered at a school, parents are legally responsible for ensuring they attend; this means students should not have sessions of unauthorised absence.

### **2.8.1 How parents/carers can support good attendance**

To support their child's school attendance, parents and carers should take several actions. First, they should establish good attendance habits by acting as role models and showing students that good attendance and punctuality are important. Ensuring their child has a good rate of attendance, ideally 97% or higher, is crucial. Creating a good routine for mornings at home so that students can arrive punctually and be properly equipped will also help mornings start calmly. Establishing a good bedtime routine is essential so that children can sleep well, get enough rest and make mornings less of a struggle. Parents should also know the routines of the school day to avoid issues, such as ensuring students have their PE kits on the right days. Reading all school communications helps parents stay informed about what's going on at school and can encourage conversations with their children. Attending all school open evenings and functions is another important step. Wherever possible, medical appointments should be made outside of the school day. Parents should only grant days at home for genuine illness and contact the school via Studybugs as soon as possible to explain why their child is absent and when they are expected to return. If appropriate, arranging for a family member or a friend to take a child to school if a sibling is sick can also help maintain good attendance. Parents should not take holidays during school time.

## 2.9 Students

Students at Ryefield Primary School are expected to attend school every day and be punctual. This means arriving at school on time, ready to begin the day's activities. Regular attendance is crucial for ensuring that students do not miss out on important learning opportunities. In addition to being on time for school, students must also ensure they attend every lesson promptly. This punctuality applies to each class throughout the school day, reinforcing the importance of being present and ready to engage in learning activities from the beginning of each session. Unless absolutely necessary, students should remain in every lesson for its entire duration. This policy is designed to maximise learning time and minimise disruptions, helping students fully benefit from the instructional time provided.

## 3. Communication

Effective communication is paramount in ensuring high attendance rates at school, as it fosters a collaborative environment between the school and families. Ryefield's attendance officer plays a critical role in monitoring and promoting good attendance, acting as the primary liaison between the school and the parents or carers. They are supported by the attendance champion, a senior lead dedicated to attendance issues, ensuring that robust systems and strategies are in place. The school utilises a variety of communication methods, including regular updates to parents and carers about their child's attendance and absence levels. These updates can be disseminated through emails, letters and parent-teacher meetings, helping to keep families informed and engaged. Ryefield Primary School maintains a 'buzz' of attendance through a well-planned calendar of events and communications that highlight the importance of regular attendance. To support these efforts, the school's designated attendance champion and attendance officer will work closely with pastoral staff, including phase leaders, class teachers, and welfare staff, all of whom are instrumental in supporting various attendance initiatives. The pastoral team can be contacted for further assistance in addressing attendance concerns and providing additional support to students and their families. By employing a comprehensive approach that includes clear communication and dedicated support roles, Ryefield aims to minimise student absences and promote a culture of regular attendance. Appendix A has examples of communication with parents.

## 4. Procedures

Procedures are crucial for the monitoring of attendance because they ensure consistency, accuracy and accountability. They provide a standardised approach for recording and tracking student presence, enabling timely identification of absences. This facilitates early intervention for at-risk students, promotes a safe learning environment and supports legal compliance regarding compulsory education. Clear procedures also streamline communication between stakeholders ensuring everyone is informed about attendance-related issues. Additionally, accurate attendance records are vital for funding, resource allocation, and analysing patterns to improve overall school performance and student engagement.

### 4.1 Arriving at school and lateness

Students are expected to arrive promptly for school by the times outlined below.

**Table 1: Start times for Ryefield Primary School**

	Gates open at	Classroom doors open at	Classroom doors shut at (official start time)	Child marked late if they arrive after
Morning nursery	8:30am	8:30am	8:40am	8:40am
Afternoon nursery	12:15pm	12:20pm	12:30pm	12:30pm
Reception, Year 1, Year 2, Year 3, Year 4, Year 5 & Year 6	8:05am	8:20am	8:30am	8:30am



#### **4.1.1 Punctuality**

Students are expected to arrive at Ryefield Primary School on time each day. Sometimes unexpected lateness occurs which cannot be helped. Students will not be permitted through their classroom door after the official start time. Students who arrive after the official start time indicated in Table 1 should be escorted by their parents to the front office, where parents should sign them in. Students who are late will receive a red card once they have signed in; this card must then be presented to the class teacher to show the office staff has registered them. Any late child who does not receive a red card will be sent back to reception to be signed in properly.

If a child arrives no later than 30 minutes after the official start time, they will be marked in the register as 'authorised late: late before registration closes.' If a child arrives more than 30 minutes late, they will be marked as an 'unauthorised absence: late after the register closes.' An unauthorised late will affect a child's overall rate of attendance. Arriving late means that students miss the crucial input for their day, which puts them at a disadvantage to their peers. If a child is late on two or more occasions within a week, their parent will receive a message sent via Studybugs. If a child has been late on 5 occasions, they will receive a letter regarding lateness. For every 5 late marks, a new letter will be sent. After 15 late marks, a meeting will be organised and further action determined.

#### **4.2 Absences**

Each school day consists of two sessions, a morning (referred to as AM) and an afternoon (referred to as PM). Therefore, if a child is absent from school for one whole day, this will equate to two sessions of absence. There are two types of absence: authorised and unauthorised. The school is responsible for deciding whether a child's absence is authorised or unauthorised therefore the information you give us determines the outcome of the absence. As a school, any authorised absences ultimately will be the decision of the headteacher and the school has the right to request any evidence of any absence. Any absences that have not been reported will be marked as unauthorised.

##### **4.2.1 Notifying the school**

Parents must inform the school via the Studybugs app if their child is ill and will be absent from school. A detailed reason for absence must be received before 8:20am on each day of absence. A child simply being 'unwell' is not a reason to be absent from school. Studybugs will automatically notify parents if their child has not been registered before 9.00am. Although medical appointments and illness constitute an authorised absence, they will still affect a child's percentage attendance, therefore we require parents to provide documentation for these absences. Following guidance from Public Health England, the school operates a strict period of 48 hours from the last spell of sickness/diarrhoea before a child is allowed to return to school to which parents must adhere. For advice and information on whether children are well enough for school, parents/carers are advised to visit the related page on the NHS website ([click here](#)).

##### **4.2.2 Contact details**

Ryefield Primary School must have up-to-date contact numbers for your child so we can contact you when your child is absent or in case of an emergency.

#### **4.3 Working with the local authority**

Collaboration between schools and local authorities is crucial for improving attendance. Joint efforts ensure that barriers to attendance are identified and addressed, providing holistic support to students and families. This partnership fosters a community-focused approach, enhancing engagement, resources and interventions, ultimately leading to better educational outcomes and reduced absenteeism.

##### **4.3.1 Issuing of penalty notices**

Parents are expected to contact the school at an early stage and to work with the staff in resolving any problems together. If difficulties continue the school may refer the child to the attendance team at the local authority. The team will also try to resolve the situation but, if other ways of trying to improve the child's attendance fail and unauthorised absences persist, the team can use sanctions such as the issuing of a

penalty notice as a last resort, which is currently £60 rising to £120 if unpaid after 21 days. If unpaid after 28 days, a summons to Court will be issued for each unpaid penalty notice, which could lead to a prosecution in the Magistrates Court. More information can be found in the Department for Education's statutory guidance: 'Working together to improve school attendance' ([click here](#)). Alternatively, parents may wish to contact the local authority attendance team themselves to ask for help or information. They are independent of the school and will give impartial advice. Their telephone number is 01895 250858. Attendance advice may be sought at any time by the school and it may be necessary to fast track a referral to them.

#### **4.3.2 Child missing from education**

If a child has been absent for 10 school days they are classified as a child missing from education (CME). A referral to the local authority's CME team will be made for further advice and support.

#### **4.4 Exceptional leave during term time**

The school will not authorise any leave during term time. Parents/carers who feel it necessary to take their child out of school for an extended period of time due to unavoidable and extreme/exceptional circumstances must make a formal request by completing the '*Request for leave of absence during term time*' document (refer to Letter 8, Appendix B). This should be submitted to the headteacher at least two weeks before the intended period of absence. Any supporting documents should be submitted with the request form, such as flight details or exam letters. There is no right of appeal in regards to any decision made concerning requests for exceptional leave during term time. If the child will be late returning from a period of leave, the school requires parents/carers to produce documentation to evidence this. Where holidays are taken which have not been authorised, the school will inform the local authority attendance team, who may issue a penalty notice of £80 per parent per child if it is paid within 21 days. If it is not paid within 21 days, it advances to £160 per parent per child. If payment is not made within 28 days, the local authority may decide to pursue further legal action. More information can be found on the Department of Education's website ([click here](#)). Where there is reason to believe that a prolonged absence is the result of a holiday, the school will pursue it as it would if it was informed about the holiday in advance. Suspicion of prolonged absence due to a holiday in term time is enough to pursue a holiday penalty notice through the local authority.

#### **4.5 Extreme/exceptional circumstances**

Extreme or exceptional circumstances generally include situations that are rare, significant or unavoidable. The following scenarios illustrate what is meant by this term:

1. Bereavement: the death of a close family member.
2. Serious illness: when a child or close family member has a serious/critical illness that requires the child to be absent.
3. Family crisis: emergency situations involving members of the child's family that require immediate attention.
4. Religious observances: religious festivals or ceremonies.
5. Examinations: external examinations or assessments.
6. Legal requirements: attending a court hearing, being involved in a custody dispute or other legal obligations.
7. Unexpected travel disruptions: unforeseen travel disruptions that make it impossible for the child to attend school (eg. natural disasters).

These exceptional circumstances typically do not include:

- Holidays during term time.
- Family events like birthdays or weddings.
- Minor ailments (colds, headaches).

### **5. Identifying trends and patterns**

It is important to note that consistent attendance is essential for a student's academic and social development. Ryefield Primary School will work with parents/guardians and other professionals as needed to

support students in attending school regularly and meeting their full potential. The school uses the following procedures for monitoring daily attendance and informing parents:

- daily attendance reminder messages are sent via email to all parents/carers who have not notified the school of their child's absence;
- weekly emails are sent to parents/carers to whose children who have more than 2 late arrivals at school during the preceding week;
- fortnightly attendance summary emails are sent to all parents/carers whose children have missed more than 10 sessions (5 days of school);
- messages on Studybugs will be sent out half-termly to parents/carers informing them of their child's attendance;
- parents/carers will be notified if their child's attendance becomes cause for concern and parents will be invited in to meet with staff in line with Ryefield's 'Six steps to monitoring attendance' (outlined below);
- if there is still no improvement, or parents do not respond to the school's letters, or if parents/carers fail to show up for arranged meetings, then the school will refer the family to the local authority's attendance team; and
- school staff may undertake home visits if absences are not reported, to check that the child is safe and well.

### 5.1 'Six steps to monitoring attendance'

The school's attendance monitoring procedure, 'Six steps to monitoring attendance', is designed to support students in attending school regularly and making the most of their educational opportunities. To ensure that attendance concerns are addressed in a timely and appropriate manner, the following actions will be taken if a student misses a certain number of sessions:

- 10 sessions missed: Letter 1 will be sent home informing parents/carers that their child is at risk of falling below the national expectation for annual attendance, which can affect their learning and success in school.
- 20 sessions missed: Letter 2 will be sent home informing parents/carers that any further absences will mean that their child has fallen below the national expectations for attendance and has been added to the attendance risk register, which is monitored by the school's SLT.
- 25 sessions missed: Letter 2 will be reissued, informing parents/carers that their child's absence is a cause for concern and is being monitored by the school's SLT. The school's attendance champion will contact the family.
- 30 sessions missed: Letter 3 will be sent home asking parents/carers to attend a meeting with the attendance officer and family support officer to discuss the attendance concerns.
- 35 sessions missed: Letter 4 will be issued and an attendance panel meeting will be scheduled as the child is on the verge of persistent absence, having missed three and a half weeks of learning. There is also a risk of a referral to the local authority's attendance team.
- 40 sessions missed: a referral will be made to the participation team, next steps will be given from the local authority.

Template letters referred to above can be found in Appendix B.

**Table 2: Sessions missed**

Step	Sessions missed <sup>1</sup>	Percentage at the end of year (%)	Days missed
1	10	97	7.5 (1.5 weeks)
2	20	94	10 (2 weeks)
3	25	93	12.5 (2.5 weeks)
4	30	92	15 (3 weeks)
5	35	90	17.5 (3.5 weeks)
6	40	89	20 (4 weeks)

<sup>1</sup> 190 School days each academic year = 380 sessions (AM + PM) each academic year

## **6. Celebrating good attendance**

Ryefield Primary School recognises the importance of celebrating and incentivising good attendance to encourage students to maintain consistent and punctual attendance. As such, the school utilises a variety of strategies to reward students who demonstrate excellent and/or improved attendance. The school rewards good attendance in the following ways:

- During each weekly whole school assembly, the key stage 1 and key stage 2 class with the best attendance for the previous week win a trophy and certificate. Students are also entered into a weekly attendance raffle for each week they have achieved 100%.
- Class rewards are given using our Marble Jar reward system. Each class can receive two marbles a day, one for everybody being in school and another if everybody is on time. When the class reaches 30 marbles they receive a 'marble party'. Marble parties are not defined and vary throughout the year.
- Certificates are awarded to students who achieve an annual attendance of above 95%.
- Weekly communications to families whose children have demonstrated 100% attendance.

By celebrating both outstanding attendance and meaningful improvements, the school aims to create a positive and motivating atmosphere that highlights the value of regular school attendance and supports students in their journey towards academic success.

### **6.1 Celebrating improved attendance**

Ryefield Primary School recognises that celebrating and rewarding students for improving their attendance can be a great way to motivate them and reinforce positive behaviour. The methods of celebration taken by the school include acknowledging students during school assemblies, displaying their photos on a celebration board, and mentioning them in the school bulletin. The school also rewards improving attendance through providing attendance certificates for achieving specific milestones and half termly awards for significantly improved attendance. Additionally, incentive programmes, such as the school's marble system (where classes earn points for each session of perfect attendance), can be added to by students who have significantly improved their attendance.

## **7. Students who may need additional support**

Ryefield Primary School is committed to providing tailored support to students facing various challenges that affect their attendance. The school recognises that certain groups of students may require additional assistance to overcome these barriers and ensure their regular participation in school.

### **7.1 Students with complex barriers to attendance**

For students with complex barriers to attendance, Ryefield takes a comprehensive approach by closely collaborating with families and external agencies to address the root causes of absenteeism. The school conducts thorough assessments to identify specific challenges these students face, whether they stem from home, social or economic factors, or a combination thereof. Working with families, the school develops individualised support plans that may include flexible scheduling, pastoral support or access to community resources via a referral to Early Help. The school also strives to remove any barriers by providing a welcoming and inclusive environment, offering personalised learning plans and ensuring that these students have access to necessary support services such as counselling, mentoring and/or play therapy where appropriate.

### **7.2 Students absent due to mental or physical ill health, or SEND**

Students who are absent due to mental or physical ill health, or their special educational needs and/or disabilities (SEND), receive targeted support to help them maintain their educational progress. The school's SEND co-ordinator (SENDCo) can liaise with a wide variety of specialists including counsellors and healthcare professionals, who work together to create and implement individualised education plans (IEPs) or health care plans. The school will maintain regular communication with these students and their families, providing

necessary adjustments. The goal is to ensure that these students receive a continuous and supportive education, tailored to their unique needs and circumstances.

### **7.3 Students returning after a lengthy or unavoidable period of absence**

When students return to Ryefield after a lengthy or unavoidable period of absence, the school implements a structured reintegration process to help them transition smoothly back into the school environment. This process includes an initial meeting with the student and their family to discuss any concerns and create a personalised reintegration plan. Key strategies may include a phased return to school, catch-up sessions and/or additional academic support to bridge any learning gaps. The school may also provide emotional and social support to help these students readjust and reconnect with their peers and teachers. By offering comprehensive reintegration support, the school aims to ensure that students feel welcomed, supported and ready to re-engage with their education.

## **8. Mental health**

Ryefield Primary School recognises the critical importance of mental health and its impact on student attendance. In accordance with the Department for Education guidance '*Working together to improve school attendance*' (2024, [click here](#)), the school has established clear responsibilities and proactive measures to monitor, promote and support mental health within the community. To effectively support mental health, the school regularly monitors the well-being of students through various means, including surveys, wellbeing check-ins along with observations by teachers and staff. The school evaluates the effectiveness of mental health initiatives by gathering feedback from students, parents/carers and staff and by reviewing attendance data to identify patterns that may indicate underlying mental health issues. This ongoing assessment allows the school to adapt and refine its approach to ensure that the school's support for mental health is meeting the needs of all students.

### **8.1 Emotional resilience**

Building emotional resilience is a key component of the school's long-term strategy and it is thoroughly integrated into the curriculum and provision of pastoral support. The school delivers a personal, health and social education (PSHE) programme that includes social and emotional learning activities, mindfulness exercises and resilience training. These programmes are designed to equip students with the skills they need to manage stress, build positive relationships and navigate challenges effectively. Additionally, the school's pastoral care team provides personalised support and mentoring to students who may need extra help in developing their emotional resilience.

### **8.2 A holistic approach**

Ryefield Primary School takes a holistic approach to promoting and supporting mental health and well-being, fostering a strong ethos and culture of care. This approach includes creating a safe and inclusive environment where every student feels valued and supported. The school prioritises open communication, encouraging students to voice their concerns and seek help when needed. The school also collaborates with external mental health professionals and organisations to provide additional resources and support for students and their families. By integrating mental health awareness and support into all aspects of school life, the school aims to create a nurturing and resilient community that prioritises emotional well-being.

Appendix C illustrates the support and approaches taken to support students at each stage of its attendance monitoring and intervention strategy.

## **9. Feedback**

Ryefield Primary School values the input of the whole community in helping to shape and refine the attendance policy. The school collects feedback through regular surveys distributed to students, parents/carers and staff, as well as during parent-teacher meetings and school council sessions. This feedback

is carefully reviewed and considered in policy evaluations to ensure it remains effective and responsive to the needs of the school community.

## 10. Further support

To provide comprehensive support for students, Ryefield Primary School actively engages with 'early help' services and other external agencies. These collaborations enable the school to access a wide range of resources and expertise in order to address the various challenges that may affect students and their attendance. Effective partnerships with local health services, social care and mental health organisations (such as CAMHS) ensures that students and families receive the necessary support and interventions promptly and effectively. For additional support, the school recommends the following helplines and websites:

- **Childline:** A free, confidential service for young people seeking help and support (website: <https://www.childline.org.uk>, phone: 0800 1111)
- **YoungMinds:** A mental health charity offering advice and support to young people and parents (website <https://www.youngminds.org.uk>, parent helpline: 0808 802 5544).
- **NSPCC:** Provides support and information for children and families (website: <https://www.nspcc.org.uk>, helpline: 0808 800 5000).
- **Samaritans:** Offers emotional support for anyone in distress (website: <https://www.samaritans.org>, phone or text: 116 123).

By continuously gathering feedback and leveraging external support, the school strives to create an effective and supportive attendance policy that promotes the well-being and success of all students.

### Appendices:

Appendix A: Examples of home/school communication regarding attendance

Appendix B: Template letters to parents/carers

Appendix C: Materials used to illustrate the school's steps to monitoring and support.

## **Appendix A: Examples of home/school communication regarding attendance**

### **No reason for absence (daily):**

{Pupil First Name} is absent from school today. Please provide a reason for their absence. Absences must be reported each day before 8:20am via Studybugs. {Her/His} current attendance is {attendance this year}.

### **Absence response message:**

Thank you for informing us of {Pupil First Name}'s absence today. Please be advised that {Her/His} current attendance for this academic year is {attendance this year}.

### **Punctuality email (weekly):**

Late Alert: Your child arrived late to school on two or more occasions this week. Please be reminded that classroom doors open at 8:20am and lessons begin at 8:30am once the register has been taken. Students will not be permitted through their classroom door after 8:30am. They will need to be signed in at the main office by an adult and will receive an authorised late register mark. Students arriving more than 30 minutes late will be registered as an unauthorised absence. We look forward to seeing an improvement next week. Thank you for your co-operation.

### **Examples of the attendance reminder email sent to all families whose children have missed more than 10 sessions (fortnightly):**

{Pupil First Name} has missed {days absent this year} days of school this year. Lessons build on what students already know and missing one can make the next day's lesson more difficult. One day could be as many as six different subjects, as well as time spent with friends and doing extracurricular activities.

Let us know about your concerns you may have that are affecting your child attending school. Together we can support your child to ensure they achieve.

{Pupil First Name} has missed {days absent this year} days of school this academic year. School is not just about learning. It is a warm, supportive environment where your child can get a healthy meal and see their friends. Ryefield is an enriching environment that can help your child with their social and mental wellbeing, so ensuring they attend regularly is paramount. If you have any concerns regarding your child's wellbeing or attendance at school please send us a message.

So far this year {Pupil First Name} has missed {days absent this year} days of school. Attending school every day can help your {Daughter/Son} to achieve their aspirations, reach their full potential and equip them with the skills needed for their future.

We thank you for your continued support to ensure {Pupil First Name} attends school everyday. Please speak with the school staff if you have any difficulties with this.

### **100% attendance email (weekly):**

We're pleased to let you know that {Pupil First Name} has achieved 100% attendance this week.

This puts {her/him} in the best possible position to advance {her/his} learning. They will also be in with a chance of winning a prize in this week's attendance raffle!

Congratulations {Pupil First Name}!

## Appendix B: Template letters to parents/carers

### Letter 1 - DfE recommended letter about the importance of attendance

Dear parent/carers

We need your help, please. {Pupil Name} has been absent for {#} days of school, which is equal to {#} lessons missed so far this school year.

We know that sometimes our pupils cannot come to school because they are really unwell, which is the right thing to do for them and other students. Medical advice is clear, however, that children with mild illness will often be well enough to attend, for example if they have a cough, or cold, without a temperature. The NHS guidance '*Is my child too ill for school?*' ([click here](#)) is designed to support parents in their decision making about mild illness.

We also know that pupils fall behind their friends and classmates when they miss school. At Ryefield Primary School we want the amount of missed education to be reduced as much as possible. We believe that our community is stronger together, with all of our pupils in school, on time, every day. We are building life skills, life-long friendships and preparing your child for future success.

We also know that you can have a significant effect on {Pupil Name}'s absences this academic year and we would really appreciate your help and support ensuring that {Pupil Name} comes to school every day so that they can get the best possible outcomes. We want to work with you to achieve this; therefore, please call or come in and meet {Pupil Name}'s class teacher or tutor if there is anything we can do to support you or your child. We appreciate that every family's situation is unique.

We will be in touch again to request a meeting with you if we have ongoing concerns about your child's attendance.

Yours sincerely

[Name]

Senior lead for attendance



## Letter 2 – Concerns about a pupil's high level of absence

Dear parent/carer

### Re: Absences from school

We have noticed that [pupil name] has missed a lot of school recently. We are concerned that they are missing out on key experiences because of this and that they risk falling behind.

[Name] has missed [insert number of days missed and over what time period].

We know that every family's circumstances are different and want to work with you to provide the best education for your child. We are aware of [insert known reasons for absence]. Please let us know if there is anything else going on at home or at school which might be making it difficult for [name] to attend regularly.

We want to make sure that we can support [name's] education in the best way possible, including looking into how we can help them to address gaps in learning due to absence.

Please contact the school office on 01895 547036 as soon as you can so we can arrange a meeting with you to discuss any reasons for these absences, as well as how we can work together to help [name] catch up on any missed schoolwork.

Yours sincerely

[Name]

School senior lead for attendance

### **Letter 3 – Invite parents/carers in to discuss attendance**

Dear parent/carers

#### **Re: Invitation for a meeting to discuss attendance**

We would like to invite you to come in to have a conversation about [name]'s attendance at school. We would like to find out whether there is anything:

- Happening at school that makes it difficult for [name] to attend
- Happening at home that we can help with, or that you think we should be aware of
- We can do to make it easier for [name] to attend school regularly

Please contact the school office on 01895 547036 as soon as you can so we can arrange to discuss the above, as well as how we can work together to help [name] catch up on any missed school work.

Yours sincerely

[Name]

Senior lead for attendance

#### **Letter 4 - Invitation to attendance panel meeting**

Dear [Parent/Carer's Name]

#### **Re: Attendance Panel Meeting for [Child's Name]**

I hope this letter finds you well. We are writing to inform you that there are concerns regarding [Child's Name]'s school attendance. As a school, we are committed to ensuring that every student receives the best possible education and regular attendance is crucial to achieving this goal.

Over the past [insert time period], [Child's Name] has been absent for [insert number] days. These absences have accumulated to a point where it is affecting their academic progress and social development. We understand that there may be valid reasons for these absences and we wish to discuss how we can support [Child's Name] in improving their attendance.

To address these concerns, we would like to invite you to attend an Attendance Panel Meeting. The details of the meeting are as follows:

Date: [Insert Date]

Time: [Insert Time]

Location: [Insert Location]

During this meeting, we will review [Child's Name]'s attendance record, discuss any underlying issues contributing to their absences, and work together to develop a plan to improve their attendance. Your input and co-operation are vital in helping us to support [Child's Name] effectively.

Please confirm your attendance by contacting the school office at 01895 547036 by [insert RSVP date]. If you are unable to attend on the scheduled date, please let us know as soon as possible so that we can arrange an alternative time that is convenient for you.

We appreciate your attention to this matter and look forward to working with you to support [Child's Name]'s education. Thank you for your co-operation.

Yours sincerely

## Letter 5 - Concerns about a pupil's unauthorised absence

Dear parent/carer

### Re: Unauthorised absence from school

We have noticed that [name] has recently taken an unauthorised [absence/absences] from school. [Name] has been absent from school for a total of [number] days on the following dates:

- [date]
- [date]
- [date]

It is important that [name] attends regularly so that they can get the best out of their education. We know that every family's circumstances are different and want to work with you to provide the best education for your child. Please let us know if there is anything going on at home or at school which might be making it difficult for [name] to attend regularly.

We want to make sure that we can support [name's] education in the best way possible, including looking into how we can help them to address gaps in learning due to absence.

Please contact the school office on 01895 547036 as soon as you can so that we can arrange a meeting to discuss any reasons for these absences, as well as how we can work together to help [name] catch up on any missed schoolwork.

Please note that the Department for Education ([click here](#)) states that unauthorised absences can result in a penalty notice being issued if your child has 10 sessions of unauthorised absence in a rolling period of 10 school weeks (10 sessions is equivalent to 5 days). You can find more information about penalty notices in Part A of our trust's attendance policy. Copies of the policy are on the school website.

Yours sincerely

[Name]  
Senior lead for attendance

## **Letter 6 – Invite parents/carers of a pupil with SEND in to discuss attendance**

Dear parent/carer

### **Re: Invitation for a meeting to discuss attendance**

We would like to invite you to come in to have a conversation about [name]'s attendance at school. We would like to find out whether there is/are:

- Anything happening at school that makes it difficult for [name] to attend
- Any issues around the level of support we are offering [name] to support their special educational needs
- Anything happening at home that we can help with, or that you think we should be aware of
- Anything we can do to make it easier for [name] to attend school regularly

Please contact the school office on 01895 547036 as soon as you can so we can arrange to discuss the above, as well as what support we can offer to make regular attendance easier.

Yours sincerely

[Name]  
Senior lead for attendance

## Letter 7 – Formal notice about unauthorised absence

Dear parent/carer,

### Re: Unauthorised absence

We got in touch with you on [date] to discuss [name] taking unauthorised absence. Since then, we have not seen an improvement in [name]’s rate of attendance. They missed the following days of school:

- [date]
- [date]
- [date]

[Name] has now had 10 or more sessions of unauthorised absence in a rolling period of 10 school weeks (10 sessions is equivalent to 5 days). In line with the Trust’s attendance policy and the local authority’s code of practice, you will be issued with a penalty notice. When you receive the notice, you must pay:

- £80, if it’s paid within 21 days
- £160, if it’s paid after 21 days but within 28 days

If payment is not made within 28 days, the local authority may decide to pursue further legal action. More information can be found on the Department of Education’s website ([click here](#)).

We would like to invite you to come for a discussion about [name]’s attendance at school. We would like to find out whether there is anything:

- Happening at school that makes it difficult for [name] to attend
- Happening at home that we can help with, or that you think we should be aware of
- We can do to make it easier for [name] to attend school regularly

Please contact the school office on 01895 547036 as soon as you can so we can arrange to discuss any reasons for these absences, as well as how we can work together to help [name] catch up on any missed schoolwork.

Yours sincerely

[Name]  
Senior lead for attendance

## Letter 8 - Request for leave of absence during term time

Parents do not have the right to take their children out of school during term time. By law parents/carers must request permission from the headteacher for your child to miss school for any reason.

This form must be completed for any form of planned absence (with the exception of medical and dental appointments) and it should be submitted for authorisation at least 10 school days before the proposed absence. Copies of details relating to the request such as flight details or exam correspondence should be included in the request.

A request must be made for each individual child.

A request for leave of absence during term time for non-urgent medical and dental appointments does not require the completion of this form. However these appointments should be made outside of school hours. Where this is not possible the school must be informed in writing explaining the reason for absence and giving as much notice as possible.

FAO Headteacher

I/We request of the Headteacher that leave of absence be granted to:

<b>Child's name:</b>	
<b>Class:</b>	
<b>From:</b>	
<b>To:</b>	
<b>Reason for leave request:</b>	
<b>If the leave is for a holiday, please state why the holiday needs to be taken during term time:</b>	
<b>Parent/Carer Name:</b>	
<b>Signed:</b>	
<b>Date:</b>	

**Return to parent/carer**

<b>Child's name:</b>	
<b>Class:</b>	
<b>Attendance %:</b>	

The period of absence that has been requested from ..... to .....  
has/has not been agreed and will be treated on the child's record as authorised/unauthorised.

There is no right of appeal to this decision as all absences are recorded at the discretion of the Headteacher.

Signed: ..... (Headteacher)

Date: .....



## **Letter 9 – Accepting a request for a leave of absence**

Dear parent/carer,

### **Re: Your request for a leave of absence**

Thank you for your request to take [name] out of school between [date] and [date].

Having considered the exceptional circumstances set out in your application, I am able to agree to your request.

I have not come to this decision lightly. At Ryefield Primary School we believe that regular attendance throughout the year is essential to every child's success and fulfilment.

We consider each request for a leave of absence on its merits and the family's specific circumstances.

Please be aware that the fact that I have agreed to this request does not mean I will necessarily be able to agree to any similar request from you, or other parents/carers, in the future.

Yours sincerely

[Name]  
Headteacher

## **Letter 10 – Declining a request for a leave of absence**

Dear parent/carer,

### **Re: Your request for a leave of absence**

Thank you for your request to take [name] out of school between [date] and [date].  
In this case I am afraid I cannot consent to your request.

At Ryefield Primary School we believe that regular attendance throughout the year is essential to every child's success and fulfilment.

I have not made this decision lightly. A request for an absence is considered on its specific circumstances and I have taken many factors into consideration.

As each request is different, this decision cannot be compared with decisions made by the school in the past and it will not affect any decisions made in the future.

I am sorry to have to disappoint you on this occasion.

Yours sincerely

[Name]  
Headteacher

## Letter 11 – After an unauthorised holiday

Dear parent/carer,

### Re: Holiday absence

I am writing about your action in taking [name] out of school for a family holiday between [date] and [date]. We are treating this as an unauthorised absence because [explain the evidence you have].

At Ryefield Primary School we believe that regular attendance throughout the year is essential to every child's success and fulfilment.

We have the power to grant leaves of absence under exceptional circumstances and a holiday is not generally considered to come under those circumstances. As outlined in the Trust's attendance policy, we expect parents/carers to consult the school before making any plans that will involve their child's absence from lessons or other commitments. Absences like these could have a detrimental effect on their education.

Insert the following if the child's absence has reached the threshold for a penalty notice and you have decided it's appropriate to issue one (see paragraph 181 of [Working together to improve school attendance](#) for questions to consider when making this decision):

[Name] has now had 10 or more sessions of unauthorised absence in a rolling period of 10 school weeks (10 sessions is equivalent to 5 days). In line with our attendance policy and the local authority's code of practice, you will be issued with a penalty notice. When you receive the notice, you must pay:

- £80, if it's paid within 21 days
- £160, if it's paid after 21 days but within 28 days

If payment is not made within 28 days, the local authority may decide to pursue further legal action. More information can be found on the Department of Education's website ([click here](#)).

Insert the following if the threshold for a penalty notice has not been reached:

Please note that unauthorised absences can result in a penalty notice being issued if your child has 10 sessions of unauthorised absence in a rolling period of 10 school weeks (10 sessions is equivalent to 5 days). You can find more information about penalty notices in the trust's Attendance Policy. Copies of the policy are on the school website and are available from the school office.

We would like to arrange a meeting so that we can discuss this absence further. Please contact the school office as soon as possible on 01895 547036.

Yours sincerely

[Name]  
Headteacher

## **Letter 12 – Accepting a request for absence for religious observance**

Dear parent/carer,

### **Re: Your request for absence for religious observance**

Thank you for your request to take [name(s)] out of school on [date] because of [religious occasion]. In this case, I am prepared to agree to your request and it will be considered an authorised absence. Each request for an absence is considered on its merits at the time. We recognise that a family's religious beliefs and traditions are intrinsic to their sense of identity.

However, please note that my decision in this instance does not set a precedent and does not necessarily mean that I will agree to a similar request, from you or other parents/carers, in the future.

Yours sincerely

[Name]  
Headteacher

## Letter 13 – Concern about punctuality

Dear parent/carer,

### Re: Poor punctuality

I am writing to you because [name] has been late to school [number] times in [timeframe]. They arrived at school after the register had closed on the following dates:

- [date]
- [date]
- [date]

They also arrived at school late (but before the register had closed) on the following dates:

- [date]
- [date]
- [date]

The school day begins promptly at [time] and registration closes at [time]. Afternoon registration takes place between [time slot].

Arriving promptly makes sure that your child does not miss schoolwork and prevents disruption to the teacher and other pupils. Persistent lateness can lead to a significant loss in learning time.

Persistent lateness can result in a penalty notice, if your child arrives late after the register closes in 10 sessions in a rolling period of 10 weeks. More information can be found on the Department for Education's guidance '*Working together to improve school attendance*' ([click here](#)).

We would like to invite you to come in for a chat about [name]'s punctuality. We would like to find out whether there is anything:

- Happening at school that makes it difficult for [name] to get to school on time
- Happening at home that we can help with, or that you think we should be aware of
- We can do to make it easier for [name] to be on time for school

Please contact the school office on [number] to arrange a meeting.

Yours sincerely

[Name]  
Senior lead for attendance

**Letter 14 – Congratulations for improving attendance rate**

Dear parent/carer,

**Re: Well done [name]!**

I am writing to you to let you know that [name] should be very proud of improving their attendance rate. Since [date], their attendance rate has improved from [percentage] to [percentage]; this is equal to [number] days of education no longer being missed.

Well done to [name] and to you at home for your support.

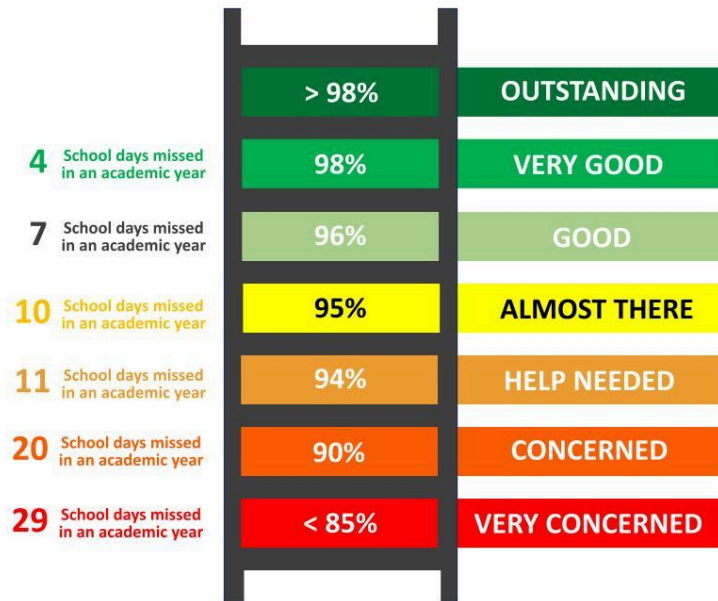
[If you have any schemes to reward pupils for improving their attendance, explain how the pupil will be rewarded here.]

Yours sincerely

[Name]

Senior lead for attendance

**Appendix B: Attendance ladder that is used to illustrate levels of good attendance:**



**Appendix C: Materials used to illustrate the school's steps to monitoring and support**





	Family engagement	Positive student engagement	Behaviour and mental health	Physical health	Academic support	Extended learning	Basic needs
<b>Steps 1 and 2</b>	Clear communication about attendance expectations Recognition	Connection to a caring adult. Positive, caring daily attendance practices and routines.	Open-door policy for students, families and staff to seek mental health support. Moments of Triumph programme.	Information about physical health prioritised in annual PSHE cycle. School Nurse visibility Information in PE.	Method of students catching up with any work missed.	Extra-curricular activities available to all students. Breakfast club.	Second-hand uniform.
<b>Step 3 and 4</b>	Targeted, positively framed family meetings.	Clubs specifically designed to improve attendance. Student mentors.	Checks in via The Hub Decompressed starts to the school day.	Personalised education plans for students with chronic illnesses (see 'Supporting students with medical needs' policy)	Tutoring and/or intensive classroom-based support. Attendance strategies added to EHCP or IEPs.	Targeted resources and materials	Signposting of Early Help services and referral.
<b>Steps 5 and 6</b>	In-school key worker identified, who will coordinate support via Attendance Action Plan.	Regular check-ins via The Hub.	Where appropriate, support via external channels, such as Family support worker, art Therapy and CAMHS.	Where appropriate, coordinated care plan with local health provider.	Individualised learning and success plan.	Provision of materials and devices to support learning, including extra-curricular.	Explore eligibility for support with journey to school, referral to Children's Social Care.