

Attendance & Punctuality Policy
SAFEGUARDING

Date	Senior Attendance Champion	Attendance Officer	Governor responsible for monitoring attendance
Approved and adopted by the Governing Body in October 2024. To be reviewed annually.	Headteacher- Rohila Nisar admin@foxdellprimary.uk 01582 733764	Office Manager- Michelle Bland admin@foxdellprimary.uk 01582 733764	Mark Welch

At Foxdell Primary School we believe that high levels of attendance and a punctual start to the school day are essential for all children. We believe that promoting regular attendance is part of creating an effective school, which is committed to raising the levels of achievement for all its pupils. Good attendance is linked very closely to high levels of achievement and attainment both during school years and later in life.

Legal Requirements

The law entitles every child of compulsory school age (term after fifth birthday and last Friday in June for Year 11) to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education other than at a school.

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

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "[Working together to improve school attendance](#)" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children's welfare and safeguarding;
- ensure every pupil has access to the full-time education to which they are entitled;
- ensure that pupils succeed whilst at school;
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

It has been developed in consultation with school governors, teachers, local Headteacher Associations, the Local Authority and parents and carers. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school's commitment to attendance protocols. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

Foxdell Primary School

In addition, all schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued.
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality.
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school on time, every day when the school is open unless the reason for the absence is unavoidable. **It is a rule of our school that pupils must attend every day, unless there are exceptional circumstances, and it is the Headteacher, not the parent, who can authorise the absence.**

Promoting Regular Attendance

At Foxdell, we believe in developing good patterns of attendance and setting high expectations for the attendance and punctuality of all our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

To help us all to focus on this, we will:

- Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools;
- Build strong relationships and work jointly with families;
- Give parents/carers details on attendance in our newsletters;
- Promote the benefits of high attendance;
- Accurately complete admission and, with the exception of schools where all pupils are boarders, attendance registers and have effective day to day processes in place to follow-up absence as required by law;
- Celebrate excellent attendance by displaying and reporting individual and class achievements;
- Reward good or improving attendance;
- Report to parents/carers on their child's attendance and the impact on their progress;
- Contact parents/carers should their child's attendance fall below the school's target of 96% for attendance.

Types of Absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. **Ensuring a child's regular attendance at school is a parental responsibility** and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Foxdell Primary School

Every half-day absence from school has to be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

Authorised Absences

There are morning or afternoon sessions where occasional absence from school is unavoidable and these would therefore be recorded as an authorised absence. Absence from school will be authorised for the following reasons:

- Illness (although you will be asked to provide medical evidence for your child before this can be authorised)
- Religious observance by the religious body to which the child's family belongs
- Medical and dental appointments (with medical evidence) which unavoidably fall in school time
- Emergencies or other unavoidable causes.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. Unauthorised absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn;
- absences which have never been properly explained;
- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however is counted as an unauthorised absence for the session;
- shopping trips;
- looking after other children or children accompanying siblings or parents to medical appointments;
- their own or family birthdays;
- holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends;
- day trips;
- other leave of absence in term time which has not been agreed.
- Shopping trips
- Relatives visiting or visiting relatives
- Lack of childcare provision before or after school
- Difficulties in transporting child to and from school

These are only examples and the list is not exhaustive.

Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a '**persistent absentee**' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and cooperation of parents to resolve this. All pupils who have attendance levels of 90% or below are considered to be a Persistent Absentee.

A pupil who has missed 50% or more schooling is defined by the Government as '**severely absent**'. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

Absence Procedures

Foxdell Primary School

We thoroughly monitor and review all pupils' absence and the reasons that are given.

If a child is absent from school the parent/ carer must follow these procedures:

- Telephone the school on the first day of absence before 9.30am;
- Telephone the school on every day of absence, again before 9.30am;
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS and Luton Borough Council Guidance on School Absence and Childhood Illness (**appendix D**).
- On the fourth day of absence, a welfare check will be carried out by the school;
- A referral will be made to Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which point your child will be considered to be "missing in education (CME)"

If absence continues we will:

- Write to you if your child's attendance is below 95%/ causing concern, and/or where punctuality is a concern;
- Arrange a meeting so that you may discuss the situation with our Attendance Officer and Family Workers
- Create a personalised action/support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child.
- Offer signposting support to other agencies or services, if appropriate.
- Refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions.

Absence due to Medical, Dental or Hospital Appointment

Wherever possible medical, dental or hospital appointments should take place out of school time.

Where this is not possible, parents should:

- Contact school to let them know of the proposed appointment
- Provide evidence of the appointment e.g. letter or appointment card.
- Provide further evidence if required, which might include prescription.

Where a child needs frequent appointments or is having repeated medical difficulties, the school nurse may be involved to give advice and support to parents.

Registers

All schools are legally obliged to keep an attendance register which must be taken at the beginning of each morning and afternoon session.

Morning Registration

- Doors open at 8:45am for all year groups
- Morning registration begins at 9:00am
- The register will close at 9.20am.

Afternoon Registration

- EYFS, Year 3 and Year 4 registration is at 12.45pm
- Year 1, Year 2, Year 5 and Year 6 registration is at 1.00pm

Lateness

Foxdell Primary School

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good timekeeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Arriving on time for school is important as late arrivals are disruptive for the class and can be embarrassing for the child who is late. Children also miss important information during registration including the plan for the day.

The school will rigorously monitor late arrivals and endeavour to improve punctuality.

- All entry doors/gates are locked at 9:00am.
- Any child arriving at school after 9.00am is deemed late, and should report to the school's Reception Office where their attendance will be recorded in the 'Late' book.
- A member of the school's staff will escort children to their classrooms, if it is deemed necessary.
- Late arrivals before the close of the register will be authorised. This will be reflected with a code 'L' in the school register.
- All arrivals after the close of the register (9:20am) and without previous authorisation will be unauthorised. This will be reflected with a code 'U' in the school register.
- Unauthorised lates will have a detrimental effect on your child's attendance percentage.
- In accordance with DFE guidelines, all unauthorised lates will effectively result in an unauthorised absence for that session.
- Parents/carers should always contact the school if they become aware their child will be late.
- From time to time a member of school staff will undertake a 'Late Gate' check, greeting late arrivals at the main entrance to the school.

Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with the Senior Attendance Champion, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children and, as a school, we celebrate good class and individual punctuality.

Late Collection (after school)

Under Section 457 of the Education Act 1996 and relevant Regulations the school governing body has the power to impose a charge on parents or carers who fail to collect their child from school within a reasonable time after the close of the school day or after school activity.

The school accepts, however, that a variety of emergency situations can arise due to unforeseen circumstances and will ensure that charges are not imposed on the parent where there is a genuine unforeseen emergency. Notification must be given to the school as soon as the situation arises or when collecting the child.

Late collection of children is monitored by the school.

Role of Parents

Parents/carers have a legal duty to ensure their children attend school regularly and arrive at school on time. The duty for parents/carers to ensure their child receives a suitable "efficient full-time education" is set out in section 7 of the Education Act 1996. Parents/carers are guilty of an offence if their child fails to attend regularly.

Parents of registered pupils have a legal duty under the Education Act 1996 to make sure that children of compulsory school age attend school on a regular and full-time basis. Permitting unauthorised absences from school is an offence and parents may be reported to the Education Authority if problems cannot be resolved by agreement.

Foxdell Primary School

Parents/carers must:

- Ensure their children attend school regularly and are punctual
- Notify the school office by 9.30am if their child is absent and state the reason for their absence. When a phone call is received or made the message will be logged on the register. **Please note, failure to notify school is a safeguarding issue. This means that the school has a legal responsibility to try and contact you to establish your child is safe.** Provide school with medical evidence if their child's absence continues for more than one week
- Ensure that any routine medical/dental appointments are made out of school time where possible, or provide evidence that this was unavoidable. The school will not authorise a medical/dental appointment in school time without an appropriate appointment card or doctor's note. Generally, only 2 hours will be adequate and a child should attend before and after any appointments.
- Inform the school of any changes to their contact details
- Drop and collect their children on time

Failure to provide the school with a reason for the absence, will result in an unauthorised absence mark. Unauthorised absences will be followed up by the school.

Leave during Term-Time

The Education (Pupil Registration) Regulations 2006 has been amended and came into force from September 2013. **The amendments make it clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.** The law does not give any entitlement to parents/carers to take their child on holiday during term time. Headteachers have the discretion to authorise leave of absence in exceptional circumstances only and it is only for the Headteacher to determine what is truly exceptional.

School days are precious; children only attend school 190 out of 365 days. There are 175 days a year which parents can use for any activities other than school.

The law does not give any entitlement to parents to take their holiday during term time. Leave of absence will only be authorised where there are particular extenuating circumstances.

Examples of extenuating circumstances:

- Close family member bereavement
- Immediate family member funeral
- Unavoidable delay in travel arrangements due to adverse weather conditions, e.g., volcanic ash
- Unavoidable delay in travel due to being deemed unfit to travel by medical practitioner with proof provided to the school for the period of absence (provided leave of absence has already been granted)

Absence will not be authorised in the following circumstances:

- Pupil's attendance is less than 97% in the previous 12 months
- In a transition year
- At the beginning of any academic year
- Retrospectively
- If there are any other academic concerns such as poor punctuality, pupil's ability to catch up on work missed etc.
- If leave of absence has already been taken in the same school year

We will also take into account the following:

- The pupil's general absence / attendance record e.g. Unauthorised absence
- Amount of time requested
- Age of the pupil

Foxdell Primary School

- Length of the proposed leave
- Pupil's stage of education and progress, and ability to catch up on the work
- General welfare of the pupil
- Circumstances of request
- Purpose of the leave
- When the request was made

(We may invite any parent(s) who has applied for a leave of absence in for an interview. This gives parents the opportunity to explain why they feel the absence is unavoidable).

Requests must be made in advance or the absence cannot legally be authorised. **All requests must be made at least two weeks in advance to the Head Teacher by completing the school application form.** A parent/adult with whom the child resides must make the application.

If leave is granted and you are travelling abroad you will need to supply the school with confirmation of your return flight tickets, such as bringing a copy of the flight tickets into the school reception

It is acknowledged that time away with family is a much-valued childhood experience and the cost of holidays outside of term time are high. However, the Headteacher has a legal obligation to fulfil statutory duties and has no alternative but to refuse term time leave in all but the most extenuating circumstances.

Failure to return to school on the date expected

If there is a reason which delays the pupil in returning to school the parent/guardian must inform the school immediately. The school will require evidence of this issue and will then decide whether the absence will be authorised. For any travel arrangements outside of the UK we require proof of return flights, prior to the leave being taken. This may prevent you from receiving unauthorised absence for your child and being fined if they are unable to return on the date expected. Each case will be assessed individually and medical evidence from abroad will not be accepted routinely as evidence that a pupil was unable to attend school.

Illness

Whilst it is understandable that children do become ill, it is essential that absence due to illness is kept to a minimum. The DfE has issued clear guidelines on exclusion periods for illness. These can be found at www.gov.uk/government/organisations/public-health-england. The NHS has also published guidance; Is my child too ill to go to school and can be found at www.nhs.uk/live-well/is-my-child-too-ill-for-school

Where a child has a number of absences due to illness within a half term, and this gives cause for concern, a parent/carers may be asked to sign a 'consent to share information' form. The school has the right to not authorise further absence for this reason unless some medical evidence can be provided by the parent/carers.

Parents/carers will be asked to provide medical evidence of their child's absence from school if attendance becomes a concern. You will be notified by the school if this is the case. If this is not received the child's absence may not be authorised and the parent will be contacted by the Education Welfare Service should the child's attendance meet their threshold for intervention.

Attendance below 90% categorises a child as a persistent absentee and triggers the intervention of the Education Welfare Service. If your child has a genuine medical issue you will be expected to regularly supply doctor/consultant information to the school and be involved in a specific care plan for your child.

Religious Observance

A day off for Religious Observance is deemed an authorised absence only if this is set exclusively by the religious body to which the parent belongs. If this rule is not followed, the absence will not be authorised.

Parents/carers must apply for the authorised absence before the leave is taken. Any additional absence for additional religious observance will not be agreed and will be deemed as an unauthorised absence.

Enforced School Closure

Where school closure is not foreseen the school will endeavour to advise the community via:

- Luton Borough Council. www.luton.gov.uk
- School Website. www.foxdellprimary.uk
- Parent email and text

Understanding barriers to attendance

Children may occasionally have time off school because they are too unwell to attend, consequently this may result in their reluctance to return to school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these pupils, however we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

See Annex A for summary tables of responsibilities for school attendance.

Local Authority attendance support services

Local Authority Attendance Specialists work strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

Parents are expected to work with the school and local authority to address any attendance concerns. Parents should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken in the form of a Penalty Notice (**see Annex B**) for the Luton Code of Conduct or prosecution in the Magistrates Court.

School Attendance and the Law

New legislation was passed in Spring Term 2024. The School Attendance (Pupil Registration) (England) Regulations 2024 which introduced a National Framework in England. The law entitles every child of

Foxdell Primary School

compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special educational need they may have. Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10 school week period can span different terms, school years or education settings.

Where parents are deliberately avoiding the national threshold by taking several term time holidays below threshold, for example returning to school on the fourth day (before the five-day minimum) or using the days before and after school holiday dates during the academic year, or repeated absence for birthdays or other family events. The local authority will exercise discretion and consider issuing a penalty notice if appropriate.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

(See Annex B) for the Luton Code of Conduct.

There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours. In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that headteachers **may not** grant any leave of absence during term time unless there are "exceptional circumstances" and they **do not** have any discretion to authorise up to ten days of absence each academic year.

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or his/her designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent who has made the application is

Foxdell Primary School

therefore allowing the leave of absence, and also that all parents who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Luton Code of Conduct, in respect of each parent believed to have allowed the absence.

The headteacher/school may discuss the leave of absence request with other education settings and/or the Local Authority to determine any exceptional circumstances.

If leave of absence is authorised, the school will not provide any work for children to do during their absence. Parents are however advised to read with their children and encourage them to write a diary while they are away.

Deletion from Roll

For any pupil leaving Foxdell Primary School, other than at the end of year 6, parents/carers are required to complete a '**Pupils moving from school**' form which can be obtained from the school office. This provides the school with the following information: Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and may appropriately safeguard all of our pupils, even those who leave us.

It is crucial that parents keep school updated with current addresses and contact details for the pupil and key family members, in case of emergency.

Under Pupil Regulations 2006, all schools are now **legally required** to notify their Local Authority of **every new entry** to the admission register **within five days** of the pupil being enrolled. In addition to this, **every deletion** from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's name is removed from the admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.

Attendance Monitoring and data

The Attendance Officer is responsible for recording and monitoring attendance and absences from school. We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education on a daily basis Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

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

The school will publish information on term dates for the current and next academic year on the school website to ensure parents/carers are aware of the days their child needs to be in school.

Promoting Good Attendance and Punctuality

The school acknowledges that good attendance should be recognised and rewarded. The importance of attendance and punctuality is discussed during the weekly Celebration Assembly.

Rewards for Attendance

Reception

Reception children do not attend the whole site Celebration Assembly until the Summer term. During Autumn 2 and Spring terms, all children in Reception with 100% attendance for the week win a prize from the lucky dip and the class with the best attendance gets to keep the Attendance Koala for the week.

KS1 and KS2

- Each week the top 3 classes (KS1 and KS2 awarded separately) with the highest attendance are announced in the Celebration Assembly and the classes in first place receive a star on the attendance display, a certificate to display in their class and the attendance trophy.
- Any class that reaches 100% for the week is also rewarded with a non-uniform day the following Friday and receives a gold star on the attendance board.
- At the end of each term, the class with the best attendance in each key stage wins a prize. This will be one of the following:
 - Movie and popcorn
 - Teddy's Picnic
 - £5 voucher
 - Bouncy Castle

This encourages the children to work as a team towards good attendance.

- At the end of each half term, any children with 100% attendance are rewarded with a certificate and a prize.
- At the end of each term, all children with 100% attendance are entered into a raffle and win a prize. Raffle prizes are awarded to three pupils (one from each phase- Ks1, LKS2, UKS2)
- All class attendance from the previous week and the current week are listed in the fortnightly newsletter.
- For those children who require support on an individual basis, a bespoke reward system is in place.
- At the end of the year, every child who has achieved 100% attendance is awarded a 100% medal and a trip to the Orbital.

Annex A: DfE guidance Summary table of responsibilities for school attendance. From 19th August 2024

https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance_applies_from_19_August_2024_.pdf

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of persistent absence.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

Foxdell Primary School

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated. Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Foxdell Primary School

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
<p>Schools regularly update parents on their child's attendance.</p> <p>(If parents feel the school and or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)</p>	<p>The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures.</p> <p>The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.</p> <p>Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.</p> <p>Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p> <p>Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.</p> <p>Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.</p>

**Annex B- LUTON CODE OF CONDUCT: PENALTY NOTICES FOR PARENTS
OF TRUANTS AND PARENTS OF PUPILS EXCLUDED FROM SCHOOL
ANTI-SOCIAL BEHAVIOUR ACT 2003 SECTION 23**

(To follow)