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Longwood Infant Academy
John King Infant Academy
Kirkstead Junior Academy

Attendance Policy

Approved by:

SLT team and Governors

Date: 4/9/24

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Next review due by: September 2026

Attendance Policy

Introduction

This policy has been written to adhere to the relevant Children Acts, Education Acts, Regulations and Guidance from the Department for Education in addition to guidance from the Local Authority. Parents/carers have the legal responsibility for ensuring their child's regular attendance and failure to do so is a criminal offence under Section 444 of the Education Act 1996.

As a school, in line with the **DFE Working together to improve school attendance 2024**, we believe that improving attendance is everyone's business. We believe attendance matters.

We believe that working together and removing barriers to school attendance we can improve attendance by following the **DFE Working together to improve school attendance 2024** guidelines:

Expect

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across our schools.

Monitor

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

Listen and Understand

When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

Formalise support

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

Enforce

Where all other venues have been exhausted and support is not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupils right to an education.

Aims and Objectives

This attendance policy ensures that all staff, governors and parents in our school are fully aware of and clear about the actions necessary to promote good attendance.

Through this policy we aim to:

- Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership to remove them.
- Develop and maintain whole school cultures that the benefits of high attendance.
- Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow up absence. (see appendix)
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place to follow up absence.
- Share information and work collaboratively with other schools, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe.
- Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and / or disabilities and provide them with additional support.
- Improve pupils' achievement by ensuring high levels of attendance and punctuality.
- Aim to achieve 98% attendance for all children, whilst understanding those who have chronic health conditions, are part of the showman traveller community in line with our traveller education strategy.
- Raise awareness of parents, carers and pupils of the importance of uninterrupted attendance and punctuality at every stage of a child's education.
- Work in partnership with pupils, parents, staff and the local multi- agency team so that all pupils realise their potential, unhindered by unnecessary absence.
- Ensure that our policy applies to reception aged children in order to promote good habits at an early age.
- Establish a pattern of monitoring attendance and ensure consistency in recognising achievement and dealing with difficulties.
- Recognise the key role of all staff, but especially class teachers, in promoting good attendance.

Definitions

Authorised absence

- An absence is classified as authorised when a child has been away from school for a legitimate unavoidable reason and the school has received notification from a parent or carer. For example, if a child has been unwell and the parent telephones the school to explain the absence.

Only the Headteacher can decide on whether an absence is authorised or not. Sometimes, even if absence is supported by parent, an absence will be unauthorised.

Unauthorised absence

- An absence is classified as unauthorised when a child is away from school without the permission of the school even if the absence is supported by the parent.

Procedures

Our school will undertake to follow the following procedures to support good attendance:

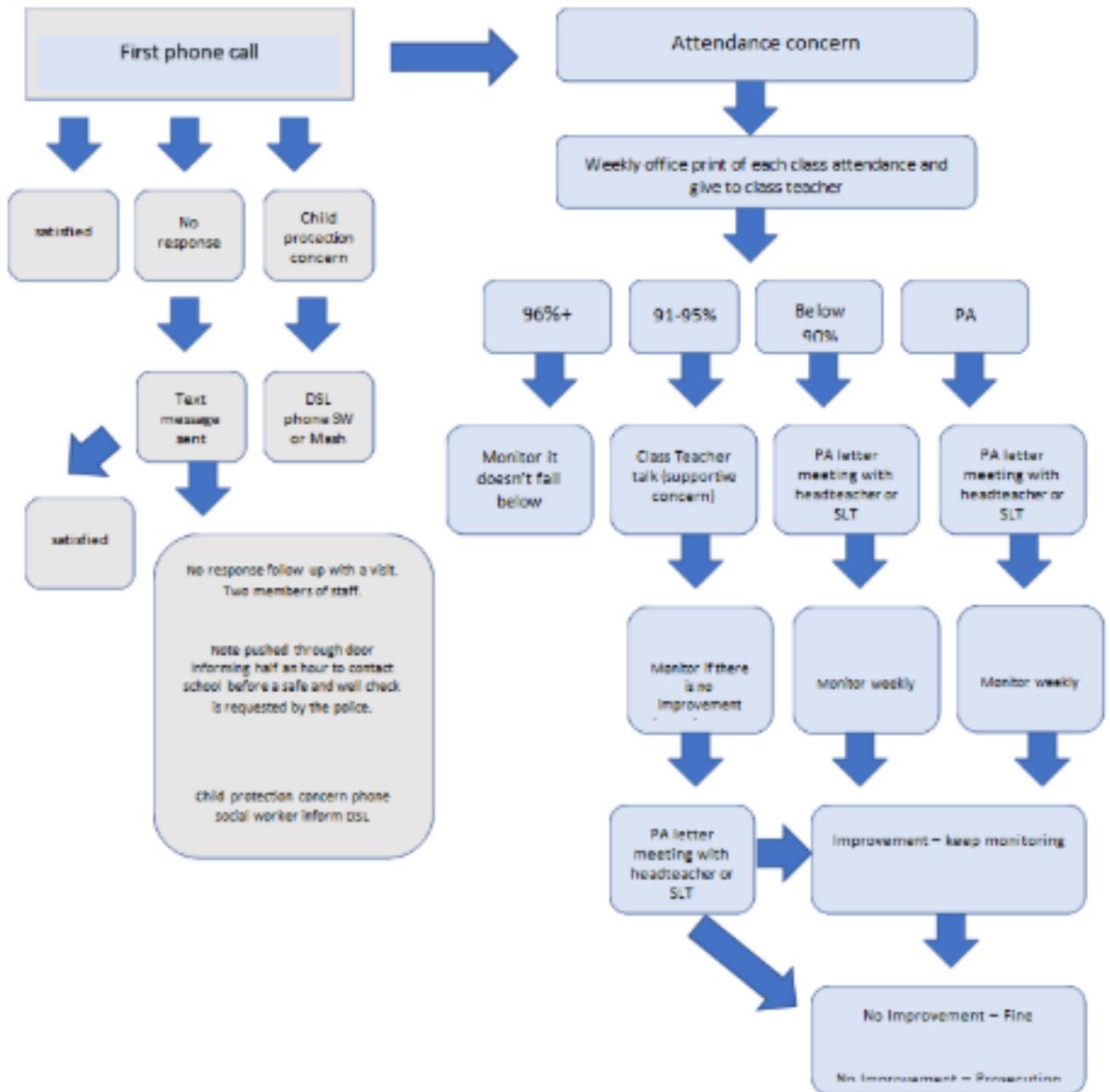
Universal support for all

- Promote excellent attendance through assemblies
- Promote excellent attendance through learning environment
Members of SLT will be on each site at the start of the day and do late gates.
- Rewards and incentives that promote recognition of attendance (best class, etc).
- Promote excellent attendance through a relational approach linked to behaviour policy and developing positive relationships with children and families.
- We will provide opportunities for explicitly teaching the importance of coming school every day (curriculum and assemblies).
- We will follow our stepped process below: including first day absence procedures, home visits,

Pinxton Attendance procedures

100% attendance awards Bronze, Silver, Gold

99-98% attendance awards Bronze, Silver, Gold



Targeted support (At risk of persistent absence)

- We will use our first day absence procedures.
- We will complete home visits.
- We will send Letters home to inform parents of attendance concerns.
- We will support through informal to formal meetings (identifying push and pull factors with families and the point at which Attendance Support plans are initiated)
- We will provide interventions to support the children and families, working with external agencies, e.g. EWO and the specific work, specific roles in school, e.g. Attendance leadership team in terms of monitoring attendance and how caseload is assigned.
- We will deploy the Family Support worker to work with families.
- Fines will be issued in line with the National Framework for penalty notices.

Our intention will be to work together to support families and prevent persistent absence.

Specialist support (Persistent Absence)

- School will use formal approaches that support and challenge in line with the National Framework for penalty notices. Formal Attendance Support plans, Team Around the Family approach, external agency support, interventions to support the children and the family.

Responsibilities

All members of school staff have a responsibility for identifying trends in attendance and punctuality. The following includes a more specific list of the kinds of responsibilities which individuals might have.

Our attendance team

Anne Ingle Headteacher – Attendance Champion

Heather Bacon – Attendance Administrator

Bethany Dickson Deputy Headteacher

Rebecca Carlin Deputy Headteacher

Rachel Barnes Family Support Worker

Becky Asher – Assistant Family Worker

Sarah Ball ELSA

Sarah Clarke Senco

Maddison Oakley – Assistant Senco

Class teachers are responsible for

- Keeping and overview of class and individual attendance looking particularly for either poor overall attendance, anomalies in patterns of attendance and / or unusual explanations for attendance offered by children and their parents/ carers.

- Informing the headteacher and/ or deputy headteachers where there are concerns and action upon them.
- Providing background information to support referrals.
- Monitoring follow up once actions have been taken to correct attendance concerns.
- Emphasising with their class the importance of good attendance and promptness.
- Following up absences with immediate requests for explanation which should be noted on the register.
- Discussing attendance issues at parents' evenings and where necessary.
- This is monitoring at weekly staff meetings and SLT meetings.

Headteacher and the senior leadership team are responsible for

- Overall monitoring of school attendance.
- Trends in authorised and unauthorised attendance.
- Contacting families where concerns are raised about absence including arranging meetings to discuss attendance issues.
- Monitoring individual attendance where concerns have been raised.
- Making referrals to the local multi-agency team, via starting point.
- Providing reports and background information to inform discussion with the school's link worker from the multi-agency team.
- Liaising with other professionals to determine potential sources of difficulties and reasons for absence.

Administration staff are responsible for

- Collating and recording registration and attendance information.
- Taking and recording messages from parents regarding absence.
- First day response – contacting parents of absent children where no contact has been made.
- Recording details of children who arrive late or go home on Arbour.
- Keeping an overview of class and individual attendance looking particularly for either poor overall attendance, anomalies in patterns of attendance and / or unusual explanations for attendance offered by children and their parents/ carers and reporting concerns to the headteacher and senior leadership team.
- Sending out standard letters regarding attendance in line with policy.

Parents and carers are responsible for

- Ensuring that their child attends school regularly and punctually unless prevented from doing so by illness, attendance at a medical appointment or other unavoidable cause.

- Contacting the school office on the first morning of absence.
- Informing the school in advance of any medical appointments in school time. For the absence to be recorded as a medical absence we do require an appointment card or letter from the doctor or dentist.

Pastoral support team are responsible for

- Providing support to children and their families

Registration

Attendance register

By law, all schools (except those where all pupils are boarders) are required to keep an attendance register, and all pupils must be placed on this register.

The attendance register will be taken at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

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

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

Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.

Longwood Infant Academy:

Pupils must arrive in school by 8:50am on each school day.

The register for the first session will be taken at 8:50am and will be kept open until 9:15am. The register for the second session will be taken at 1pm and will be kept open until 1:15pm.

John King Infant Academy:

Pupils must arrive in school by 8:50am on each school day.

The register for the first session will be taken at 8:50am and will be kept open until 9:15am. The register for the second session will be taken at 1pm and will be kept open until 1:15pm.

Kirkstead Junior Academy:

Pupils must arrive in school by 9:00am on each school day.

The register for the first session will be taken at 9:15am and will be kept open until 9:15am. The register for the second session will be taken at 1:15pm and will be kept open until 1:30pm.

Unplanned absence

Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 9:15am or as soon as practically possible (see also Attendance Monitoring section).

Absence notifications should be made by phone on 01773 303420.

Absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask parents to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We 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 parents will be notified of this in advance.

Medical or dental appointments

Missing registration for a medical or dental appointment is counted as an authorised absence; advance notice is required for authorising these absences. Notice should be given to the school office, with evidence of the appointment.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

Applications for other types of absence in term time must also be made in advance. Information relating to whether the school can authorise such absences can be found in the Authorised and Unauthorised Absence section.

Lateness and punctuality

A pupil who arrives late but before the register has closed will be marked as late, using the appropriate code.

A pupil who arrives after the register has closed will be marked as absent, using the appropriate code.

Following up absence

The school will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use.

Unexplained absences will be followed up from day 1 using the following process:

- If no reason has been provided by 9:15am on the first day of absence, a text message will be sent to request a reason is provided by 9:30am.
- If no reason has been provided by 9:30am, members of school staff will carry out a home visit. A calling card will be left if there is no answer during the home visit, requesting urgent contact.
- If no contact has been received by 9:30am on day 2, the school's senior leadership team will consider contacting the police to arrange a Safe and Well Check.

Reporting to parents

Parents will be notified of their child's absence at least annually as part of the annual report. Other opportunities will be taken to inform parents including parent consultation meetings, terms letters and other discussions with school staff.

Each class teacher has the responsibility for marking the attendance register at the beginning of the morning and afternoon session.

All attendance records are documented using MIS system Scholarpack. Attendance registers are legal documents, and these must be kept secure and preserved in line with the relevant retention schedule.

Lateness

Children who are persistently late after close of register soon fall behind with their learning.

Any pupil who comes into school 15 minutes after start of registration will be marked as late. Records are kept of those pupils who are late; this is documented on the electronic register for each pupil (Attendance code L).

Any child who arrives for school later than 20 minutes after the register will be marked as late after close of register (Attendance code U). This is an unauthorised absence for the whole session and will affect your child's overall attendance percentage and can be used to calculate absence thresholds for legal decision making.

Children who have attended a dentist or doctor's appointment and subsequently come to school later than registration will have the absence recorded as a medical absence (Attendance code M).

Our process for managing lates will be –

- **A member of the Senior leadership team will be on the late gate each morning documenting lates.**
- **Lates will be monitored and analysed**
- **A member of the attendance team will contact parents and identify barriers.**
- **Support from Family worker will be offered.**
- **Lates will continue to be monitored.**

Absences

Following up absence

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Reporting to parents

Parents will be notified of their child's absence at least annually as part of the annual report. Other opportunities will be taken to inform parents including parent consultation meetings, terms letters and other discussions with school staff.

Parents will have access to Scholarpack app and will be able to see their children's attendance daily. Every term school will send their child/children's attendance out to parents. If attendance is a concern parents will be contacted by the class teacher in the first instance and thereafter a member of the senior leadership team.

First Day Contact

Where a child is absent from school and we have not received any contact from the parent, then we initiate a first day contact process. Office staff check all of the registers each morning to identify those pupils who are absent without explanation and, as a safeguarding requirement, make contact with the parents of these children by telephone.

Applications for Leave of Absence in Term Time

In September 2013 the government introduced new regulations making it clear that Headteachers **must not** give approval for any leave of absence during term time, including holidays, unless there are exceptional circumstances.

Any requests for term time leave should be made on a Absence request forms available from the school office and handed in 2 school weeks before the first date of the requested absence whenever possible. You must have received written authorisation before your child can be absent from school.

Parent/carers may be issued with a penalty notice fine or prosecution should leave of 5 days or more be taken which is not authorised by the Headteacher, or where repeated incidents of leave in term time for less than 5 days occur or where the unauthorised absence contributes to wider poor attendance that meets the legal threshold. (Attendance code G).

Travellers (Please see the Traveller Education Strategy)

The Education Act states:

“Traveller parents are protected from conviction (for the non-attendance of their children at school), if parents can show that their trade or business requires them to travel, and the children has attended school as regularly as the nature of the trade or business allows, and the child – where aged six or over- has attended school for at least 200 sessions (100 days) during the preceding twelve months.”

Education Act 1966 – section 444

The special position of Traveller families is recognised by the law, which protects Traveller parents from conviction, if the parent can demonstrate that the child has attended as regularly as his/her trade permits, and **on at least 200 half days during the previous 12 months**. Traveller children may be dually registered, whilst travelling. The base school holds the place open and records the absence as authorised (register code T). **A Maximum of 180 T codes in a rolling year can be used (90 days)**.

To support the continued relationship with school during periods of travelling, a work pack/ live learning will be provided. The school will endeavour to contact travelling families on a weekly basis, where possible.

A Notification of travelling form and request of work pack form needs to be completed and handed to the school office this should be 2 weeks before the travelling commences.

Addressing Attendance Concerns

The school expects attendance of at least 97% or above.

It is important for children to establish good attendance habits early on in their school career. It is the responsibility of the Headteacher and the governors to support good attendance and to identify and address attendance concerns promptly. We rely upon parents to ensure their child attends school regularly and punctually and therefore where there are concerns regarding attendance parents are always informed of our concerns.

There are lots of ways that we can support you with addressing attendance concerns. We prioritise attendance to ensure that our children get the best start to their school career and our teaching staff are on hand at the start and end of each day to discuss any issues you may be having with attendance. Similarly, we have great links with local agencies that support you as a family with raising attendance and supporting you in ensuring your children are in school and on time daily. We offer nurture provision at

school to support you your child with anxiety, confidence, resilience, self esteem and much more, which we can assign to your child if you communicate with us about these particular needs challenging their attendance.

Our aim is to work with you, and we have adopted a graduated response to supporting good attendance which is shown below.



Graduated Response to Attendance

Tier 1 Universal Offer	Tier 2 Individualised Strategies At risk of PA 91-95%	Tier 3 High Needs Strategies 90% or below
Role of Teachers and School	Role of Teachers and School	Role of Teachers and School
<ul style="list-style-type: none"> Attendance policy reviewed annually and shared with all stakeholders Meet and greet all children positively and build genuine caring relationships with all children and adults Transitions into school carefully considered for children and parents Registers are led by class teacher and attendance is monitored Attendance recognition assemblies and class recognition awards Positive attendance shared and promoted on class dojo and social media Promoting attendance display in school hall, which is used as teaching aid during assemblies Teachers deliver Learning for Life curriculum including aspects of mental health, community and relationships Deliver academic and pastoral interventions for identified children and families in line with provision maps as informed by Pupil progress meetings Absent child with no reason, day 1 absence procedure begins Home visit/well-being visits (where applicable) Monitoring of whole school cohort trends through weekly tracking Weekly attendance tracked and % addressed as part of weekly monitoring of persistent absence Graduated approach to letters with declining attendance (letter 1) Wider agencies signposted for parents (where applicable) HT leads on attendance promoting strong attendance Attendance reports visible to all parents and carers daily on the APP in addition to attendance reports. Teachers share attendance report as part of parent evening 	<ul style="list-style-type: none"> Daily, weekly, half termly and termly monitoring of attendance to identify trends or patterns Proactively use data to identify children who are at risk of persistent absence Continue to identify children with falling attendance through daily registers Work with each identified child and family to understand and address reasons for absence, identifying potential barriers to attendance: <ul style="list-style-type: none"> Letter 2 issued to advise of attendance continuing to fall below 95% and possible initial attendance review Attendance review over phone initiated at 93% to identify barriers and provide support (with 4 week follow up) Monitor progress and follow up on celebrating achievements with the families (recognition of attendance) 	<ul style="list-style-type: none"> Daily, weekly, half termly and termly monitoring of attendance % to recognise attendance and identify any trends or patterns Monitor progress, assess and adapt strategies where appropriate Letter 3 issued to advise of attendance dropping below 90% and further attendance review Invite to formal support meeting conducted by DHT or HT and formal support plan written with families, where appropriate Take an active part in multi-agency approach with local authority and other external partners through formalised Team around the Family meetings Use data driven information to identify children at risk of severe absence Apply Derbyshire Local Authority Escalation processes where appropriate in consultation with the Inclusion Support Advisory Teacher (ISAT) Provide interventions to support children where needed Continuously assess and adapt strategies and follow up on celebrating achievements with the families (recognition of attendance)
Role of Parents and Carers	Role of Parents and Carers	Role of Parents and Carers
<ul style="list-style-type: none"> Work alongside school staff to ensure the child is attending school regularly and on time Support school to continue to build strong attendance and punctuality Work in collaboration with school staff to ensure positive transitions at drop off and pickup times Attend attendance workshop at beginning of each academic year and to support the implementation of the school Attendance Policy Engage with school communication including half termly newsletters, attendance celebration, expectations as well as social media/dojo weekly updates Work with staff to support the child to address any concerns raised Communicate effectively with school regarding any absence providing evidence where required 	<ul style="list-style-type: none"> Work with school to identify barriers and/or challenges Proactively engage with support provided by school Continue to communicate with school effectively regarding absence providing evidence where required Celebrate improvements in attendance with family. 	<ul style="list-style-type: none"> Work with school to continue to identify barriers and/or challenges to attendance Respond to communications with school and proactively engage with school support and external support, including formal plans Take an active role in resourcing additional support Celebrate improvements in attendance with family.
Role of External Agencies	Role of External Agencies	Role of External Agencies
<ul style="list-style-type: none"> Derbyshire Inclusion Support Team to review Attendance Policy Provide resources and training on effective classroom strategies Support the implementation of the Attendance and other inclusion related policies Collaborate with school on attendance initiatives such as contributing to Attendance Workshops and Parents evenings Signpost parents to suitable agencies, where applicable Support school to utilise agencies that can support strong attendance in school 	<ul style="list-style-type: none"> Signpost to appropriate agency support, where applicable Support a comprehensive and inclusive school-wide approach that encompasses both attendance and emotional well-being Where there are out of school barriers, provide access to services and signpost to support. 	<ul style="list-style-type: none"> Provide professional development and early intervention to support school Support the formal TAF process and review meetings Signpost or provide access to services according to identified barriers Support the school with Derbyshire Local Authority Escalation procedures, where appropriate.
Role of Children	Role of Children	Role of Children
<ul style="list-style-type: none"> Attend school regularly, be punctual and engage positively in all areas of school life Support other children to be positive members of Team Pinxton Celebrate the achievements of other children both in and out of celebration assemblies Speak to a trusted adult in school if you have any worries or concerns 	<ul style="list-style-type: none"> Co-construct and participate in any targeted interventions, where applicable Recognise personal achievements Continue to talk to an adult when/if there is a concern Continue to engage in all aspects of school life 	<ul style="list-style-type: none"> Actively engage in a range of interventions Recognise personal achievements Continue to engage in all aspects of school life Continue to talk to an adult when/if you have a concern

National framework for penalty notices

The new national threshold for consideration of legal action is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence, including lates after close of register (Attendance code U) and unauthorised leave in term time (Attendance code G).

If your child's absence falls into this category the school will decide if further offers of support is likely to improve the situation or if a request for legal action should be submitted to the Local Authority.

Please refer to DCC letter to parents.

The new costs and process is outlined below:

- **CONTROLLED First Offence - The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: £160 per parent, per child paid within 28 days. Reduced to £80 per parent, per child if paid within 21 days.**
- **Second Offence (within 3 years) -The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: £160 per parent, per child paid within 28 days.**
- **Third Offence and Any Further Offences (within 3 years) - The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court.**

Term time holidays

Pupils should not be taken out of school during term time unless it is unavoidable. Schools are required to consider requests for leave of absence in term time and should only approve the leave if there are exceptional circumstances. If a request for leave is denied and the pupil is absent for 5 days or more then the school is expected to refer the case to the LA. The LA will issue a penalty notice with no requirement for a formal warning to be issued. Penalty notices can also be issued where a pupil is absent for repeated incidents of unauthorised leave in term time that fall below the 5-day threshold. In every case, the request for the Penalty Notice comes in from the school to the LA for the process to be completed

Unauthorised absences.

If your response letter to the leave of absence form states that the holiday is not authorised, we must expect that you do not take the holiday/ absence. However, should you decide to go ahead, it will be an unauthorised absence which may result in a Penalty Notice (a fine) from the County Council. Our

school has decided that we will only process the paper work for Fixed Penalties if the absence exceeds 3 days.

Appendix 1: Attendance codes

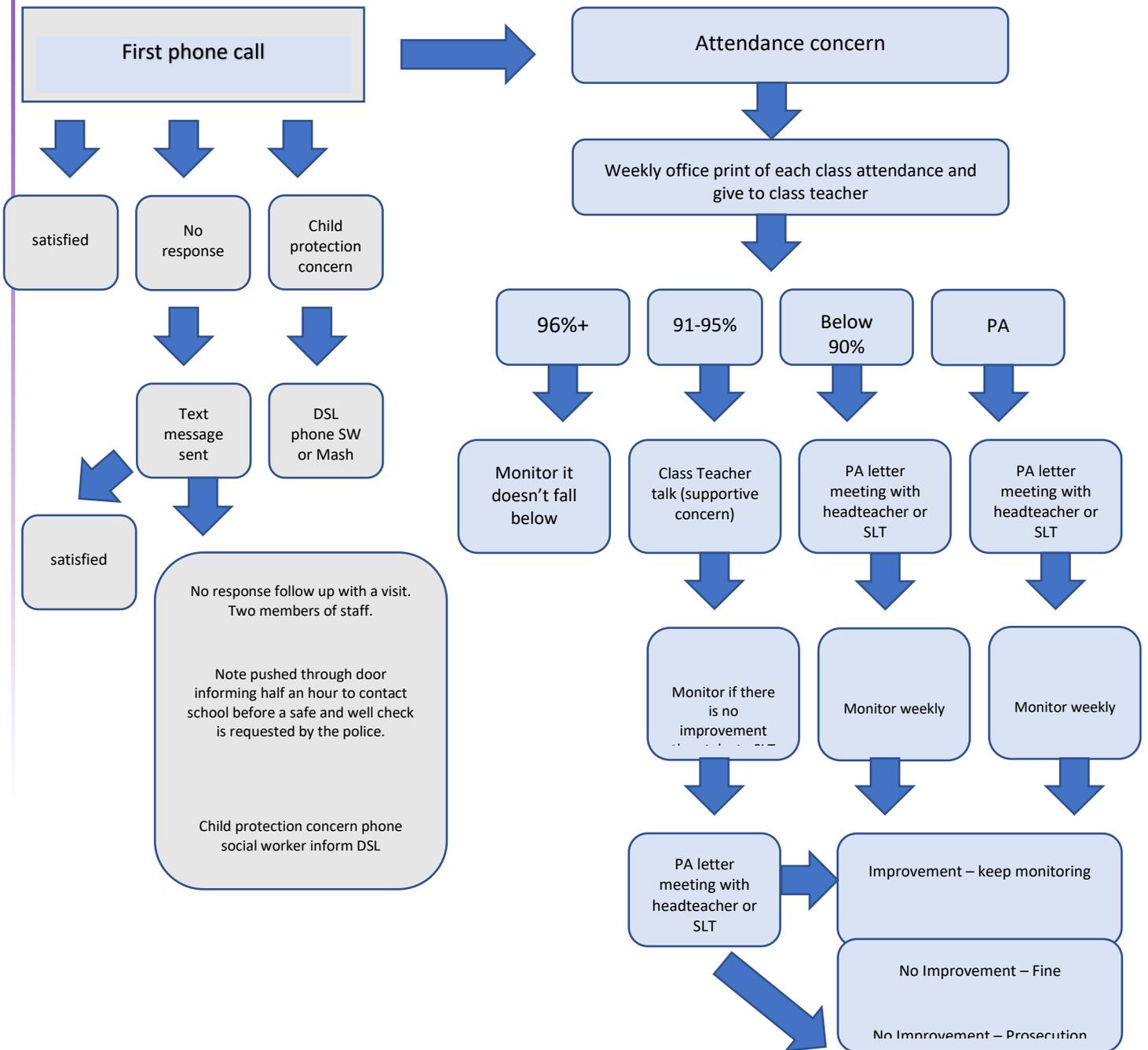
The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Meaning
/	Present (am)	Present
\	Present (pm)	Present
L	Late arrival	Present
B	Off-site educational activity	Approved Educational Activity
D	Dual registered	Approved Educational Activity
J	Interview	Approved Educational Activity
P	Sporting activity	Approved Educational Activity
V	Educational trip or visit	Approved Educational Activity
W	Work experience	Approved Educational Activity
Authorised absence		
C	Authorised leave of absence	Authorised absence
E	Excluded	Authorised absence
H	Authorised holiday	Authorised absence
I	Illness	Authorised absence
M	Medical/dental appointment	Authorised absence
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Gypsy, Roma and Traveller absence	Authorised absence
Unauthorised absence		
G	Unauthorised holiday	Unauthorised absence
N	Reason not provided	Unauthorised absence
O	Unauthorised absence	Unauthorised absence
U	Arrival after registration	Unauthorised absence
X	Not required to be in school	Not counted in possible attendances
Y	Unable to attend due to exceptional circumstances	Not counted in possible attendances
Z	Pupil not on admission register	Not counted in possible attendances
#	Planned school closure	Not counted in possible attendances

Appendix 2: attendance processes

Pinxton Attendance procedures

100% attendance awards Bronze, Silver, Gold
 99-98% attendance awards Bronze, Silver, Gold



Appendix 3: Children Missing Education and Safeguarding

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL, in conjunction with other staff, will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. At least two different contact numbers will be held on file for a child which can be accessed and used by the school in case of an absence/emergency.

Staff will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents/carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case by case basis.

At all times, school staff will liaise with the relevant colleagues in safeguarding/education within Derbyshire County Council for pupils who are to be removed from the admission register and include circumstances where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education – this will be communicated with the elective home education team
- does not arrive at the school as part of an admission process and we are not aware of their whereabouts
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school

Where reasonably possible, all schools and college must hold more than one emergency contact number for each pupil or student, this will enable us to contact a 'responsible adult' should a child be missing from education or a welfare or safeguarding issue or concern is identified. (KCSIE 2020 para 63)

Sometimes it becomes apparent that a child is no longer resident at the last known address. The school will take reasonable steps to locate that pupil. Depending on the circumstances, enquiries may be made amongst the pupil's relations, other members of the local community, pupils, Social Services or previously known schools.

The pupil may be removed from the school roll if he/she cannot be located after 4 weeks after consultation with the LA. The LA policy on Children Missing from Education is adhered to regarding absence of children when the whereabouts is unknown.

CHANGES TO PENALTY NOTICE FINES FOR SCHOOLS.

After 19th August 2024, the following changes will apply to Penalty Notice Fines issued under the new National Framework.

Per Parent, Per Child: There will now be penalty notices issued to parents for each child absent. E.G. If three siblings were absent for term time leave, each parent would receive a fine for each absence.

5 consecutive days of term time leave: When Term Time Leave exceeds 5 or more consecutive days, penalty notices will be issued. Inset Training Days are school days and can be included in the 5 or more consecutive days, where there was intent to be absent for Term Time Leave.

10 sessions of unauthorised absence in a 10-week period: When 10 unauthorised absences are recorded in ten weeks, fines will be considered.

First Offence: The first time a penalty notice is issued for term time Leave or Irregular Attendance Penalty Notices will be issued:

- £160 per parent, per child paid within 28 days.

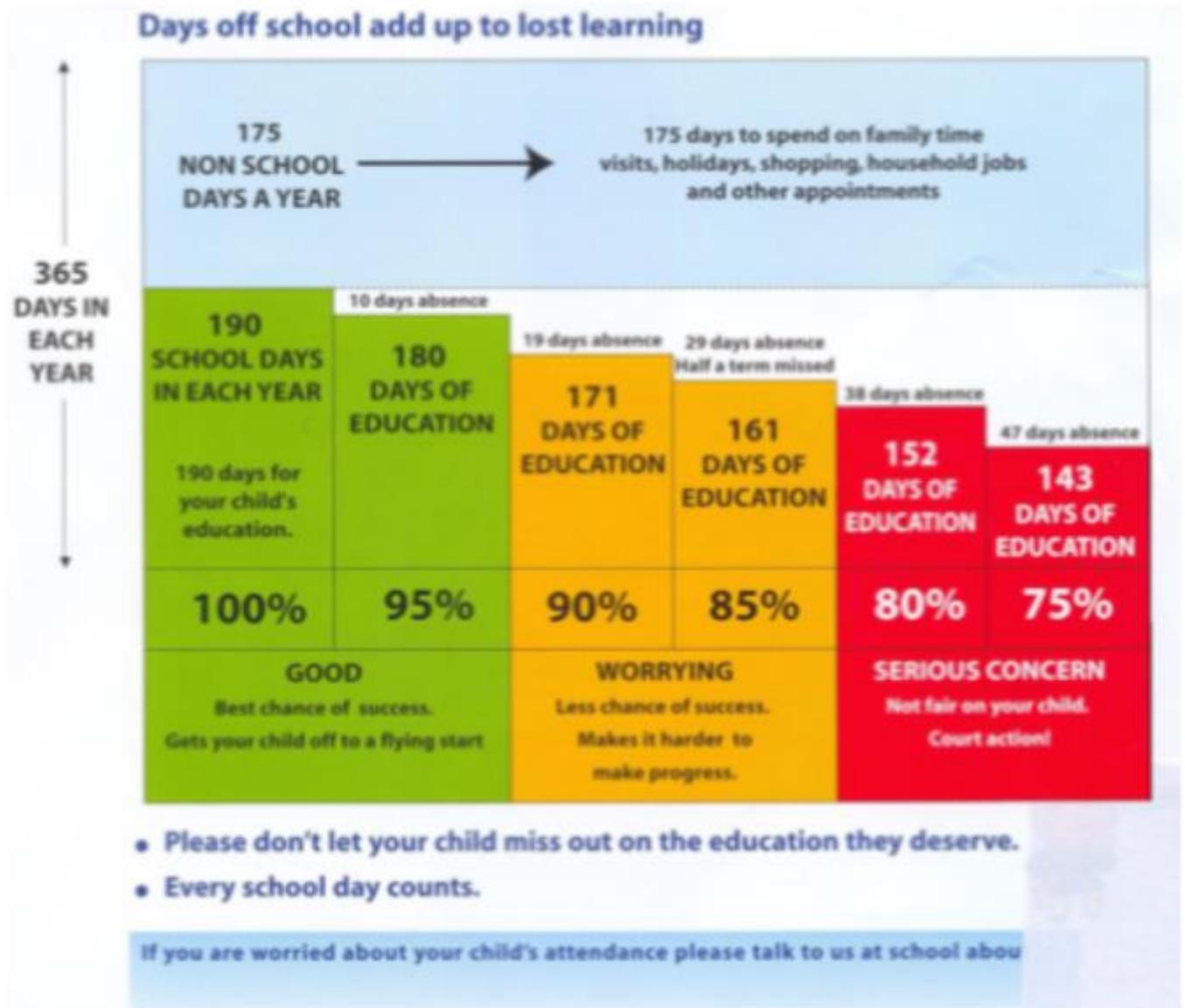
Second Offence (within 3 years): After a second penalty notice for Irregular Attendance or Term Time Leave has been issued, the amount will be:

- £160 per parent, per child paid within 28 days

Third Offence and Any Further Offences (within 3 years): An offence for Term Time Leave or Irregular Attendance will not result in a penalty notice, but instead will be dealt with by the Magistrates' Court. A magistrate can impose fines up to £2500 per parent, per child.

When parents are found guilty of failing to safeguard their child's education in Magistrates' Court, the conviction will appear on their future DBS certificates.

Attendance Matters!



Surely 1 or 2 days absent a week doesn't seem much but this is how it is..

If your child misses...	That equals...	Which is...	And over 13 years of schooling that's...
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years
1 day per week	40 days per year	8 weeks per year	Over 2 ½ years
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3 days per week	120 days per year	24 weeks per year	Nearly 8 years

If your child is late 10 minutes a day - surely that won't matter or affect my child..

Only missing just..	That equals..	Which is...	Over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1 ½ weeks per year	Nearly ½ a year
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30 minutes per day	Half a day per week	4 weeks per year	Nearly 1 ½ years
1 hour per day	1 day per week	8 weeks per year	Over 2 ½ years

Example attendance contract



PVA Attendance Contract

Pupil's date of birth:	January 15, 2010
Date of initial meeting:	March 5, 2024
Attendees:	Mr. Smith (Teacher), Ms. Johnson (School Counsellor), Mrs. Patel (Parent)
Multi-Tier of Support Level:	Tier 2

Description of the current situation:

Historic attendance and lateness rates:

James has been absent approximately 15 days in the past term, with frequent late arrivals (more than 15 minutes late at least twice a week).

Concerns:

Concerns

James's attendance is impacting his academic progress and social integration in the classroom.

Parental concern about James's motivation and engagement with school.

Risk Factors: (Please refer to the Risk Factors document Key Strand 2.1)

Child Domain:	Family Domain:	School Domain:	Community Domain:
Learning difficulties in certain subjects like Mathematics and English.	Unstructured morning routines at home leading to frequent tardiness.	Bullying incidents at a previous school affecting James's confidence and attendance.	Influence of peers who have negative attitudes toward school attendance.
Lack of interest in school activities and lessons perceived as challenging.	Parental work schedules that make it challenging to ensure James arrives at school on time.	Inconsistent communication between teachers and parents regarding James's attendance and progress.	Limited availability of extracurricular activities that align with James's interests.
	Experience of death and loss, affecting James's emotional well-being and attendance.		Lack of a social network to support the CYP and family.
	Parent criminality impacting family stability and routines.		
	Limited wider network of supportive family or friends to provide consistent support.		

Protective Factors:

Child Domain:	Family Domain:	School Domain:	Community Domain:
James's enthusiasm and interest in subjects like IT and sports.	Mrs. Patel's willingness to collaborate with the school to improve James's attendance.	Availability of supportive school counsellors like Ms. Johnson who can provide emotional and academic support.	Access to community resources such as local sports clubs and youth centres that James can join.
Support from teachers who provide encouragement and adapted learning strategies for James's difficulties.	Supportive extended family members who can assist with morning routines if needed and provide emotional support.	Clear school policies against bullying and proactive measures to ensure James's safety and well-being.	Positive community norms that emphasize the importance of regular school attendance.
	Access to counselling services to help James's cope with grief and emotional challenges.	Opportunities for James to participate in structured activities and clubs that promote positive peer relationships.	

What are we worried about as a school?

Concerns (use attendance data):
James's inconsistent attendance patterns and late arrivals affecting his learning and peer relationships.
Lack of clear routine and expectations at home contributing to irregular school attendance.

Pupil Views:

Pupil Views:

James feels that some lessons are challenging, and he sometimes avoids them by skipping school.

Parent Views:**Parent Views:**

Mrs. Patel is concerned about James's attendance and is willing to work with the school to improve it.

Targets: Up to 3 targets agreed upon, identified as important by school, pupil, and family:

Target 1:	James will attend school for one preferred lesson per day (e.g., IT, resistant materials).
Descriptor of Baseline level:	Currently, James attends sporadically and misses multiple lessons.
Expected Level:	James believes he can attend a preferred lesson daily with support from teachers and a structured routine at home.
Descriptor of level achieved (completed at reviews):	6 weeks: James has shown improvement attending lessons consistently for X weeks: James now attends lesson regularly, showing increased engagement.

Target 2:	James will arrive at school on time (before the bell rings) at least four days a week.
Descriptor of Baseline level:	James is consistently late, arriving after the bell rings most days.
Expected Level:	James aims to improve punctuality with reminders and support from home and school.

Target 2:	James will arrive at school on time (before the bell rings) at least four days a week.
Descriptor of level achieved (completed at reviews):	6 weeks: There is improvement; James arrives on time three days a week for X weeks: James is arriving on time four days a week consistently.

Target 3:	James will participate in extracurricular activities twice a week to enhance social interaction.
Descriptor of Baseline level:	James currently does not participate in any extracurricular activities.
Expected Level:	James expresses interest in joining sports clubs and drama groups to improve his social skills.
Descriptor of level achieved (completed at reviews):	6 weeks: James has joined a sports club and participates weekly for X weeks: James is actively involved in sports and drama clubs, showing increased confidence.

Action Plan: (Complete at initial Attendance meeting – aim to create a climate in which goals can be achieved)

Support Strategy:	Responsible (Family/school/agency):
Weekly check-ins with James to monitor progress and discuss any challenges.	Mr. Smith (Teacher): Monitor James's attendance and participation in preferred lessons.
Implement a structured morning routine at home with alarms and reminders for James.	Ms. Johnson (School Counsellor): Facilitate weekly check-ins and provide support for punctuality and emotional well-being.
Access counselling services to address emotional challenges related to personal loss and family dynamics.	Mrs. Patel (Parent): Implement morning routine and support James's participation in extracurricular activities.

Ensuring Active Participation (Based on Lundy's Model of Participation Key Strand 6.2):

Model of Participation:	Details of support:
Space:	Create a welcoming and supportive environment for James to express his concerns and ideas about attendance and participation in school activities.
Voice:	Actively seek James's opinions and preferences regarding his attendance goals and strategies to improve punctuality and participation.
Audience:	Ensure that Mr. Smith, Ms. Johnson, and Mrs. Patel listen attentively to James's input during meetings and discussions about his attendance and engagement in school.
Influence:	Empower James to make decisions and take actions that contribute to achieving his attendance goals, such as joining extracurricular activities and improving punctuality.

Entry and Exit Criteria for Attendance Intervention Programs:

Entry Criteria:	Exit Criteria:
James has missed 15 days in the past term and is frequently late.	James has no days missed during the intervention support period.
Parental concerns about James's motivation and engagement with school.	Significant improvement in punctuality, with James arriving on time at least four days a week consistently.
SDQ questionnaires indicate issues with attendance-related behaviours.	James actively participates in extracurricular activities twice a week, demonstrating improved social interaction.

This comprehensive contract ensures a tailored approach to support attendance improvement, integrating protective factors to mitigate identified risks. Adjustments are made based on specific needs and ongoing assessments to ensure effectiveness and alignment with James's educational journey.

Examples of parent letters

Dear Parent/Carer of ,

Your child's attendance is at serious risk of falling into the persistent absence category.

Attendance below 90% as a persistent absentee. This applies regardless of whether the absence is 'authorised' or 'unauthorised'.

This equates to 38 sessions or 19 days of absence across the year or 3 ½ days per half term. We know that regular attendance at school is essential to ensuring good progress and outcomes for your child.

We monitor your child's attendance weekly and we want to work actively with parents to ensure that the highest level of attendance is maintained. We will report to you the details of your child's attendance record throughout the year. **If your child's attendance is below 90%, we will monitor their attendance and report to you on a regular basis.** The Department for Education (DfE) has published data on their website that clearly shows the link between attendance and attainment. This highlights the fact that there will be an impact on your child's education and exam results if their attendance is not consistently above 95% throughout their schooling.

To support you we would like to arrange a meeting at your earliest convenience with a member of the senior leadership team.

Minor ailments, such as a headache or slight cold, are not considered acceptable reasons for not attending school. We realise that any child can suddenly fall ill and be unable to attend school, but repeated absences may require us to request medical evidence from your doctor's surgery as confirmation of these absences. This is in-line with recommendations by the DfE and Local Authority. I would like to remind you that the current law does not give any entitlement to parents to remove their child from school during term-time for holidays. I can only grant leave of absence in exceptional circumstances. If you feel you need to remove your child from school for this reason you must put this request in writing to me and a meeting will be arranged to discuss the request. I know that you want your child to have the best possible attendance at school to support them in achieving the best possible outcomes.

Yours sincerely,

Anne Ingle

Anne Ingle
Head Teacher

Dear Parent/Carer of,

We would like to take this opportunity to thank you for working with school as we have seen an improvement in attendance and want to continue working with you to further improve 's attendance. We value your commitment in supporting us and appreciate the efforts you have both made.

's attendance is currently at % which is still in the persistent absentee category and we still need to aim to get this above 97%. If at any point in the future you feel we may be able to help you further please do not hesitate to contact us.

Many thanks, keep up the brilliant work and we will get to the target of 97%.

Head Teacher

Yours sincerely,

Anne Ingle

Anne Ingle
Head Teacher

Dear Parent/Carer of,

As you will be aware from the previous letter attendance has met the persistent absentee threshold. (below 90%)

School did write and offer you the opportunity to attend an action planning meeting whereby we would discuss matters with you and support you in improving attendance, unfortunately to date you have not contacted school to make an appointment. We have therefore taken the liberty of making an appointment for you on Tuesday at

Failure to attend this meeting and engage with the school to improve attendance will result in school requesting that the Local Authority issue a penalty notice

Please take immediate steps to ensure that your child attends school every day and that you obtain medical evidence

If he/she is too ill to attend. Any other reason for absence should be discussed with the school and it will be the school's decision whether or not to authorise any absence which is not covered by medical evidence.

Yours sincerely,

Anne Ingle

Anne Ingle
Head Teacher

Dear Parent/Carer of «Firstname» «Surname»,

During our weekly register check it has been noted that «Firstname» has to date had the equivalent of «Sessions_Missed» sessions (0 days) absence from school since September.

I am writing to advise you that from this point in time it is imperative that you make every effort to ensure that «Firstname» attends school.

«Firstname» attendance will be monitored closely for the next 6 weeks to ensure that it does not deteriorate any further.

If you feel there are any reasons for absence or concerns, you may have which you feel school may be able to support you with then we will be more than happy to meet with you to discuss issues and help you to improve and maintain your child's attendance.

Our family support work Rachel Barnes will be in contact with you to offer support.

Thank you in anticipation of your support with this matter.

Yours sincerely,

Anne Ingle

Anne Ingle
Head Teacher

Childs Name:

Number of lates:

Please support your child in arriving on time for school each day. Should you wish to discuss this matter please contact the school office to make an appointment.

Punctuality is very important. Our school starts at **8.50am** each morning.

Did you know, that being just 10 minutes late each morning means your child will miss the same as 10 days off school each year.

A member of the senior leadership will be in contact to see how we can support you.

Surely 1 or 2 days absent a week doesn't seem much but this is how it is..

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Yours sincerely,

Anne Ingle
Head Teacher