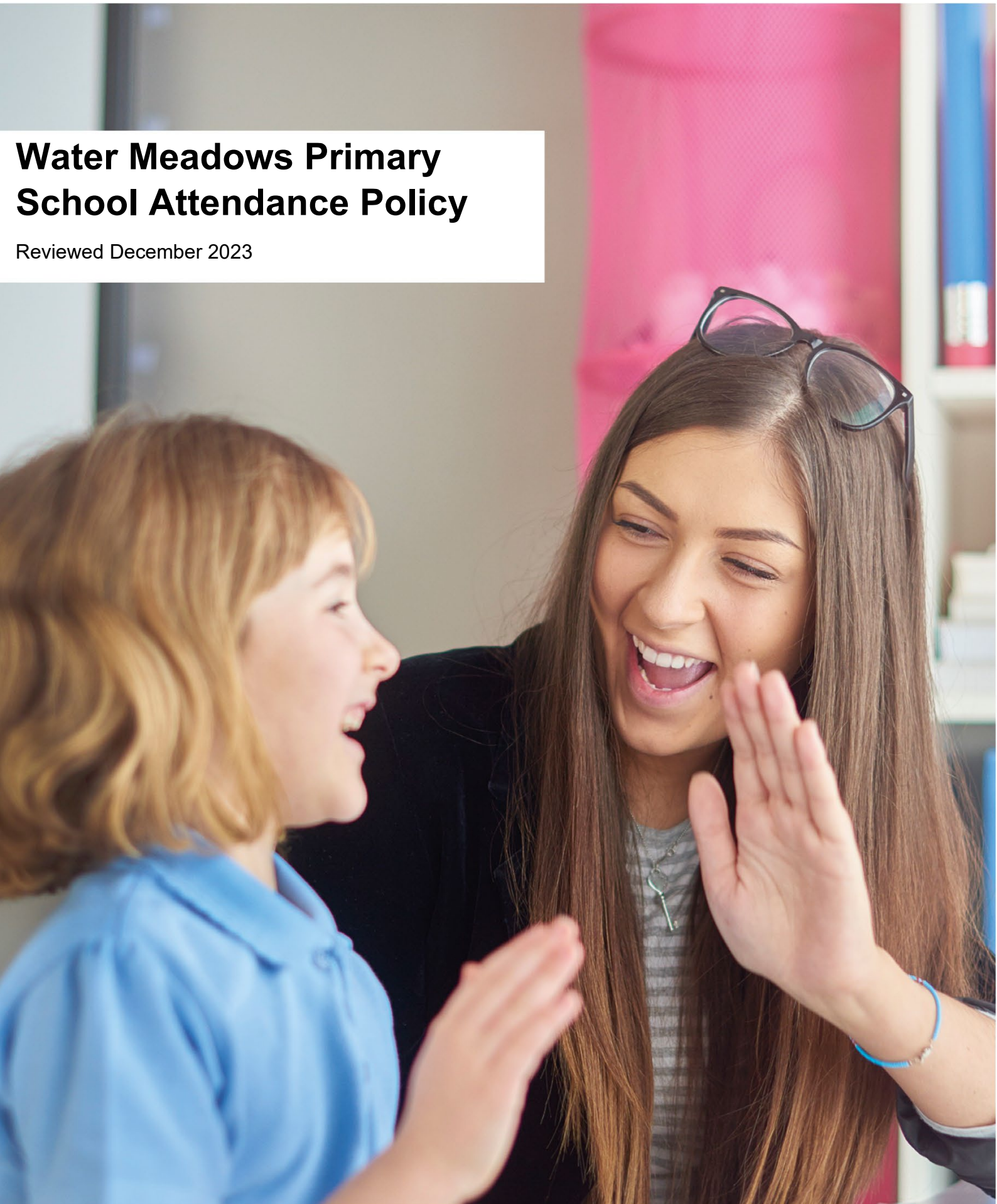


Water Meadows Primary School Attendance Policy

Reviewed December 2023



The Stour Academy Trust

A Multi Academy Trust at the forefront of providing a 21st century education for children.

We have a vision for education that gives children the necessary skills to thrive in our modern, 21st century world.

Our pedagogical model combined with the intentional deployment of technology will help us deliver personalised learning. Through the innovative use of digital technology, we will create a level playing field for all children, irrespective of their language skills, reading ability or any other factors that may present learning challenges.

Technology will accelerate our progress but will not be the driver of our vision. We will develop both the cognitive and social-emotional skills necessary for children to succeed in their personal and professional lives.

There will be no barriers to achievement within our learning community and our teachers will build strong relationships that facilitate the learning of others. Traditional classrooms will evolve to allow the vision to be fully embraced. Our enabling environments will be child-centred and designed to allow for flexibility, collaboration and independence. The aim is to shape our environment to better reflect a 21st century workspace that promotes social interaction, communication and self-regulation.

Trust Values

We are:

- Collaborative
- Nurturing
- Inclusive
- Ambitious
- Innovative

Water Meadows School Values

We are:

- Supportive
- Honest
- Inclusive
- Nurturing
- Enabling



Section 1: The importance of school attendance

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and nonteaching staff in school, the trust or governing body, the local authority, and other local partners.

Section 2: The law on school attendance and right to a full-time education

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

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

This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard.

Section 3: Strategic approach to attendance

The Stour Academy Trust is committed to the continuous raising of achievement of all our pupils. Regular attendance is critical if our pupils are to be successful and benefit from the opportunities for learning presented to them.

The Chief Executive Officer (CEO) for The Stour Academy Trust leads on the strategic approach to raising attendance in our schools and works closely with school leaders to ensure the school is having impact on children's overall attendance.

The CEO will also work with outside agencies, such as the DFE to ensure that all schools are appropriately trained and working in line with current guidance and expectations.



The Leader responsible for the strategic approach to attendance at Water Meadows Primary School is Ben Martin, who works closely with the School Improvement Partner, CEO and wider team.

Strategy for data

As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them.

To achieve this all we will:

- Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families.
- Use this analysis to provide regular attendance reports to class teachers to facilitate discussions with pupils and parents
- Use this analysis to provide other leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads) with the information they need to intervene and support attendance
- Identify the pupils who need support and focus staff efforts on developing targeted actions for those cases.
- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This should include analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance.
- Benchmark our attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.
- Devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher-than-average absence or for pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers.
- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented. The findings will then be used to evaluate approaches or inform future strategies.

Section 4: School staff, roles, and responsibilities

The Board of Directors

The Board of Directors is responsible for monitoring attendance figures for the whole Trust on at least a termly basis, through the CEO's termly report. The Board of Directors also maintains responsibility for the adoption of this policy.

Headteacher and Assistant Headteacher responsibilities include:

- Raising attendance and reducing persistent absence
- Forming relationships with parents and working collaboratively to raise attendance
- Safeguarding children who are not regularly attending school or not attending full time
- Implementing this policy at school level
- Undertaking the monitoring of school-level absence data and reporting it to Trust leader



Parent Support Advisor responsibilities include:

- Reporting concerns about attendance to the Headteacher
- Working with school liaison officers to tackle persistent absence
- Arranging calls and meetings with parents to discuss low level or regular attendance issues
- Advising the Headteacher of when to issue fixed-penalty notices
- Advising the Headteacher regarding any children classed as missing from education

Class Teacher responsibilities include:

- Submitting attendance registers on a daily basis, in a timely manner
- Building relationships with pupils so they feel confident to attend school
- Adapting classroom routines and procedures to support children suffering school-based anxiety
- Undertaking calls in the afternoon to parents of pupils who did not attend school during that day. This is a supportive call to check on pupil wellbeing not to raise attendance concerns

Admin Staff responsibilities include:

- Ensuring that attendance registers are submitted in a timely manner
- Undertaking first day calling responsibilities for any unexplained absences where a parent has not contacted the school first
- Amending absence coding when communication from parents is received
- Ensuring communication with school leaders where there are concerns about a child who is not in school so that safeguarding checks can be completed

Parent / Carer responsibilities include:

- Ensuring children in their care attend school regularly and arrive punctually
- Providing school with an appropriate reason for child(ren)'s absences on a daily basis-
Should we not receive communication from you or be able to contact you, we will undertake a home visit for safeguarding reasons.

Section 5: Day to day processes for managing attendance

Absence Procedures

The Attendance Lead at Water Meadows Primary School is Mr Ben Martin

Direct line for reporting absence: 01227 710414 or notify us using the Weduc App.

We monitor all absence, and the reasons that are given, thoroughly.

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

- Contact the school on the first day of absence before 9.00 a.m. The school office line has an answer phone available to leave a message if nobody is available to take your call.
- Contact the school on every further day of absence, again before 9.00 a.m.
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence



If a child is absent, we will:

- Telephone you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us
- If we are unable to contact parents/carers by telephone, we will telephone emergency contact numbers, send a message via the Weduc App and a home visit may be made in the interests of safeguarding
- If there is a significant concern, we may contact the Police to request a safeguarding welfare check
- A referral will be made to Local Authority if no contact has been made with parents/carers by the 10th day of absence (or sooner if deemed appropriate), at which point your child will be “Missing from Education.”
- If absence continues, we will:
 - Write to you if your child’s attendance is below 90%, or where punctuality is a concern.
 - Invite you into school to meet with the Headteacher and/or the Parent Support Advisor to discuss the situation
 - Create a personalised action/support plan to address any barriers to attendance if required
 - Offer signposting support to other agencies or services if appropriate
 - Refer the matter to the Local Authority School Liaison Officer for statutory intervention if attendance deteriorates following the above actions

Lateness

Poor punctuality is not acceptable and can contribute to further absence. Good timekeeping is a vital life skill which will help children as they progress through their school life and into the wider world.

Pupils who arrive late, disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed, and miss vital work and important messages from their class teacher.

The times of the start and close of the school day for all pupils at Water Meadows Primary School are:

Gates open: 8.30 a.m.

Gates close: 8.45 a.m.

End of the school day: 3.15 pm

Arriving to school

There is no supervision before school in the playgrounds and parents and pupils should not enter the school premises before the gates open at 8.30 a.m., unless accessing Breakfast Club.

There is a Breakfast Club available for those parents/carers who wish to use it. The club opens at 7.30 a.m. and costs £2.80 per daily session (including breakfast) or if arriving to Breakfast Club between 8.15 a.m. and 8.30 a.m., £1. This must be booked in advance.

Frequent lateness after the register has closed will be discussed with parents/carers and could provide grounds for prosecution or a Penalty Notice.



If your child arrives to school between 9.00 a.m. and 9.15 a.m., they will receive a late mark in the register, (L). If your child arrives after 9.15 a.m., they will receive an unauthorised late mark, (U).

Attendance recording

Unplanned medical absence

We will mark absence due to illness as 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 the pupil's parent/carer 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/carers will be notified of this in advance.

Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.

This should be evidenced in a copy of the appointment booking.

However, we encourage parents/carers 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.

Section 6: Promoting and incentivising attendance

At Water Meadows, we believe in developing good patterns of attendance and set high expectations for our pupils and parents for attendance and punctuality. It is a central part of our school's vision, values and ethos. We recognise the connections between attendance, attainment, safeguarding and well-being.

We want to work in partnership with parents and pupils to ensure every child is given full access to their right to education and can fulfil their potential. We celebrate good attendance and punctuality and will not accept barriers to the child receiving a high-quality education.

To help us all focus on this, we will:

- Reward good or improving attendance
- Report to parents regularly on attendance
- Contact parents if there are concerns regarding attendance so we can work together to make improvements

Section 7: Granting leaves of absence

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

Parents would need to submit written requests for leave of absence at least 7 days before the absence would commence.



If a leave of absence is granted, it is for the headteacher to determine the length of the time the pupil can be away from school. As headteachers should only grant leaves of absence in exceptional circumstances **it is very unlikely a leave of absence will be granted for the purposes of a family holiday.**

Exceptional circumstances

- Absence for a bereavement of a close family member is usually considered an exceptional circumstance for the funeral service only, but not usually for extended leave.
- Absences for important religious observances are often taken into account for the ceremony and travelling time, but not for extended leave. This is intended for one-off situations rather than regular or recurring events.
- Absences to visit family members are not normally granted during term time if they could be scheduled for holiday periods or outside school hours. Children may however need time to visit seriously ill relatives and the school will authorise compassionate leave, up to a maximum of three days.

Fixed Penalty Notices

The local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment is made directly to the local authority.

The decision on whether or not to issue a penalty notice may take into account the number of unauthorised absences occurring within a rolling academic year. Unauthorised absences include:

- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

Section 8: Strategy for reducing persistent and severe absence

Persistent absences

Persistent absence (10% or more of the school year) may be a cause for concern and may result in a referral to the Local Authority School Liaison Officer. In some cases, the School Liaison Officer may even consider prosecution. The school will follow procedures prior to referral and parents will be notified in writing.

The School Leaders will discuss all children who are persistently absent at attendance meetings and contact parents/carers to discuss how their child's attendance will be improved. This may require an attendance action plan/agreement to be formed with parents/carers.



Timeline of the Staged Approach for Managing Poor Attendance/Punctuality

- 96 - 100% attendance – the class teacher will notify the Attendance Team of concerns. you may be contacted if appropriate.
- 94 - 96% attendance - the class teacher will notify the Attendance Team of concerns. Parents/carers may be contacted if appropriate.
- 90 – 94% attendance – school intervention letters/meeting with parents/carers may take place.
- Attendance below 90% - categorised as ‘Persistent Absence.’ If there are unauthorised absences, the school will make a referral to the KCC Inclusion and Attendance Service using the Digital Front Door. If it is not clear a referral to the service is appropriate, the school will consult with the Local Authority School Liaison Officer for advice.
- For the cases that require intensive family support, the school/parent will consider Early Help family support. See EHPS-Leaflet-for-Families.pdf (kelsi.org.uk) for further details.

Pupils with medical conditions or special educational needs and disabilities

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils will be the same as they are for any other pupil. That said, in working with their parents/carers to improve attendance, we are mindful of the barriers these pupils face and will put additional support in place where necessary to help all children access their full-time education.

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

This may include:

- Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed.
- Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Working with parents/carers to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil’s education, health and care plan is accessed.
- Establishing strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, routines, access to support in school and lunchtime arrangements.
- Ensuring joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance.
- Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of



compulsory school age who, because of health reasons, would otherwise not receive suitable education.

Section 9: Part-time timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. When this is necessary, a Flexible Learning Plan will be drawn up to show how the child's educational, well-being and safeguarding needs will be met whilst not in school full time. The Flexible Learning Plan should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There will also be formal arrangements in place for regularly reviewing it with the pupil and their parents/carers. In agreeing to a part-time timetable, the school has agreed to a pupil being absent from school for part of the week or day and therefore this will be treated as authorised absence.

Section 10: Legislation and guidance

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

- Part 6 of **The Education Act 1996**
- Part 3 of **The Education Act 2002**
- Part 7 of **The Education and Inspections Act 2006**
- **The Education (Pupil Registration) (England) Regulations 2006** (and **2010**, **2011**, **2013**, **2016** amendments)
- **The Education (Penalty Notices) (England) (Amendment) Regulations 2013**
- This policy also refers to the DfE's guidance on the **school census**, which explains the persistent absence threshold.
- **The Equality Act 2010** and Rights of the Child
- **Working together to improve school attendance 2023** (DfE)



Annex A: DFE guidance Summary table of responsibilities for school attendance; September 2022.

All Pupils

Parents are expected to:	Schools are expected to:	Board of Directors is 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). 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/carers understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence. 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>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:	Board of Directors is 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 poor attendance.</p> <p>Work with each identified pupil and their parents/carers 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.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is 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 termly conversation with every school, 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, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where 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>



Persistently absent pupils

Parents are expected to:	Schools are expected to:	Board of Directors is 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 and parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued 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.</p> <p>Where necessary this includes working with partners. Where there is a lack of engagement, hold more formal conversations with parents/carers 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>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting 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>



Severely absent pupils

Parents are expected to:	Schools are expected to:	Board of Directors is 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>Continued 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>Continued 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 pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Board of Directors is 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/carers 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>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special education need, 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:	Board of Directors is 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>Inform 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>Regularly monitor the attendance of children with a social worker in their area. Put in place personal education plans for looked-after children.</p> <p>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.</p>



Annex B: Standard coding used to record absences

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

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



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



Annex C: Example of Individual Support Plan for Attendance (Child)

My School Attendance Support Plan	
Name:	Date:
At school these things can make me feel upset:	
My key adult(s) in school is/are:	
When I can speak to my key adult(s): Where I can speak to my key adult(s):	
Until _____ my return to school plan includes the following changes to my attendance:	
(Identify any changes to days or time they come in)	
Changes to my timetable include:	
(Identify any changes needed and what should happen/ where they should go instead)	
Any other changes include:	
Identify any other changes to routines, (break, lunch times, changes between lessons etc.) classroom expectations (not expected to read aloud, work in pairs etc.) or homework.	
When I start to get worried or upset, I notice these things about myself:	



--

When I start to get worried or upset, others notice these things about me:

--

Things I can do to make myself feel better when I'm at school:

--

Things that other people (staff and friends) can do to help me feel better when I'm at school:

--

Things that my family can do to support me to attend school:

--

Places in the school I can go to where I feel safe and supported:

--



--

This plan will be reviewed regularly so that it remains helpful.

Review date:

My signature	Key adult's signature	Parent signature

Other people who have access to the plan are:

--



Annex D: Example of Attendance Plan/Agreement (Parents)

ATTENDANCE PLAN FOR SEVERE OR PERSISTENT ABSENTEE

Name:		Year Group:		Date Plan Drawn Up:	
Those Present:					
Date of Referral:					
Attendance at Referral:			Previous Term's Attendance:		
AGREED TARGETS FOR THE NEXT 6 WEEKS:					
Pupil:		To get up when called for school each day To have school bag prepared the night before To have done homework To have right equipment for the day			
Parent/Social worker or Carer:		To book an appointment to take xxxxx to the Doctors To continue to telephone the school when xxxxx is not well enough to come to school To ensure xxxxx has everything needed for school the night before To set aside time in the evening to discuss the school day and anxieties			
School:		<p>PSA: To continue to telephone carer or social worker/Parent if xxxxx doesn't arrive at school. To continue to monitor the situation on a daily basis and speak to xxxxx on her return to school if she has been absent.</p> <p>Attendance Lead: To continue to meet with xxxxx weekly and set a review date with the Class Teacher as soon as possible to discuss xxxxx's academic progress.</p>			
Other Agency:					
Agreed Targets:		<p>No unauthorised absence for the next 6 weeks Xxxxx to attend all lessons when in school No more than 6 authorised absences over the next 6 week period Xxxxx to make contact with xxxxxx if she has any issues that need to be addressed in school</p>			

Review Date:

Venue:

Time:

