

Attendance and Punctuality policy

Leverhulme Community Primary School



Approved by:

Date:

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Contents

1. Aims	3
2. Legislation and guidance	3
3. Roles and responsibilities	4
4. Recording attendance	8
5. Authorised and unauthorised absence	11
6. Strategies for promoting attendance	13
7. Supporting childs who are absent or returning to school	14
8. Attendance monitoring	14
9. Monitoring arrangements	15
10. Links with other policies	16

Appendix 1: attendance codes

Appendix 2: attendance contract.....

Appendix 3: Attendance thresholds

Appendix 4: Example newsletter

Appendix 5: End of Day Non-Collection Flowchart

Appendix 6: Inclusion Framework

1. Aims

At Leverhulme, we offer an environment in which children and families feel valued and welcome. Children's presence in school is vital and they are missed when they are missed or late. Children need to attend school regularly to fully benefit from their education. Missing out on lessons leaves children vulnerable to falling behind, and we want all our children to reach their highest potential. At Leverhulme Community School, we believe that good attendance and punctuality are important in helping children achieve the best that they can be.

Children should be in school and arrive on time so they are ready to learn, every day that the school is open, unless the reason for absence is unavoidable. Children with poor attendance tend to achieve less well than children who have regular attendance. Leverhulme takes a holistic approach to attendance, understanding that low attendance can at times go hand in hand with other barriers (see Inclusion Framework: **appendix 6** for a visual representation of our framework and principles at Leverhulme). We are here to support parents in any way with attendance and punctuality – please come and speak to us if you need support or guidance.

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all children
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every child has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure children have the support in place to attend school

2. Legislation and guidance

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

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

It also refers to:

- [School census guidance](#)

- [Keeping Children Safe in Education](#)
[Mental health issues affecting a child's attendance: guidance for schools](#)

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

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

Kath McArthur is the link governor for attendance, under their role of Safeguarding Governor.

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and evaluating data alongside the DSLA (Designated Senior Leader responsible for Attendance) and reporting it to governors
- Supporting staff with monitoring the attendance of individual children
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices

3.3 The designated senior leader responsible for attendance

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

- Working with the parents of children with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for children with SEND, including where school transport is regularly being missed, and where children with SEND face in-school barriers, alongside the SENDCo.
- Communicating with the local authority when a child with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the child's needs
- Communicating the school's high expectations for attendance and punctuality regularly to children and parents through all available channels
- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes (**see section 8**)
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring, analysing and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with children, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with children and their parents/carers
- Delivering targeted intervention and support to children and families

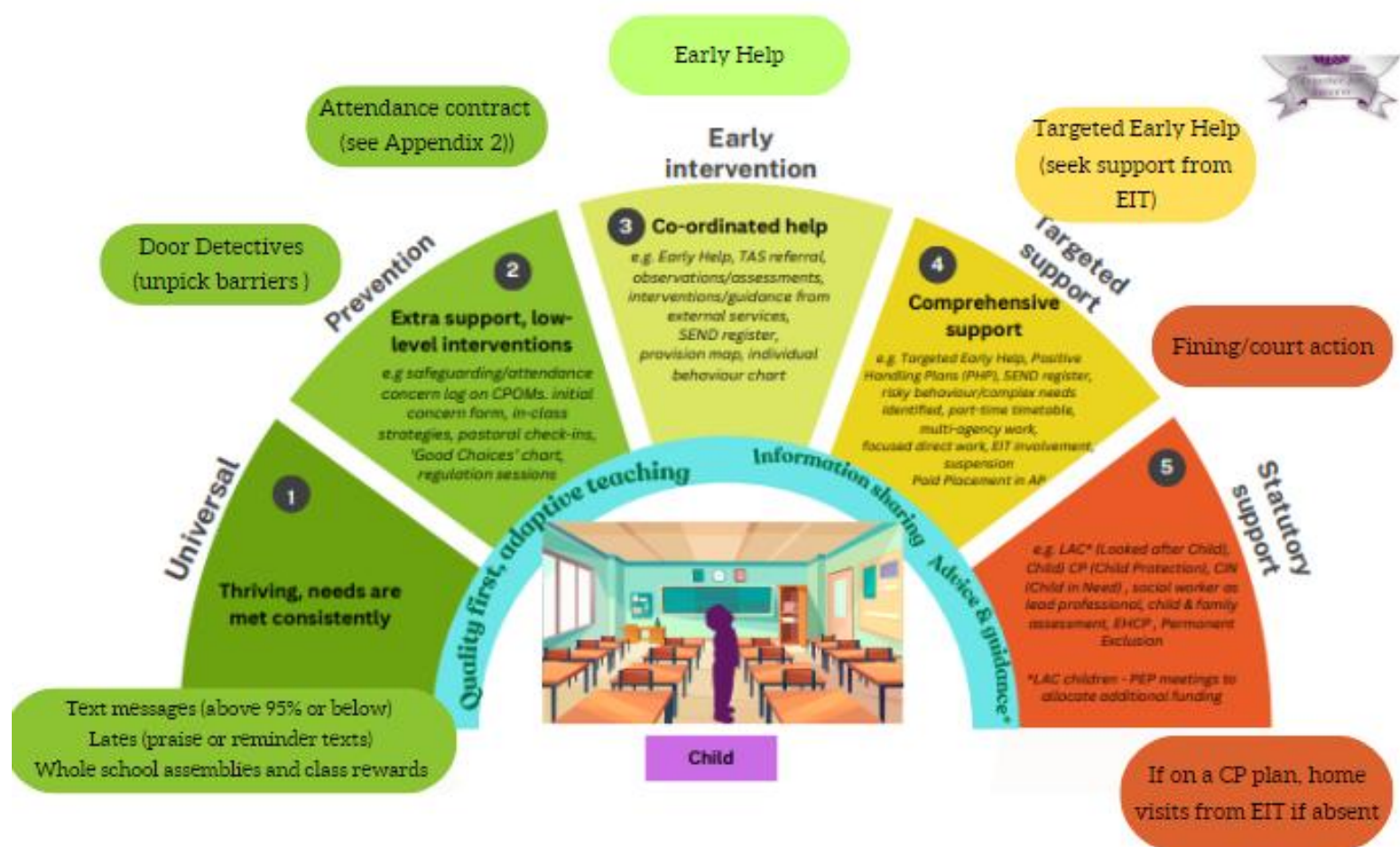
The designated senior leader responsible for attendance is Hannah Rigg and can be contacted via 01204 333123 and office@leverhulme.bolton.sch.uk

- Benchmarking attendance data to identify areas of focus for improvement
- Facilitate home visits if child not seen or no contact for 3 days.
- Providing regular attendance reports to school staff
- Working with Early Intervention Team (EIT) to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

3.4 Class teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office (by 9.00 time in the morning and after lunchtime break in the afternoon).

Leverhulme's **support first approach** is **tiered** - with all staff supporting.



Class teams support positive attendance by:

1. Building Positive Relationships

- When children feel valued and connected to their teachers, they are more likely to attend regularly and on time.
- Take time to check in with children, showing interest in their well-being and progress.
- Capture child's voice e.g. day in a life/day in a school life

2. Creating an Engaging Classroom Environment

- Engaging lessons and a welcoming atmosphere can motivate children to come to school.
- Highlight the importance of attendance in everyday learning by explaining the link between regular school attendance and success.
- Ensure appropriate adaptations are made to meet their learning needs.

3. Early Identification and Support and communication

- Identify patterns - spot early signs of irregular attendance, such as frequent lateness or absence, and flag these quickly.
- Staff teams to act when a child has been absent. A supportive relational phone call home will be made by the class team if a child has been absent **2 days within a week or within a two-week period** (and then logged on CPOMs).
- On return to school (or late arrival) children are warmly greeted and provided with a catch-up supportive conversation, and/or work, to ensure any learning missed is covered (teaching and learning recovery plan).
- If there are significant/complex barriers in/out of school and preventative work has been trialled with no improvements, an attendance contract and then an Early Help may need to be opened.

4. Open communication:

- Have open conversations with children/parents/carers who are regularly absent, offering support and understanding rather than punishment - discuss concerns around attendance and work together on solutions.
- Reinforce positive communication around good attendance, explaining its impact on their child's success.
- Be 'Door Detectives' (unpicking any barriers with parent/carers on the door) and log any barriers identified from talking to parents/carers and children (don't forget the child's voice!)

5. Celebrating Good Attendance

- Celebrate children who attend regularly through daily dojos and encourage positive reinforcement within the classroom. Childs receive 1 dojo per day for attending and 1 dojo per day for attending on time. Refer to the newsletter (see **Appendix 4**)

- Publicly praise and recognise improvements in attendance to reinforce the message that it matters.

3.5 School office staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Alert SLT if a child has been absent for 3 days and not seen or had any contact with.
- Check absence from year 6 down throughout school to ensure anyone who walks on their own would be accounted for first.
- Follow up on unexplained absences (as per **section 4.5**)
- Print out attendance termly to be shared at parents' evenings/in end of year reports

3.6 Parents/carers

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

- All named on the birth certificate
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day and on time
- Call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day – where not possible, ensure children miss as little school as possible.
- Enforce a regular routine at home in terms of screentime, bedtime, etc. so that the child is used to consistency and the school day becomes part of that routine. It is vital that the child receives the same message at home as they do whilst at the school about the importance of attendance and punctuality.
- Keep to any attendance contracts that they make with the school.

3.7 Children

Children are expected to:

- Attend school every day, and on time.
- Follow routines as set at home
- Speak to school staff if there are any barriers to school attendance and/or punctuality to ensure the right support is put in place.

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all children onto this register. We will take our attendance register at the start each school day and after lunchtime. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Child Registration) (England) Regulations 2024, whether every child 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

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a child is attending an approved educational activity
- The nature of circumstances, where a child is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8.45 and ends at 3.15.

Childs must arrive in school by 8.50 on each school day.

The register for the first session will be taken at 8.50 and will be kept open until 9.00. The register for the second session will be taken at the end of the lunchtime break time when children return from the playground.

4.2 Unplanned absence

The child's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8:45, or as soon as practically possible, by calling the school office staff, who can be contacted via 01204 333123 and office@leverhulme.bolton.sch.uk

We will mark absence due to illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. 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.

Unplanned closure

As a school we will only close in the event of unplanned reactive events (e.g. snow, flood, power outage etc) if we feel it to be necessary to ensure the safety of all members of our school community. If we do close, then messages will be posted on the school website and a text will be sent out. You can also find out if school is closed by looking on: the Bolton Council Website: <http://www.bolton.gov.uk/website/pages/Schoolclosures.aspx>

4.3 Planned absence

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

Please request leave of absence via the school office staff team.

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

The child's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A child who arrives late:

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

The 1996 Education Act requires that every child should attend school and be on time.

Punctuality is also important, **if your child is just 10 minutes late each day that equates to approximately 6 days per year.** This can have a huge impact on your child's basic skills, communication and social development.

It is better to be late than not to be in school at all, BUT when children arrive late it can be difficult for them and those around them. The staff team will settle them in and explain what has been missed. Children who arrive after registration must come to the main office, where they can register and select their dinner, if on school dinners. If a child arrives at school on their own, a text will be made to the parent/carer to confirm why their child was late for school. It is important to note that any child who arrives at school after 9.30am will be marked with a 'U' in the register. This means that despite being in school they will technically be marked absent from school for the morning session. It will be recorded on the register as an unauthorised absence, that could result in a £80-£160 Fixed Penalty Notice issued to both parents.

If you are aware that child will be arriving late or leaving school early, please contact the school by email or telephone. Staff are monitoring lates - a text will be sent as an initial prompt to address lates.

If a pattern of lates continues, we may invite you in for an initial Targeted Support Meeting to address any barriers to ensuring your child attends school every day on time.

Late Gate

To support improved punctuality, the school operates a 'Late Gate' approach.

The Late Gate aims to:

- Improve punctuality across the school
- Reduce disruption to learning caused by late arrivals
- Provide early intervention where lateness becomes a pattern
- Strengthen relationships with families through supportive conversations

Children arriving late will be greeted positively and staff may have supportive conversations with parents/carers to identify and remove any barriers to punctuality. Where repeated lateness occurs, targeted support may be offered, including attendance meetings or attendance contracts.

Punctuality Pom Poms

Each class collects pom poms for arriving on time each day. When the class jar is full, the class earns a whole-class reward chosen from the Star of the Week reward menu. Rewards may include:

- Hot chocolate
- Wear slippers day
- Extra playtime
- Other agreed class rewards

The Punctuality Pom Poms system encourages collective responsibility and celebrates excellent punctuality across the school community.

Home time

Children should be picked up promptly at the end of the school day; any children who are not collected on time will have a log completed in their name. If a child is left until 3.30pm they will be moved into our after school provision (*The Club*) in the school hall. Placements are booked through the office and the fees will be paid to school. If any child is not collected by 3:30pm, without contact from a parent to give a valid reason, the emergency contacts will be called. Following this, if there is no contact is made a home visit will be carried out and a subsequent call to Children's Services and/or police which will then be logged.

4.5 Following up unexplained absence

Where any child we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the child's parent on the morning of the first day of unexplained absence to ascertain the reason. If no contact is made, the school will contact the child's emergency contacts,
- Identify whether the absence is approved or not

- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the child was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will carry out a welfare visit if no contact has been made within 3 days. A letter will be put through the door to say we have called if there is no answer.
- If there are **4 unauthorised marks (2 days)** a warning letter will be sent home and logged on CPOMs
- Where appropriate, offer support to the child and/or their parents to improve attendance
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate.

4.6 Reporting to parents

The school will regularly inform parents (see definition of ‘parent’, as used in this policy, in section 3.7 above) about their child’s attendance and absence levels by:

- Sharing attendance during parents’ evenings and end of year reports (shared 3 times per year).
- Sharing weekly whole school attendance and class attendance
- Half-termly text messages sent to parents/carers to praise attendance above 95% or to offer support to attendance below 95%.
- Half-termly text messages sent to parents/carers to praise no late marks or to prompt punctuality if late marks occur within a half term.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow child to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a child during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

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

A leave of absence is granted at the headteacher’s discretion, for exceptional circumstances including the length of time the child is authorised to be absent for.

Leave of absence will not be granted for a child to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence. The headteacher may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – the school recognises that there may be times where children of different faiths observe religious festivals that fall outside of school holidays and weekends, and will allow **2 days per year** authorised absence for these times. **Only 1 day per festival** can be used, and must be used on the day of the celebration. Parents will be aware of these dates and should give the school written notification in advance.
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the child is attending educational provision
- If the child is currently suspended or excluded from school (and no alternative provision has been made)

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

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the child is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the child not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed
- Part-Time timetables (on a temporary basis, for exceptional circumstances – logged with the LA) or Flexi-Schooling as agreed between home-school and regularly reviewed.

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis. Before using sanctions, we strongly believe in addressing any barrier to attendance and working collaboratively with you to resolve any issues together (as per Inclusion Framework: appendix 6). Sanctions are a last resort, however if we have a duty of care to the children at our school and will use sanctions if support is not engaged with or leads to improved attendance.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the child attends school.

They will include:

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

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the child must not be present in a public place on that day).

Each parent who is liable for the child's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same child, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

6. Strategies for promoting attendance

Leverhulme uses a range of strategies to reward, incentivise and improve attendance as outlined below:

- Receptions/KS1 and KS2 celebration assemblies in which attendance is celebrated
- A school competition (from Reception – Year 6) whereby the class who has had the highest attendance each half term gets a visit from ‘Party Bear’ - who brings pizza.
- EYFS competes each week to earn a visit from a smaller teddy to their classroom.

Classes winning the weekly trophy receive additional playtime:

- KS1 classes receive an additional 5 minutes added to afternoon playtime.
- KS2 classes receive an additional 10 minutes added to afternoon playtime.

Leverhulme will always adopt a ‘support first’, ‘relentless’ approach, providing gradual and continual support to families before resorting to legal sanctions. We believe in the importance of offering support to address any underlying barriers to good school attendance and will offer support in the following ways:

- A recognised whole school approach that celebrates achievement
 - Children receive daily Dojos for attendance and punctuality.
 - Classes participate in the "Punctuality Pom Poms" reward system.
- Attendance display with mini trophies to show which class is in the lead each week (see **Appendix 4** for examples)
- Rewards system for positive behaviours
- Discussions with parents and children (use of the LA’s EBSA toolkit to capture the voice of children and parents)
- Communication parents/carers to highlight and celebrate pupils’ achievements
- Home visits
- Discussion with the Virtual School where the child is looked after and/or has a social worker
- Working with attendance professionals internal and external to the school
- Regular staff briefings to discuss whole school attendance
- Attendance contracts
- Referrals to support agencies
- In-house meetings with SENDCo, EYFS lead and Attendance Lead to review key children and next steps
- Extra-curricular events and activities

- Pupil voice activities
- Personal, social and health education
- Emotional based school avoidance resources – see EBSA toolkit
- Trauma informed approaches
- Early help referral options
- Attendance reward systems
- Additional learning support
- Pastoral support
- Behaviour support

If there are any known in-school barriers to your child attending school regularly, on time please speak to the class teams to see if there is anything that can be done to remove these barriers.

Targeted Support Meetings can also be offered to further unpick any barriers and an attendance contract can be co-created and signed by school, parents and - where appropriate - the child(s).

7. Supporting children who are absent or returning to school

7.1 Childs absent due to complex barriers to attendance, ill health or SEND

- An Early Help Assessment can be carried out where more complex barriers to attendance are identified and an action plan created and referrals made to wider services made when needed.
- Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority. School will work with the LA to review and amend the EHCP to incorporate additional or different attendance support identified.

Children who experience normal emotions such as nerves about attending school, worries about friendships etc are still expected to attend school regularly to prevent heightened anxious feelings about attending in future. Additional support may need to be provided for pupils with complex barriers to attendance such as long term physical or mental health issues or SEND. School will work in partnership with the pupil and family to understand individual need when developing support plans. Support will be regularly reviewed to ensure it continues to meet the need of the pupil. Attendance is everyone's business so in many of these cases school will not be able to fully support a pupil without the assistance of a range of other agencies. Where a pupil experiences a long term physical or mental ill health school will:

- Facilitate pastoral support ensuring joined up practice is in place. Consideration may be given to a time limited phased return (Part-time timetable) where appropriate.
- Consider adjustment to practice and policies in line with the **Equality Act 2010** Any adjustment should be agreed by and regularly reviewed with pupil and parents
- Make a sickness return to the LA. (Sickness Returns - School are to provide the local authority with the full name and address of all pupils of compulsory school age

who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness. Only one sickness return is required for a continuous period of sickness in a school year. This is to help the school and LA to agree to any provision for pupils who cannot attend because of health needs, in line with the statutory guidance on education **Children who Cannot Attend School Because of Health Needs**).

7.2 Childs returning to school after a lengthy or unavoidable period of absence

After a lengthy or unavoidable period of absence, we offer a flexible and bespoke approach to supporting children back into school depending on the specific situation including: a return to school reintegration meeting, additional pastoral sessions for the child and in some cases a temporary part-time timetable.

School will implement a range of strategies to support a reintegration back to school for all pupils experiencing complex barriers:

These include:

- Home visits will be conducted to meet with parent/carer and child. A discussion will be held to understand the pupil's needs and establish the contributing factors to their absence from school and/or what is good about staying at home.
- Emotional based school avoidance toolkit will be discussed with families explaining the importance of capturing the pupil's voice.
- Where barriers are outside of school's control, school will help to support pupils and parents to access any support they may need voluntarily and if necessary, refer to external agencies.
- Supportive approaches are most effective when put in place as early as possible. If a child's absence requires support from an outside agency which is not provided quickly (e.g. subject to a waiting list) other avenues of support, or temporary solutions will be considered whilst waiting.
- A bespoke plan will be agreed, and reasonable adjustments will be made in school once the barriers are identified and addressed with the pupil and parent.
- A trusted adult will be identified by the pupil for 1:1 support. This support is available prior to the pupil returning to school and will continue thereafter.
- Regular contact will be made with the parent and child to ensure a relationship is built between home and school.
- Where required, a short period of phased timetabling to allow a transition back into school and to attend full-time, including where the child is in school but does not attend all lessons, working with the pupil to support with any anxiety they are experiencing during time not spent in class.
- Children are offered a "meet and greet" at the school gate to support transition back into school.
- A safe place in school is offered to the child
- Emotional support for children is offered
- MHST referrals and support offered in school

School will monitor the impact of interventions and make adjustments where necessary.

7.3 Part-Time timetables

Part-time timetables:

- All children of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014.
- In very exceptional circumstances, where it is in a child's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a child from attending school or another setting full-time and a part-time timetable is used to help the child access as much education as possible. A part-time timetable should not be used to manage a child's behaviour.
- In agreeing to a part-time timetable, a school has agreed to a child being absent from school for part of the week or day and therefore must record the absence accordingly (code C2)
- The school will have regular review dates which include the child and their parents to ensure it is only in place for the shortest time necessary.
- Where the child has a social worker, the school is expected to keep them informed and involved in the process
- If the child has an education health and care plan, the school should discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

8. Attendance monitoring

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual child, year group and cohort level. Specific child information will be shared with the DfE on request.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify children, groups or cohorts that need additional support with their attendance, and
- Identify children whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual children, groups or cohorts that it has identified via data analysis
- Provide targeted support to the child it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers to facilitate discussions with children and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and child premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a child's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific children, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a child misses 10% or more (**19 days or more**) of school, and severe absence is where a child misses 50% or more (**95 days or more**) of school.

Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Send texts home when attendance becomes a concern
- Hold regular meetings with the parents of child who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant

- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these children. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)
- Offer a meeting and co-creating an attendance contract (see appendix 2)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated annually. At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

- Safeguarding and child protection policy
- Behaviour policy
- Teaching and Learning Policy

Appendix 1: attendance codes

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

Code	Definition	Scenario
I	Present (am)	Child is present at morning registration
I	Present (pm)	Child is present at afternoon registration
L	Late arrival	Child arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Child is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Child is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Child is participating in a supervised sporting activity approved by the school
W	Attending work experience	Child is on an approved work experience placement
B	Attending any other approved educational activity	Child is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Child is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Child is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Child is at a medical or dental appointment
J1	Interview	Child has an interview with a prospective employer/educational establishment
S	Study leave	Child has been granted leave of absence to study for a public examination
X	Not required to be in school	Child of non-compulsory school age is not required to attend
C2	Part-time timetable	Child is not in school due to having a part-time timetable

C	Exceptional circumstances	Child has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Child is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Child is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Child is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Child has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Child is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Child is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Child is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Child is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every child absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Child is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Child’s travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		

G	Holiday not granted by the school	Child is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Child has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective child not on admission register	Child has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidaysa

Appendix 2: attendance contract

Every day you show up, you're investing in your future self. Don't underestimate the power of attendance.

'Moments matter, Attendance Counts'.

Date/time of meeting:

Child name:

Class:

Parent/carers' name(s):

Present at meeting:

Attendance concern:

Any barriers?

Agreed actions from parent/carers(s):

e.g. bring child to school by 8.45 each day, notify school of any authorised reasons for absence e.g. sickness with medical evidence

Agreed actions from child:

e.g. follow bedtime/morning routines set by parent/carers(s)

Agreed actions from school:

e.g. signposting to relevant agencies to offer further support, in-school interventions, parenting support

Attendance target:

e.g. above X% with no unauthorised absences, late marks or unauthorised lates (after 9.30)

I confirm that this Attendance Action Plan was agreed by all present.

Signed:

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Appendix 3: attendance thresholds with colours

	100%	Perfect – well done!	0 missed lessons	You're giving yourself the best opportunity for success. Incredible!	
	97% - 99%	Impressive!	Up to 6 days absent from school	30 missed lessons You're giving yourself the best chances of success	
	95%- 96.9%	Good!	Up to 10 days absent	Keep it up – you're doing well	
	92% – 94.9%	Worrying!	Up to 13 days absent from school	Too many missed school days. Less chance of success. Risk of persistent absence	Closely monitor Warning letters
	90- 91.9%	Concern!	19 days absent from school	Poor attendance means lower chance of success	Statutory intervention or prosecution
	< 90%	Serious!	Persistent absence from school (95 days missed of school)	Very poor attendance has a serious impact on education and reduced life chances	Possible safeguarding referrals Statutory intervention or prosecution to protect children's right to education

Appendix 4: example attendance newsletter.

Attendance for week beginning 14/10/24:

Whole school attendance so far this academic year:
93.4%

95% is the goal



Our attendance has gone up slightly to 93.4%. Let's all keep coming into school each day on time - let's try and push it 95%!

Some text messages have been sent out to parents/carers to share whether attendance is above/below 95%. We are aware it's still early on in the year so there's time to increase it yet! ☺

'Moments matter, Attendance Counts'.



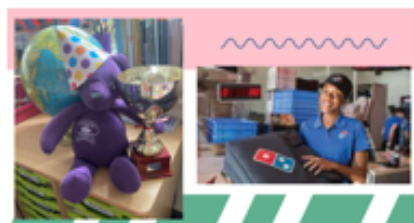
The class with the highest attendance this week is: 4L

The class who won a visit from Party Bear was 3L (runners up will get dojos!)

Classes	Attendance	This week's winners	Trophies so far
RL	93%		3
RH	89%		3
1L	92%		3
1H	97%	2nd	8
2L	94%		8
2H	97%	2nd	3
3L	98%	3rd	13
3H	98%	3rd	1
4L	98%	1st	4
4H	96%	3rd	5
5L	93%		4
5H	94%		6
6L	95%		7
6H	91%		1

100%	Perfect – well done!	0 missed lessons	You're giving yourself the best opportunity for success. Incredible!
97% - 99%	Impressive!	Up to 4 days absent from school	30 missed lessons You're giving yourself the best chance of success
95% - 96.9%	Good!	Up to 10 days absent	Keep it up – you're doing well
92% - 94.9%	Worrying!	Up to 15 days absent from school	75 missed lessons Too many missed school days. Less chance of success.
90-91.9%	Concern!	Up to 19 days absent from school	95 missed lessons Poor attendance means lower chance of success
< 90%	Serious!	Persistent absence from school	Over 100 missed lessons Very poor attendance has a serious impact on education and reduced life chances

Each week the winning class get to have a trophy in their class for the week, a class certificate and 3 trophies on the attendance board (runners up get one or two trophies)whichever class ends with the most trophies on the attendance display board each half term wins a visit from Party Bear!



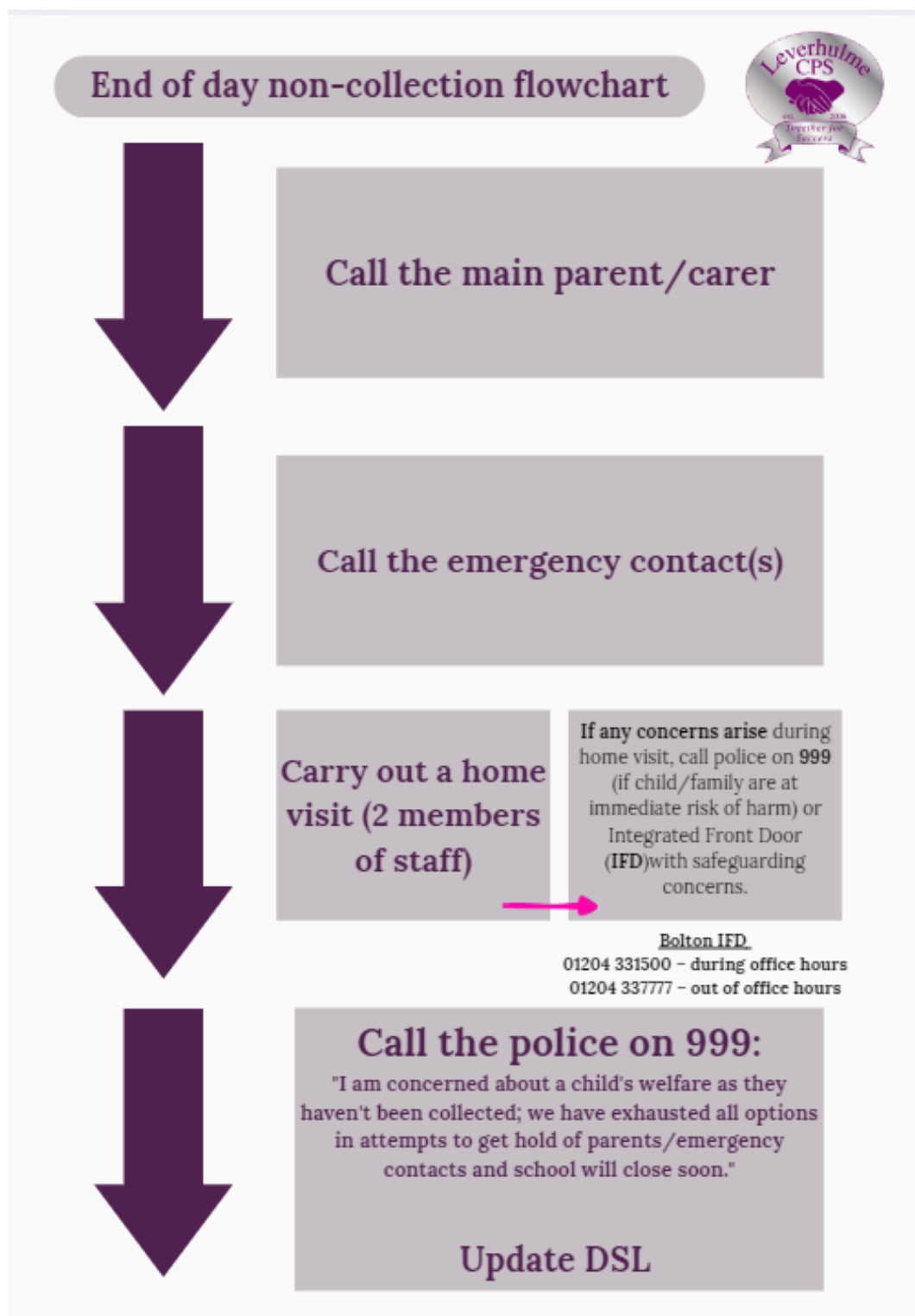
EYFS To celebrate and recognise the good attendance in Little Stars, Nursery and Reception. Whichever class gets the best attendance each week, gets to have Commando Joe teddy bear in their class for the week.

Classes	Attendance
LSAM	33%
LSPM	80%
Nursery AM	92%
Nursery PM	88%
RL	93%
RH	89%



**Please note, some pupils have been taken out of their classes' attendance if there are exceptional circumstances around their attendance in order to make it fair for all classes. Attendance for each class has also been rounded to the nearest whole number.*

Appendix 5: end of day collection flowchart.



Inclusion framework



Key principles At Leverhulme, we believe:	Key routines & systems	*Advice & guidance
- All relationships are integral to all aspects of school life and a child's lived experiences - All children have learning, well-being and safeguarding needs - In the importance of having an asset based approach (focusing on what is strong, not wrong) - In using a collaborative approach (with and not to or for a child or family). - All members of our school community should have a sense of belonging at Leverhulme	- All new members of staff working with child get and have the relevant information about the children they are working with - Documents are working documents - Children's and families voice and views are captured regularly - CPOMs logs are timely and precise and regularly reviewed - Proactive home school community cohesion - Comprehensive transition meetings - Resources needed are on hand and regularly reviewed	- EIT team (Early Intervention Team) - attendance - Police - encompass logs - SICT (Bolton's ICT team) - IFD (Integrated Front Door) - Team Around the School (Fort Alice, Bolton Lads and Girls Club, CAMHs) - Bolton Single Point of Access (SPOA) - BBSS (Bolton Behaviour Support Service) - Ladywood Outreach - SENDAS team (EHCPs) - SALT - Educational Psychologist - Virtual School (LAC children/children with a social worker) - ACIS (International New Arrivals) 0-19 Health & Wellbeing: school nurse/health visitor - Paid Placements in AP e.g. Forwards Centre, Nurture Group etc