



Attendance Policy

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Policy prepared by (name and delegation)	James Hunter Head of School
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Date of LGB approval	11.02.25
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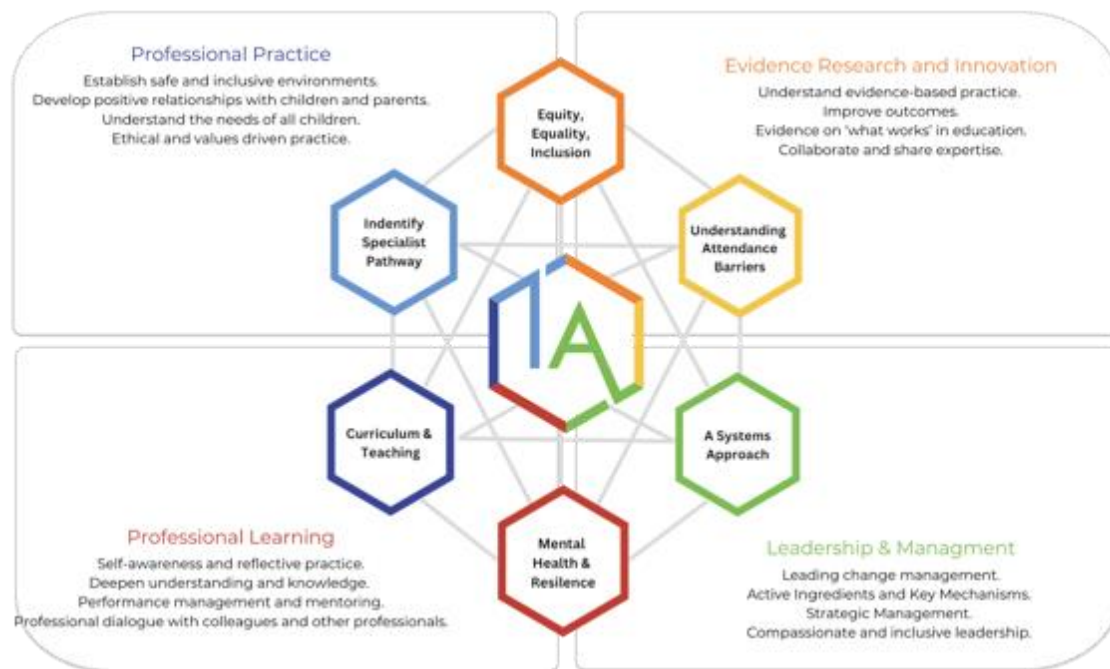
Name of the Senior Attendance Champion: James Hunter

Introduction

The Avenue Primary School is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.



Annual Inclusive Attendance 7-Month Development Programme

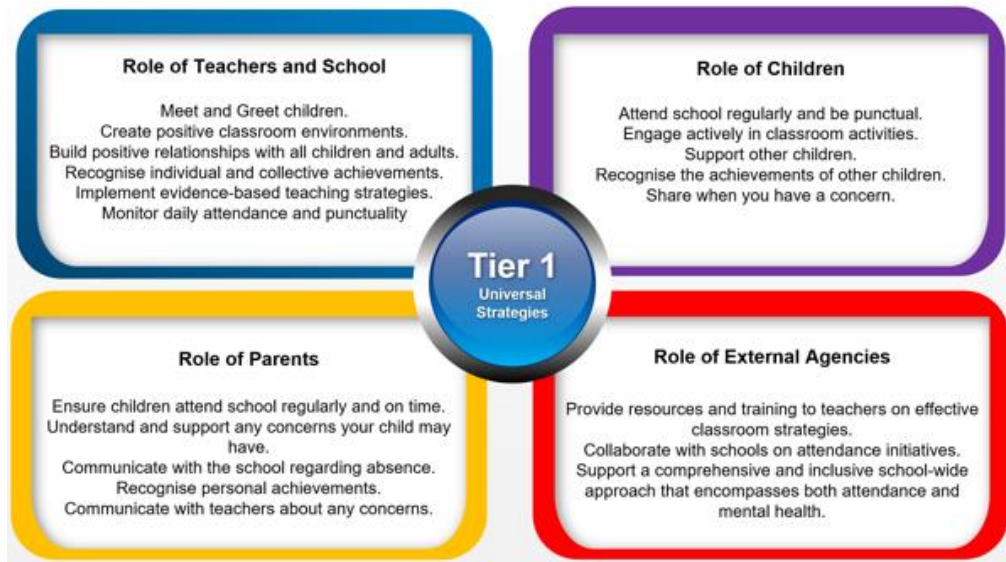
Each year, The Avenue Primary School review and further enhances attendance practices through dedicated participation in the Inclusive Attendance 7-month development programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible assistance.

A Multi-Tiered System of Support

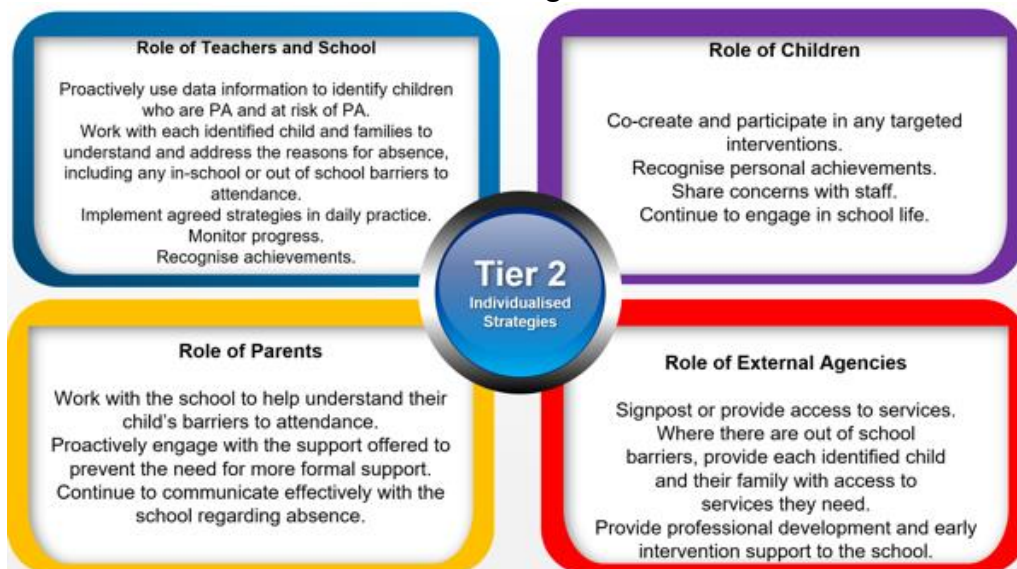
To guarantee a comprehensive approach to attendance, The Avenue Primary School implement a Multi-Tiered System of Support. A Multi-Tiered System of Support

(MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

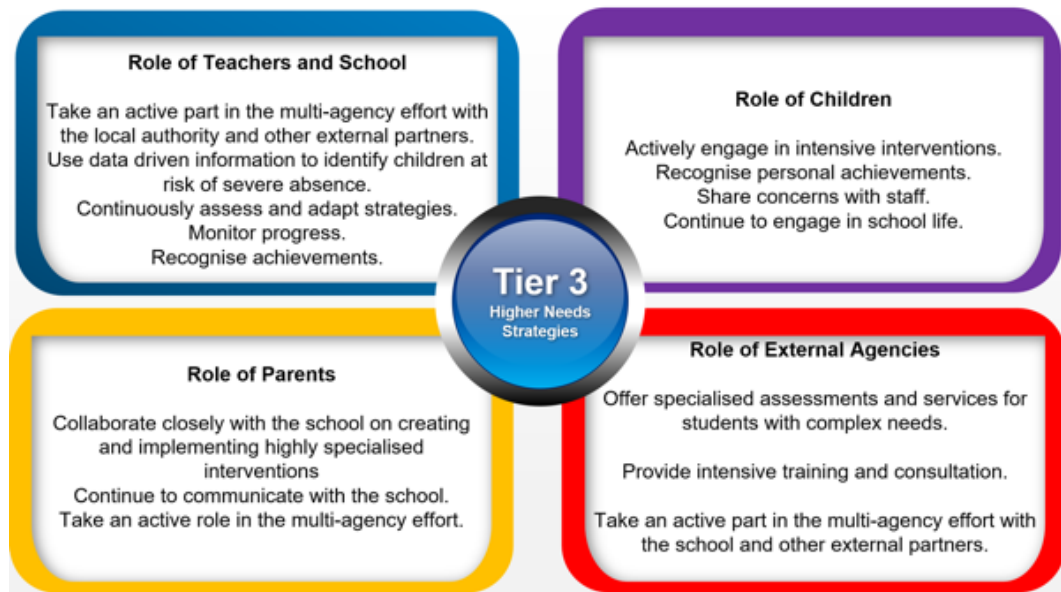
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



The Importance of School Attendance at The Avenue Primary School

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Social Development:* School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *Teacher Interaction:* Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

Factors Influencing Attendance

There are many factors which can impact on a child attending school, if you have any concerns, you should contact the school as soon as possible:

Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.

Family Circumstances: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.

Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.

Transportation Issues: Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.

Socioeconomic Factors: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.

Special Educational Needs (SEN): Students with special educational needs may require additional support and accommodations to attend school regularly.

Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.

Academic Challenges: Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.

Cultural and Language Barriers: Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

Peer Pressure and Social Factors: Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Supporting Attendance at The Avenue Primary School

To address any identified attendance issues effectively, The Avenue Primary School will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

Attendance and Punctuality Expectations at The Avenue Primary School

All children are expected to be at school each day for 8.40am. The doors to the classrooms close, and learning begins at 8.45am. Children will be marked absent after 8.55am.

Contact Details of School Staff at The Avenue Primary School

Name of Staff Member	Roles and Responsibilities	Contact Details
James Hunter	Attendance Champion	01642318510 avenueprimary@theavenueprimaryschool.co.uk
Charlotte Steel	Attendance Manager/Officer	
James Hunter	Safeguarding Leader (DSL)	
TBC	Governor for School Attendance	
Emily Johnson	Deputy Head	

Strategies for Using Data to Target Attendance Improvement Efforts at The Avenue Primary School

- The whole school cohort and Individual year groups.
- Individual pupils.
- Specific groups, e.g. pupils with SEND, LAC, and pupils eligible for FSM.
- A pupil who is absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as CSE or CRE, particularly county lines.
- Pupils at risk of PA or SA

Strategy for Reducing Persistent and Severe Absence at The Avenue Primary School

We share termly updates around individual's attendance with parent/carers. Where a child's attendance is a concern, a letter warning the parent/carer of the concern will be shared. These children will be monitored monthly, with meetings arranged if concerns continue.

An Attendance Contract will be co-created at these meetings to establish the next steps.

Where children are PA or at risk of becoming PA due to leave being taken during term time, these children will be monitored closely.

Details of the National Framework for Penalty Notices at The Avenue Primary School

The school may decide to request that a penalty notice is issued where a parent appears unwilling to take responsibility for their child's attendance. There are two circumstances in which penalty notices may be issued:

- (i) Planned, but unauthorised absence, such as holidays during term time
- (ii) Persistent unauthorised lateness

The procedure for each is set out below.

- (i) Planned, but unauthorised absence
 - (a) A parent wishing to request a leave of absence during term-time should submit a request to the school;
 - (b) The Head of School/Head Teacher/Executive Head Teacher will then make the decision as to whether or not the circumstances justify authorisation, following the guidance of the Department for Education, which states this can be given in exceptional circumstances only;
 - (c) That decision must be recorded and sent back to the parent promptly. If the absence is unauthorised and subsequently taken, the school may request to issue a penalty notice.

- (ii) Persistent unauthorised lateness
 - (a) Each school will indicate how long registers will be kept open each session; a pupil arriving after the register has closed will be recorded as an unauthorised absence;
 - (b) If unauthorised lateness is a cause for concern then a 'Late Warning Letter' should be sent to the parents.

In relation to pupils which are referred to Education Welfare services of a local authority (or similar) these officers may try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed, these officers can use legal interventions on parents or to seek an Education Supervision Order (ESO) on the child. The maximum penalty on conviction is a fine of £2,500 and/or 3 months imprisonment.

If a leave of absence is refused and the absence is recorded as unauthorised, the Head may refer the matter to the Local Authority requesting a Penalty Notice be issued against both parents/carers.

A Penalty Notice is £80 if paid within 21 days of receipt, rising to £160 if the notice is paid after 21 days but within 28 days. If the penalty is not paid in full by the end of the 28 days period, the Local Authority may prosecute for the offence to which the notice applies.

Any second penalty notice issued to the same parent for the same child in a rolling 3-year period, the charge will be at a higher rate of £160 with no option for this second offence to be discharged at the lower amount of £80.

A national limit of 2 penalty notices can be issued to a parent for the same child within a rolling 3-year period so at the 3rd (or subsequent) offence(s) the Local Authority will investigate legal interventions such as prosecution.

Where there is more than one child, each parent may be issued with a Penalty Notice in respect of each child.

Where the absences are not linked to holidays, we may agree an attendance contract. An attendance contract is a formal agreement between parents and the school to address irregular attendance, providing support as an alternative to prosecution. It is not legally binding but serves as a formal route to secure engagement with support when voluntary early help plans have not worked. An attendance contract aims to offer support rather than punishment.

If voluntary support or attendance contracts are unsuccessful, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority should exhaust voluntary support options and ensure the order would benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the Magistrates Court by the local authority. Upon conviction, parents may face fines of up to £1,000.

Local authorities have the power to prosecute parents for various offences related to attendance:

Failure to comply with a school attendance order may result in fines of up to £1,000. Failure to secure regular attendance at school or alternative provision may lead to fines of up to £2,500 and/or imprisonment. Persistent non-compliance with an Education Supervision Order may result in fines of up to £1,000.

Removal from roll

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

Elective Home Education

Parents of a child who is registered at a school must inform the school formally by writing to the Head teacher stating their intention to de-register their child from the school and to instead home educate. If a parent does not inform the Head teacher in writing a child will remain on roll and the parent may be liable to prosecution for non-attendance.

The Head will then inform the LA. The pupil's name must be removed from the school roll immediately following receipt of parent intention letter. Middlesbrough Council will then carry out their initial checks and EHE registration. All paperwork will be shared with electivehomeeducation@middlesbrough.gov.uk.

Day-to-Day Processes for Managing Attendance at The Avenue Primary School

The school office receives all messages regarding attendance on a daily basis. Children who are not in school and no message has been received are contacted on day one. This is followed up daily. Text messages are sent in an attempt to establish the reason for absence.

If contact has not been made after 3 days, a home visit will take place. Home visits/phone calls will continue until communication is established.

School Times of the Day at The Avenue Primary School:

The school day begins at 8.40am and ends at 3.15pm.

Registration opens at 8.40am and closes at 8.55am.

Children are expected to arrive on time and attend all scheduled lessons and activities. Anyone who arrives after 8.55am will be marked as absent for that session.

Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes, please refer to the appendix for coding.

Requesting Absence Leave

Parents or carers must request leave of absence for their child in writing at least 14 school days in advance. The forms must be completed and returned to the office. On receipt, the Head will review and make a decision based on the information provided. A letter will be sent to the parent/carers informing them of the decision.

Leave of absence during term time will only be authorised in exceptional circumstances.

Reporting a Child's Absence

Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence.

We request that parents inform the school each day. If school have not been notified, a phone call home will be made or text will be sent. If after two days we have not made contact, a home visit will be completed.

Holiday Request

Holidays during term time will not be authorised unless there are exceptional circumstances.

Holiday requests must be made in writing, and a decision will be communicated to the parents or carers within five school days. If parent/carers take holidays and this goes over 10 days, a referral will be made to the Local Authority.

Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Absence Definitions

- Arrival at school after the register has closed.
- Not attending school for any reason.

Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised Absence

- Parents keeping children off school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have never been properly explained.
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. The Avenue Primary School adhere to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offences related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy at The Avenue Primary School

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health Policy
- SEND statement
- Pupil Premium Policy

Effective Interventions and Signposting

- **The Zones of Regulation:** This programme helps students recognise and manage their emotions, which can be crucial for those dealing with emotional regulation difficulties.
- **Trauma-Informed Care:** Trauma-sensitive approaches and programmes like the Attachment, Self-Regulation, and Competency (ARC) framework can help students who have experienced trauma
- **Friendship Groups:** Structured friendship groups and social skills training can help students form positive social connections.

- Crisis Intervention Plans: Develop and implement crisis intervention plans to address severe behaviour issues.
- Individualised Education Plans (IEPs): Tailored IEPs can provide specific supports for students with SEMH needs.
- Restorative Practices: Restorative circles and conferences can help repair harm, build relationships, and create a more inclusive school community.
- ELSA - An Emotional Literacy Support Assistant (ELSA) is a trained, school-based learning support assistant. Their role is to support the emotional wellbeing of pupils.
- MIND – Teesside Mind work with individual students to overcome barriers to school attendance.

Roles and Responsibilities

School Staff: In the United Kingdom, staff play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children.

Monitoring Attendance: School Staff are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.

Promoting Punctuality: School Staff should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

Taking Immediate Action: When a child is absent without prior notification or a valid reason, School Staff should take immediate action. This involves contacting the school's office to report the absence.

Early Intervention: School Staff should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.

Providing Support: School Staff can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

Creating a Welcoming Classroom Environment: School Staff should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

Identifying Barriers: School Staff should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.

Implementing School Policies: School Staff should adhere to and implement the school's attendance policies and procedures.

Attendance Records: Accurate attendance records are crucial. School Staff should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).

Supporting Positive Behaviour: School Staff can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

Safeguarding: School Staff should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.

Professional Development: Continuous professional development will enhance school staff's skills in addressing attendance issues and implementing strategies to promote regular attendance.

Role Modelling: School Staff can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

The Avenue Primary School Attendance Champion: James Hunter

Attendance Champion: The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates.

Developing and Implementing Attendance Policies: Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.

Data Analysis: Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

Early Intervention: Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

Supporting Families: Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.

Mentoring and Coaching: Some Attendance Champions offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.

Providing Resources: Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

Monitoring and Reporting: Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.

Interventions and Incentives: Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.

Staff Training: Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

Legal Compliance: Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.

Safeguarding: Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

Community Engagement: Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

Continuous Improvement: Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.

Promoting a Positive School Culture: Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Governors/Trustees: School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

Statutory Compliance: Governors/trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.

Strategic Oversight: Governors/trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

Policy Implementation: Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

Setting Targets: Governors/trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

Reviewing Interventions: Governors/trustees assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

Parental Engagement: Governors/trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.

Training and Development: Governors/trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

Safeguarding: Governors/trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Community Links: Governors/trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.

Challenge and Support: While supporting school leadership in attendance improvement efforts, governors/trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

Continuous Improvement: Governors/trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

Senior Staff: Senior staff in UK schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

Leadership: Senior staff, including the headteacher and deputy headteacher, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.

Policy Development: Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.

Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.

Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.

Early Intervention: Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

Parental Engagement: They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.

Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

Supporting Vulnerable Students: They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.

Recognising Attendance: They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.

Enforcing Policies: Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.

Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

Continuous Improvement: They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.

Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

Parents: Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.

Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.

Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.

Be Involved in Homework: Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.

Attend Parent-Teacher Conferences: Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.

Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.

Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.

Lead by Example: Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.

Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.

Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.

Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children: Children also play a significant role in attending school regularly and ensuring their educational success.

Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.

Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

Responsibility: Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.

Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.

Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

Safety Awareness: Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.

Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.

Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.

Goal Setting: Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

Ownership of Learning: Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

Safeguarding Children and Attendance at The Avenue Primary School

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow **Keeping Children Safe In Education** guidance to ensure safe practices.

Review

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

Appendix 1: Coding Attendance in line with DFE guidance 2024:

Code /\ (Present at the school):

- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):

- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):

- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):

- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):

- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):

- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):

- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):

- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.

- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.