Everyone

Hillary Primary is a place where every child belongs. We create welcoming environments to allow all children to gain a sense of belonging and ultimately achieve academically through regular school attendance.

4 days absence

Concerning levels of child absence.

Internal monitoring and communication with parents.

Stage 1 letter may be sent to parents.

Early intervention considered as a preventative measure.

Possible early help support offered.

7 days absence

Serious concerns regarding attendance.

Stage 2 letter may be sent to parents.

Meeting with Attendance Leader.

Explore barriers and implement a programme to remove barriers.

Early help support reviewed or offered.

10 days absence

The child is a high risk of Persistent Absence.

Stage 3 letter may be sent to parents.

Attendance Leader meeting with parents.

Review of early help and intervention programmes.

Consider the support of external services.

13 days absence

The child is at serious risk of Persistent Absence.

Formal warning notice may be sent to parents.

Continued internal and external programmes of support.

Parenting contract or supervision order considered at this stage.

A multi-disciplinary approach to be considered and offered.

16 days absence

The school will work closely with the LA.

All avenues have been exhausted and support is not working or not being engaged with.The school will now enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

All support, and offer of support, to be reviewed.

Continued support of the child and family.

19 days absence or more

The child is now considered a Persistently Absent child.

Persistent Absence is when a pupil enrolment's overall absence equates to 10 per cent or more of their possible sessions.

Over an academic year this equates to 19 days.

At this stage the child will be PA for the remainder of the school year.

Safeguarding referrals at this stage can be made.

The child and family will continue to be supported.

EXPECT

A culture where all children can and want to be in school.

MONITOR

Use attendance data to identify patterns of poor attendance

LISTEN & UNDERSTAND

Understand barriers to attendance, work together to remove them.

FACILITATE SUPPORT

Access support to overcome barriers outside of school.

FORMALISE SUPPORT

This may include formalising support through a parenting contract or education supervision order.

ENFORCE

Statutory intervention or prosecution to protect the pupil's right to an education- when there is no other option.