Longmoor

Community Primary School

Together we grow, explore, discover.

Attendance Policy

DFE:	Statutory	**Category:**	Attendance	**Review:**	
Last Reviewed:	September 2025			**Reviewed by:**	MGA
Status:	ACTIVE				

Version Log		
1.0	Policy creation	August 2025

DETERMINATION
RESPECT INTEGRITY
VALOUR EXCELLENCE

Contents

1. Aims 4

2. Legislative Framework and Statutory Context 4

3. Safeguarding and Attendance 4

4. Support, Support Challenge 4

5. Roles and Responsibilities 5

Governors 5

Headteacher 5

Designated Attendance Lead 5

Phase Leaders 5

Class Teachers 5

Attendance Officer (Administrative Role) 5

Designated Safeguarding Lead (DSL) 6

Parents/Carers 6

Pupils 6

6. Recording Attendance 6

7. Record Keeping 6

8. Authorised and Unauthorised Absence 7

9. Strategies for Promoting Attendance 7

10. Supporting Pupils who are Absent or Returning to School 7

a. Community Partnerships 7

11. Attendance monitoring 8

12. Monitoring Arrangements 8

13. Links with Other Policies 8

Appendix 1: Longmoor Attendance Escalation 9

Appendix 2: Statutory Attendance Codes – Quick Reference Guide 10

Present Codes 10

Authorised Absence Codes 10

Unauthorised Absence Codes 10

Approved Educational Activity (Off-Site but Educated) 10

When to Use: Key Points 10

Appendix 3: EEF Six Evidence-Informed Themes for Improving Attendance 12

1. Understand Pupils and Families 12

2. Build Belonging and Community 12

3. Maintain Strong Universal Provision 12

4. Strengthen Communication with Families 12

Longmoor Community Primary School
Hall Lane, Aintree, Liverpool. L9 0EU | 0151 521 5511 | admin@longmoorcps.co.uk

5. Implement Targeted and Specialist Interventions 12
6. Monitor and Evaluate Impact 12
Policy Integration: 12
Appendix 4: Understanding, Supporting, and Challenging Emotionally Based School Avoidance (EBSA) *13*
What is EBSA? 13
Why it matters 13
Recognising the Signs 13
How Longmoor Supports Pupils with EBSA 13
Examples of Support at Longmoor 13
How Parents/Carers Can Help 13
When to Seek Specialist Help 13
Remember: 13
Appendix 5: Attendance Support & Review Meeting Record *14*
Meeting Participants 14
Attendance Data & Analysis (Attach Attendance Certificate) 14
Signatures 15

Longmoor Community Primary School
Hall Lane, Aintree, Liverpool. L9 0EU | 0151 521 5511 | admin@longmoorcps.co.uk

1. Aims

At Longmoor Community Primary School, we are committed to ensuring that every pupil attends school daily and arrives on time. Our vision for attendance is rooted in both educational excellence and safeguarding responsibilities.

We aim to:

- Foster a culture of high attendance and punctuality where these are celebrated and expected.
- Promote the benefits of good attendance in achieving academic success, personal development, and wellbeing.
- Act early to identify and address barriers to attendance, applying targeted and specialist support where necessary.
- Reduce persistent and severe absence, with a particular focus on vulnerable pupils (FSM, SEND, children with social workers, and those with medical needs).
- Ensure parents and carers understand their statutory responsibilities.
- Work with families and agencies to remove barriers, building positive, trusting relationships.

Our approach is informed by the Education Endowment Foundation's (EEF) six evidence-informed themes for improving attendance (Appendix 3).

2. Legislative Framework and Statutory Context

This Attendance Policy sets out Longmoor Community Primary School's approach to promoting regular attendance and punctuality, in line with statutory requirements.

It reflects:

- The *Education Act 1996*, which places a legal duty on parents to ensure their child attends school regularly.
- The *School Attendance (Pupil Registration) (England) Regulations 2006*, which set out requirements for maintaining admission and attendance registers.
- The Department for Education's statutory guidance *Working Together to Improve School Attendance* (August 2024), which requires all schools to publish clear arrangements for recording, monitoring, and improving attendance.
- *Keeping Children Safe in Education* (2024), which identifies children missing education as a safeguarding concern.

The policy also fulfils Ofsted expectations under the *Education Inspection Framework* for Leadership and Management and Behaviour and Attitudes, ensuring that attendance procedures are transparent, robust, and consistently applied.

3. Safeguarding and Attendance

We recognise that safeguarding and attendance are inseparable. Unexplained or irregular attendance may be an indicator of safeguarding concerns, including neglect, exploitation, or abuse.
Our safeguarding approach to attendance includes:

- Treating daily attendance monitoring as an essential safeguarding function.
- First-day response calls by 9:30am for unexplained absence.
- Day 3 home visits for ongoing unexplained absence.
- Recording all concerns and interventions on CPOMS.
- Escalating concerns immediately to the Designated Safeguarding Lead (DSL) when patterns of absence may indicate risk of harm.
- Liaising with social care, Early Help, and other safeguarding partners where necessary.

The Governing Board ensures safeguarding oversight of attendance through the Behaviour & Attitudes Committee and receives regular reports detailing absence patterns, vulnerable groups, and actions taken.

4. Support, Support Challenge

Strategic Framework: The school operates a **'Support, Support, Challenge'** approach to attendance:

- **Support:** Early identification of barriers with offers of help.
- **Support:** Tailored interventions and regular review.

- **Challenge:** Where no sustained improvement, escalate through formal warning letters, Fixed Penalty Notices, and legal proceedings.

Watch List Monitoring: Pupils with attendance between 90–95% are placed on the Attendance Watch List for monthly review, targeted communication, and proactive support.

5. Roles and Responsibilities

Governors

- Hold leaders to account for maintaining **high attendance** and robust safeguarding systems linked to attendance.
- Ensure the Attendance Policy is compliant with statutory guidance and reviewed annually.
- Monitor attendance data for vulnerable groups and **challenge** where persistent or severe absence is high.
- Support strategic investment in attendance improvement (e.g. staffing, CPD, data systems).
- Receive regular reports from the Headteacher/Designated Attendance Lead on attendance trends and interventions.

Headteacher

- Ensure attendance is a **strategic priority** across the school.
- Embed attendance into the school's culture, curriculum, and safeguarding framework.
- Hold senior and middle leaders accountable for attendance in their areas.
- Approve or refuse requests for leave of absence, in line with DfE regulations.
- Authorise escalation to Fixed Penalty Notices (FPN) or prosecution where appropriate.
- Represent the school in serious attendance cases involving the Local Authority, legal proceedings, or safeguarding panels.

Designated Attendance Lead

- Lead on implementing and reviewing the **Attendance Strategy**.
- Oversee and quality assure **Attendance Start** (pastoral escalation) processes.
- Coordinate intervention plans for persistent/severe absence, ensuring they are recorded and monitored.
- Liaise closely with the DSL to ensure **safeguarding risks are assessed** for all unexplained absences.
- Provide staff training and updates on attendance expectations, coding, and legal requirements.
- Analyse attendance data weekly to identify patterns, vulnerable pupils, and priority cases.
- Act as the **key link with the Local Authority** and external agencies for attendance enforcement.

Phase Leaders

- Monitor attendance and punctuality within their phase (e.g. EYFS, KS1, Lower KS2, Upper KS2).
- Hold **weekly discussions** with class teachers to review attendance watch lists.
- Escalate attendance concerns to the Designated Attendance Lead where additional support or intervention is needed.
- Ensure any **curriculum or pastoral adjustments** to improve attendance are implemented and reviewed.
- Support consistent messaging to parents/carers about attendance expectations.

Class Teachers

- Take **accurate registers** twice daily in line with statutory timescales.
- Promote high attendance and punctuality within their class through routines, conversations, and celebrations.
- Know the attendance patterns of pupils in their class, particularly those on the **attendance watch list**.
- Make first contact with parents/carers for emerging concerns before escalation.
- Ensure reasonable adjustments agreed for individual pupils (e.g. soft start) are delivered as planned.
- Report ongoing concerns to Phase Leaders and Attendance Lead promptly.

Attendance Officer (Administrative Role)

- Manage daily attendance records using Bromcom.
- Run **first-day calls** for all unexplained absences by 10:00am.
- Log attendance communication from parents and ensure accurate coding in registers.
- Issue letters and notifications linked to attendance concerns and interventions.

Longmoor Community Primary School
Hall Lane, Aintree, Liverpool. L9 0EU | 0151 521 5511 | admin@longmoorcps.co.uk

- Prepare attendance reports for SLT, governors, and the Local Authority.
- Arrange and record home visits in line with Attendance Start escalation stages.
- Maintain a **centralised attendance watch list** and update it weekly in collaboration with the Attendance Lead.

Designated Safeguarding Lead (DSL)

- Treat persistent or severe absence as a **potential safeguarding concern** and ensure all such cases are risk assessed.
- Review daily absence reports from the Attendance Officer to identify any safeguarding triggers (e.g. sudden unexplained absence, repeated patterns, inconsistent illness reporting).
- Ensure unexplained absences are followed up promptly in line with **school safeguarding procedures** and *Keeping Children Safe in Education* (KCSIE) requirements.
- Liaise with the Designated Attendance Lead to ensure all attendance interventions also consider **wider welfare and child protection needs**.
- Refer cases to Early Help, Social Care, or other safeguarding agencies where absence may indicate neglect, exploitation, or other risk of harm.
- Ensure accurate recording of attendance-related safeguarding concerns on CPOMS (or relevant safeguarding system) and monitor outcomes.
- Contribute to multi-agency meetings where attendance is a presenting factor.
- Oversee staff training on the **link between attendance and safeguarding**, ensuring all staff understand their responsibility to report concerns.

Parents/Carers

- Ensure their child attends school **every day and on time**, ready to learn.
- Notify the school **before 8:45am** on each day of absence, stating the reason and expected duration.
- Provide medical evidence where requested, particularly for frequent illness-related absence.
- Avoid taking holidays during term time; request leave only in **exceptional circumstances**, in writing, to the Headteacher.
- Work in partnership with the school to address barriers to attendance, engaging fully with Attendance Start interventions and meetings.
- Maintain open communication with class teachers, phase leaders, and the attendance team regarding any emerging issues affecting attendance.
- Support reintegration plans following prolonged absence and ensure pupils are ready for prompt return to full-time attendance.

Pupils

- Arrive at school **on time every day**, prepared for learning.
- Follow the school rules: *Be Safe, Be Respectful, Be Ready*.
- Attend all lessons unless given permission to be absent (e.g. medical room, agreed intervention).
- Take personal responsibility for punctuality and being prepared with the correct equipment and uniform.
- Inform a trusted adult if they are worried about attending school or facing any difficulties.
- Work with staff to overcome barriers to attendance, including following reintegration or support plans.

6. Recording Attendance

- Morning register: 8:45am (closes at 9:15am); Afternoon register: 1:00pm (closes at 1:30pm).
- Attendance codes follow DfE guidance (Appendix 2).
- Registers are legal documents and retained for 6 years.

7. Record Keeping

Accurate and secure record keeping is essential for safeguarding, legal compliance, and effective attendance management. At Longmoor Community Primary School:

- **All meetings** relating to attendance must be recorded, including the date, attendees, summary of discussion, agreed actions, and review dates.
- **All home visits** must be recorded, including the date, time, who attended, purpose, key observations, and any next steps.
- **All communication via letter** must be recorded, with copies retained.

- **Paper records** (e.g. signed meeting notes, printed letters, physical evidence) must be stored securely in the pupil's attendance folder, held in line with GDPR and school data protection policies.
- **BROMCOM Attendance Module** must be updated to reflect all attendance-related actions and codes, ensuring the pupil's attendance record is accurate and up to date.
- **CPOMS** must be used for more detailed records, including:
    a. Chronologies of significant attendance concerns
    b. Safeguarding-relevant information linked to absence
    c. Escalation actions and agency involvement
    d. Uploaded digital copies of key correspondence or evidence
- Records must be kept in line with statutory retention periods and be available for inspection by the Local Authority, Ofsted, or safeguarding partners.

8. Authorised and Unauthorised Absence

Absence may only be authorised for:

- Genuine illness (school may request medical evidence).
- Medical appointments (where unavoidable during school time).
- Exceptional circumstances approved by the Headteacher.

The school will use the Public Health Guidance on Infection Control in Schools to help determine whether illness-related absence is authorised.

- If Public Health guidance states that the pupil is fit to attend school, but the child does not attend, **it is highly likely the absence will be recorded as unauthorised**.
- If the school does not hear from the parent/carer by 10:00am on the day of absence, and there has been no proactive communication from the parent/carer, **it is highly likely the absence will be recorded as unauthorised**.

Unauthorised absences include:

- Holidays during term time.
- Absences without a valid reason or without school agreement.
- Illnesses where attendance is advised by Public Health guidance, but the pupil remains absent without acceptable justification.

9. Strategies for Promoting Attendance

Our Attendance Strategy includes:

- Weekly celebration assembly, which celebrates classes with the strongest attendance and those classes with 97% attendance or better.
    - Strongest class with receive £5 for their class;
    - All classes with attendance at 97% or better will receive £1.
- Termly recognition prizes for pupils with 97%+ - Attendance Star
- Extra playtime, cinema trips, and leadership opportunities for excellent attendance.
- Regular communication to parents (newsletters, MCAS app, coffee mornings).

10. Supporting Pupils who are Absent or Returning to School

We recognise that a small minority of pupils may require reasonable adjustments to support their attendance:

- Soft Start Approach: It is a reasonable adjustment offered to individual pupils following assessment of need. It may involve a reduced-sensory environment, gradual start to the day, or alternative entry arrangements.
- Tailored reintegration plans following prolonged absence.
- SEND-specific adjustments to timetables and curriculum delivery.
- Partnership with external agencies for pupils facing significant barriers.

a. Community Partnerships

The school works closely with a range of external partners to address barriers to attendance, including health services, social care, housing, and local charities. Multi-agency collaboration is used to provide holistic support for families, ensuring attendance improvements are sustainable.

Longmoor Community Primary School
Hall Lane, Aintree, Liverpool. L9 0EU | 0151 521 5511 | admin@longmoorcps.co.uk

11. Attendance monitoring

- **Daily:** First-day calls, safeguarding checks.
- **Weekly:** Phase Meetings, led by Phase Leaders: Oversight of attendance, with a focus on Disadvantaged Pupils.
- **Weekly:** SLT Attendance Review focusing on vulnerable groups (FSM, SEND, pupils with social workers). On fortnightly basis, this includes the school's Educational Welfare Officer
- **Termly:** Governors' attendance report.
- **Ongoing:** Intervention through Pastoral Escalation (Appendix 1).

All monitoring activities are cross-referenced with safeguarding records to ensure risks are identified and addressed swiftly.

12. Monitoring Arrangements

- Policy reviewed regularly by Headteacher, B&A AHT, and Governors.
- Updates made in response to changes in statutory guidance, EEF evidence, and Ofsted expectations.

13. Links with Other Policies

- Positive Relationships and Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Equal Opportunities Policy

Longmoor Community Primary School
Hall Lane, Aintree, Liverpool. L9 0EU | 0151 521 5511 | admin@longmoorcps.co.uk

Appendix 1: Longmoor Attendance Escalation

UNIVERAL OFFER	Attendance is consistently strong (97%+).
	• Strategies include:
	  ○ Attendance certificates, class competitions, and rewards.
	  ○ Regular communication with parents via newsletters and ClassDojo.
	  ○ Monitoring data to identify early concerns.
	  ○ Teacher check-ins to sustain good habits.
	  ○ Encouraging a culture where attendance is valued.	

	Responsible	Class Teacher
	Oversight	Phase Leader
	Support	B&A AHT / Attendance Officer
EMERGING NEED	Early signs of concern with attendance dipping below 97%; interventions include: • Attendance alerts via letters, BROMCOM or phone calls. • Attendance Officer or Learning Mentor support. • Personalised attendance action plans (optional). • School-based pastoral interventions. • Close monitoring for improvement	
	Responsible	CT & Attendance Officer
	Oversight	Phase Leader
	Support	B&A AHT
	Recording	CPOMS
TARGETED SUPPORT	At risk of persistent absence as attendance is between 90% and 92%; actions include: • Formal attendance meetings with parents. • Individual Attendance Action Plans (IAAPs). • Possible home visits for ongoing concerns. • Referral to external services if needed. • Daily monitoring with escalation if no progress. • Re-evaluate at 91% and remind parents of obligations and offer of support.	
	Responsible	Phase Leader
	Oversight	B&A AHT
	Support	HT
	Recording	CPOMS
SPECIALIST SUPPORT	Serious concern requiring formal action as attendance is now below 90%: • Warning letters highlighting legal implications. • Meeting with Parents / Carers. • School Attendance Panel (SAP) meeting. • Possible legal escalation (fines, court action) • Multi-agency intervention (social services, EWO) • Reintegration plans to support return.	
	Responsible	B&A AHT
	Oversight	HT / EWO
	Support	HT / Governors
	Recording	CPOMS

Longmoor Community Primary School
Hall Lane, Aintree, Liverpool. L9 0EU | 0151 521 5511 | admin@longmoorcps.co.uk

Appendix 2: Statutory Attendance Codes – Quick Reference Guide

This guide is for staff and parents/carers. It explains the statutory attendance codes used in school registers, as set out in DfE guidance (Working Together to Improve School Attendance, Aug 2024), and when they should be applied.

Present Codes

/ \ Present (AM / PM): Pupil is in school during register period.

L Late (before register closes): Arrives after start time but before register closes.

Authorised Absence Codes

C Other authorised circumstances (not illness, medical, or holiday).

E Excluded with alternative provision not made.

H Holiday authorised by the headteacher in exceptional circumstances.

I Illness (not medical or dental appointment).

M Medical or dental appointment.

R Religious observance.

S Study leave (Year 11 only).

T Traveller absence (when travelling for work purposes).

Unauthorised Absence Codes

G Holiday not authorised by the school (or in excess of the period determined by the headteacher).

N Reason for absence not yet provided (to be resolved).

O Absent without authorisation.

U Arrived after registers closed (counts as unauthorised session).

Approved Educational Activity (Off-Site but Educated)

B Educated off-site (not dual registered).

D Dual registration (at another school/PRU).

J At interview with prospective employer/educational institution.

P Participating in approved sporting activity.

V Educational visit or trip.

W Work experience.

When to Use: Key Points

- Always record the reason for absence accurately, supported by evidence where appropriate.
    - **N Code** must be temporary — replace with the correct code once reason confirmed.
    - **G Code** is always unauthorised and will usually trigger Fixed Penalty Notice processes.
    - **L Code** (late before register closes) counts as present but affects punctuality records.
    - **U Code** (late after register closes) counts as an unauthorised absence.
- Medical evidence may be requested for frequent I or M coded absences.
- Approved educational activities (**B, D, J, P, V, W**) do not count as absences for statistical purposes.

Longmoor Community Primary School
Hall Lane, Aintree, Liverpool. L9 0EU | 0151 521 5511 | admin@longmoorcps.co.uk

Present Codes

- / \ – Present (AM / PM): In school during register period.
- L – Late (before register closes): Arrives after start time but before register closes.

Authorised Absence

- C – Other authorised circumstances (not illness, medical, or holiday).
- E – Excluded with alternative provision not made.
- H – Holiday authorised by the headteacher in exceptional circumstances.
- I – Illness (not medical or dental appointment).
- M – Medical or dental appointment.
- R – Religious observance.
- S – Study leave (Year 11 only).
- T – Traveller absence (work purposes).

Unauthorised Absence

- G – Holiday not authorised by the school.
- N – Reason for absence not yet provided.
- O – Absent without authorisation.
- U – Arrived after registers closed (unauthorised).

Approved Educational Activity

- B – Educated off-site (not dual registered).
- D – Dual registration (another school/PRU).
- J – Interview with prospective employer/educational institution.
- P – Approved sporting activity.
- V – Educational visit or trip.
- W – Work experience.

Key Points:
- N Code must be temporary — replace once reason confirmed.
- G Code is always unauthorised and may lead to fines.
- U Code counts as unauthorised absence.
- Approved educational activities do not count as absences for statistics.

Longmoor Community Primary School
Hall Lane, Aintree, Liverpool. L9 0EU | 0151 521 5511 | admin@longmoorcps.co.uk

DETERMINATION
RESPECT INTEGRITY
VALOUR EXCELLENCE

Appendix 3: EEF Six Evidence-Informed Themes for Improving Attendance

Longmoor Community Primary School's Attendance Policy and Strategy are underpinned by the *Education Endowment Foundation's (EEF)* evidence-informed framework (*Supporting School Attendance*, 2024). These six themes provide a research-based approach to improving attendance for all pupils, especially the most vulnerable.

1. Understand Pupils and Families

- Build a clear, nuanced picture of individual circumstances.
- Identify specific barriers to attendance (e.g., transport, health, anxiety).
- Use relational approaches to establish trust.

2. Build Belonging and Community

- Foster a sense of belonging through inclusive culture and consistent relationships.
- Ensure pupils feel valued, safe, and connected to peers and staff.
- Celebrate diversity and promote positive school identity.

3. Maintain Strong Universal Provision

- Promote attendance through high-quality teaching, engaging curriculum, and supportive environments.
- Consistent routines, clear expectations, and positive reinforcement.
- Address low-level disruption or disengagement swiftly.

4. Strengthen Communication with Families

- Use clear, proactive, and personalised communication.
- Share successes as well as concerns.
- Provide accessible information about the importance of attendance and statutory expectations.

5. Implement Targeted and Specialist Interventions

- Apply proportionate, tiered responses to emerging concerns (aligned with Longmoor's *Pastoral Escalation*).
- Offer tailored support for SEND, FSM, and other vulnerable pupils.
- Engage multi-agency partners where needed.

6. Monitor and Evaluate Impact

- Use real-time data (e.g., Bromcom) to track attendance patterns.
- Review the effectiveness of interventions regularly.
- Adapt strategies based on evidence and feedback from stakeholders.

Policy Integration:

These six themes are embedded within Longmoor's *Attendance Strategy* framework and underpin our promotion, intervention, and safeguarding approaches. This ensures our work is **both research-led and context-specific**, meeting Ofsted expectations for evidence-informed practice.

Longmoor Community Primary School
Hall Lane, Aintree, Liverpool. L9 0EU | 0151 521 5511 | admin@longmoorcps.co.uk

DETERMINATION
RESPECT INTEGRITY
VALOUR EXCELLENCE

Appendix 4: Understanding, Supporting, and Challenging Emotionally Based School Avoidance (EBSA)

What is EBSA?

EBSA is when a pupil experiences significant anxiety or distress about attending school. This is not the same as truancy; pupils with EBSA often want to attend but feel unable due to emotional, social, or sensory barriers. EBSA is most common in pupils with:

- Anxiety disorders or low emotional resilience
- Special Educational Needs and Disabilities (SEND)
- Experience of trauma, loss, or significant change
- Social or peer difficulties

Why it matters

- Prolonged EBSA can seriously affect learning, friendships, and wellbeing.
- Early support can prevent long-term absence.
- Research[1] shows that **a joined-up approach between school and home is most effective**.

Recognising the Signs

- Frequent vague illnesses ("tummy aches", headaches) before school
- Sudden drop in attendance or punctuality
- Extreme distress on school mornings
- Withdrawal from friends or usual activities
- Changes in eating, sleeping, or mood

How Longmoor Supports Pupils with EBSA

We follow a **Support–Support–Challenge** approach:

1. **Support:** Build trust, reduce anxiety, make reasonable adjustments (soft start, safe space, buddy).
2. **Support:** Engage families in regular communication, agree a manageable reintegration plan.
3. **Challenge:** Set clear expectations and boundaries, keep attendance as the goal, and address barriers proactively.

Examples of Support at Longmoor

- *Soft Start* activities with low cognitive demand to reduce morning anxiety.
- Pastoral check-ins with a trusted adult.
- Gradual exposure plans for reintegration.
- SEND strategies such as sensory breaks, visual timetables, and calm zones.

How Parents/Carers Can Help

- Keep morning routines calm and consistent.
- Acknowledge feelings but reinforce that school is expected and important.
- Avoid allowing full days off unless advised by the school.
- Share concerns early with school staff.
- Work with the reintegration plan — small steps lead to long-term gains.

When to Seek Specialist Help

If anxiety is severe, persistent, or linked to safeguarding concerns, school can consider Early Help, including external agencies, or Social Care (if appropriate):

Remember:

EBSA is best addressed through a **team approach** — school, family, and the pupil working together. Our goal is to **reduce anxiety while keeping the expectation of school attendance clear**, ensuring the child feels safe, supported, and ready to learn

[1] (West Sussex EBSA Toolkit, 2021; EEF, 2024)

Longmoor Community Primary School
Hall Lane, Aintree, Liverpool. L9 0EU | 0151 521 5511 | admin@longmoorcps.co.uk

Appendix 5: Attendance Support & Review Meeting Record

Name				**Class (Teacher)**	
Attendance		**from**		**To**	
Pupil Premium		**SEND**			

Meeting Participants

	Names
School	
Parent / Carer	
Pupil	
Others	

Attendance Data & Analysis (Attach Attendance Certificate)

Number of **Sessions** missed this year	

Analysis of Absences Patterns: Days, Reasons

Voice of the School
(School's observations, impact on learning, safeguarding concerns, link to Safe values and school rules)

Longmoor Community Primary School
Hall Lane, Aintree, Liverpool. L9 0EU | 0151 521 5511 | admin@longmoorcps.co.uk

DETERMINATION
RESPECT INTEGRITY
VALOUR EXCELLENCE

Voice of the Child
(What the pupil says about their attendance, feelings about school, perceived barriers, any worries)

Voice of the Parent / Carer
(Parent/carer's perspective, reasons for absence, home circumstances, perceived barriers)

Agreed Support, Challenge and Next Steps

Signatures

	Signature	Date
School		
Parent / Carer		
Pupil		

Longmoor Community Primary School
Hall Lane, Aintree, Liverpool. L9 0EU | 0151 521 5511 | admin@longmoorcps.co.uk

DETERMINATION
RESPECT INTEGRITY
VALOUR EXCELLENCE