



St Aidan's

Church of England Primary Academy
A member of **CTDARI**

'Fulfilling potential, growing in God.'



Acceptance, Love, Wisdom, Accountability, Youthfulness, Service

Our Vision

At St. Aidan's, not only do we want our children to become happy and well rounded individuals; we aim to nurture and equip children to be resilient, enthusiastic and effective communicators and learners who are able to use their experiences and technology skills to achieve their fullest potential allowing them to excel in the careers of the future and grow in God.

'I came that they may have life and live it to the full' John 10.10

Attendance and Punctuality Policy 2024-2025



Statement of Intent

At St Aidan's Church of England Primary Academy, our vision is that we are 'Fulfilling potential, growing in God.' We want children to realise their potential and to make the most of the learning experiences available to them, to do this we recognise that they must be in school and on time everyday.

Our vision is based on John 10:10, 'I came that they may have life and live it to the full.'

St Aidan's Church of England Primary Academy, seeks to ensure that all of our pupils receive their entitlement of a full-time education in order for each pupil to achieve their true potential. We recognise that poor attendance can cause lower attainment, and can impact on the personal, social and emotional development of pupils. Therefore, we strive to provide a welcoming and caring environment in which each member of the school community feels wanted and safe. All staff at St Aidan's work relentlessly alongside family members, and their children, to ensure that pupils at our school want to come to school every day and on time.

1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil 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 ensure pupils have the support in place to attend school
- We will also promote and support punctuality in attending lessons.

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 \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)

[The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

It also refers to:

[School census guidance](#)

[Keeping Children Safe in Education](#)

[Mental health issues affecting a pupil's attendance: guidance for schools](#)

This policy also refers to the DfE's guidance on the [school census](#), which explains the persistent absence threshold.

3. Roles and responsibilities

3.1 The governing committee

The governing committee is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy
- The school attendance officer meets with the headteacher to inform governors on a termly basis to review attendance throughout the school.

3.2 The headteacher

The headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed penalty notices, if necessary

3.3 The designated senior leader responsible for attendance

- The designated senior leader is responsible for:
- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families
- The designated senior leader responsible for attendance is Kelly Harrison and can be contacted via the school telephone number - 01254 53148.

3.4a The attendance officer and family support worker

The school attendance officer is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families
- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Jan Trencher and can be contacted via jan.trencher@cidari.co.uk / School office Tel: 01254 53148

3.4b The Inclusion Support Assistant (ISA)

The Inclusion Support Assistant (ISA) is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with the Inclusion Officer, and Senior Leader responsible for attendance, to tackle persistent absence
- Supporting the designated senior leader in leading attendance across school
- Completing paperwork relevant to the role such as: Child Missing in Education (CME), in year transfers, deletion from role etc.

The Inclusion Support Assistant is Suzy Hart and can be contacted via email staoffice@cidari.co.uk/ School office Tel:01254 53148

3.5 Class teachers

Class teachers are responsible for:

- Recording attendance on a daily basis, using the correct codes, and submitting this information to the school office. The register for the morning session opens at 8:50a and closes at 9:00 . The register for the afternoon session opens at 1pm and closes at 1:10pm.
- Promoting good attendance through supporting whole attendance strategies.

- Reporting any patterns/ absence concerns to the ISA and where appropriate as safeguarding concerns.

3.6 School Office staff

School office staff will:

- Take calls from parents/ listen to voicemails from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the school ISO in order to provide them with more detailed support on attendance
- Work with the ISO to conduct first-day call-backs/ send text message to ascertain the whereabouts of a child who is absent
- Report any absence concerns to the ISO.

7 Parents/carers

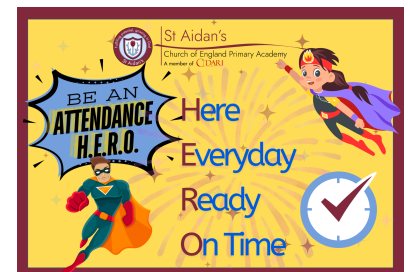
Parents/carers are expected to:

- Make sure their child attends everyday, and on time.
- Call the school to report their child's absence before 9:00 am on the day of the absence, or when reasonably possible, 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
- Keep school updated with changes to contact details.

3.8 Pupils

Pupils are expected to:

- Be an attendance H.E.R.O (Here Everyday Ready and On-time)



3.9 The Inclusion Officer (Blackburn with Darwen)

The role of the inclusion officer is to work in partnership with school through a termly meetings to monitor impact of attendance strategies. When the final stage of the attendance escalation plan has been reached, it is the responsibility of the inclusion officer to utilise legal powers to enforce school attendance.

4. Recording attendance

4.1 Attendance register

We will keep an attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil 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 (reasons in notes if changed)
- 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 if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances
- We will keep every entry on the attendance register for 3 years after the date on which the entry was made.
- Pupils must arrive in school by 8.50am on each school day.

The register for the first session will be taken at 8.50am-9:00 am and will be kept open until 9.30am . The register for the second session will be taken at 1.00 pm for all pupils and will be kept open until 1.10pm for all pupils.

4.2 Unplanned absence

- The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9:00am or as soon as practically possible by calling the school office staff
- We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.
- If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.
- If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.
- If the school office is unable to contact the parents/carers this will be passed on to the Pupil Wellbeing Lead to carry out a welfare check.
- DfE's 'Working Together to Improve School Attendance' guidance requires all schools to provide a sickness return to the LA for all compulsory school age pupils who have been recorded with code I (illness). This alert should be made either when a pupil has had 15 days of continuous (or cumulative) absence for illness or where the school believes that they will miss 15 days because of this.
- Only one return is required for a continuous period of sickness in a school year. This is to help the school and local authority to agree to any provision needed to ensure continuity of education for pupils who cannot attend because of health needs. This

is in line with the statutory guidance on arranging [Education for children with health needs who cannot attend school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/education-for-children-with-health-needs-who-cannot-attend-school) (Section 19 duties).

15-day alert process

- Schools to make an alert to the local authority for children who have been absent for 15 or more school days for the reason of illness (I code) – consecutively or cumulatively.

4.3 Planned absence

- Attending a medical or dental appointment will be counted **as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment and provides a medical card/ text/ letter as appropriate.**
- However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.
- The pupil's parent/carer 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

Children must be in school on time. A pupil who arrives late:

- After the register has closed, will be marked as unauthorised absence, using the appropriate code
- **Lates are counted as unauthorised absences. 10 lates may result in a penalty notice under the new legislation**
- All lates are recorded on our late record and followed up on a fortnightly basis. If this is a regular occurrence then parents are invited into school for a meeting with our Attendance lead
- Will have a late texts with a Google Form link sent to parents who continue to bring their child to school late; reminding families of the importance of punctuality and offering any support they may need

4.5 Following up unexplained absence

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

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the absence will be unauthorised and school will monitor in the subsequent days (If however the child in question is already known to school with regards to persistent absence/ high risk then a home visit will be carried out by the FSW)
- 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 2 working days after the session
- Call/ text the parent/home visit(and will post a doorstep letter)/official email the carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary.

- Where school have been unsuccessful in ascertaining the whereabouts of a child, the police or relevant authorities may be contacted and a welfare check requested
- For vulnerable pupils, the safeguarding team will conduct home visits on the first day. During the home visit, if there is anything that is a cause for concern then these concerns will be passed onto external agencies for support.

4.5b Children Missing from Education (CME)

In accordance with Keeping Children Safe in Education 2024, all staff are aware that if children go missing, this can be a warning sign of a range of safeguarding possibilities. St Aidan's Church of England Primary Academy knows that early intervention is key to identifying any risk and to prevent the risk of a child going missing in the future.

Schools are updated annually on the procedures which are to be taken in the case of a Child Missing in Education. Schools are required to inform the local authority about the details of:

- All children who are believed to have moved out of the Blackburn with Darwen (BwD) geographical area after the school has undertaken reasonable enquiries (to be completed after 10 school days) and the child's whereabouts have still not been confirmed.
- Children who have been absent without the school's permission for a continued period of 10 days
- Children who have failed to return to school for 10 days beyond the expected return date following a leave of absence period
- Children who have relocated abroad
- All Gypsy Romany Traveller children who school believes have gone travelling without securing prior agreement and/or confirming a return date
- Children who are withdrawn from school, but parents are unwilling or unable to say where or how their child will continue to be educated.

In a case of CME, the school needs to make reasonable enquiries and the Attendance Team must:

- Obtain as much information as possible from parents before relocation
- Maintain contact with parents following relocation
- Confirm admission with the receiving school
- Make a home visit if possible
- Make general enquiries amongst friendship groups
- Establish contact with all named people on the child's record.

Relevant CME forms will be completed and sent to the Inclusion Team.

Circumstances when a CME notification is not required:

- Those children who move out of the BwD area and their whereabouts has been confirmed – these children will be reported to the Local Authority using a 'Deletion from School Roll Notification' form

- In 'truancy' cases where a child's unauthorised absence has already been formally referred to the Inclusion Officer
- Children with long-term medical or mental health needs whose absence has been verified by a health professional.

4.6 Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels via:

- Half termly attendance print-out (Universal support)
- Text message for attendance that drops below 96%-95% (Stage 2)- monitored on Fridays after running a weekly attendance report
- Letter 1 (A+P) (letter 1) for attendance that drops between 92%-94% (Stage 3)
- Meeting when a child's attendance continues to drop below 92% (Stage 4 letter 2). An individual action plan is created and parents/ carers are invited into school.
- Formal meeting (letter 3) when a child's attendance still continues to drop. A parental contract is created (Attendance is between 92%-90%) Stage 4.

If attendance drops below 90%:

- Referral to inclusion team letter (letter 4) -Stage 5- this would be a formal warning if attendance is not improved after 15 days.

The school will regularly inform parents about their child's attendance and absence levels via:

- Letters/texts when attendance has improved;
- Formal letter requesting parents to make contact with school regarding missed attendance meetings
- Late letter for children who are persistently late if family support worker is not already in communication with the family

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'.

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

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as death of an immediate family member e.g. a parent, sibling or grandparent, members of the armed forces who are returning from active service, emergency services personnel who are unable to take leave at certain times of the year or a child or parent receiving medical treatment abroad.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant 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, and in accordance with any leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for authorised absence include:

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils 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 pupil is attending educational provision
- Other possible 'exceptional circumstances' where the headteacher may grant term-time holiday.
- Family bereavement
- Exclusion
- Involvement in a public performance

5.2 Legal sanctions

In order to ensure a consistent approach to school attendance enforcement the national framework for penalty notices for school absence specifies the following:

Penalty Notice Threshold

The threshold at which a penalty notice must be considered is set at 10 sessions (equivalent to 5 days) of unauthorised absence within a rolling 10-school week period. This may include absences as a result of arriving late after the register closes. The sessions of unauthorised absence do not have to be consecutive. The 10 school weeks may span different terms or school years.

Penalty Notice Amounts

Penalty notices are issued at £160 and should be paid within 28 days. They can be paid at £80 if paid within 21 days. Any second penalty notice issued to the same parent for the same child within a rolling 3-year period will be issued at a higher rate of £160 to be paid within 28 days with no option for a discounted rate.

Limits on Issue

Only 2 penalty notices can be issued to the same parent in respect of the same child within a 3-year rolling period.

A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution but may include other tools such as one of the other attendance legal interventions.

6. Strategies for promoting attendance

We actively encourage and promote good attendance throughout school. We treat attendance as everyone's responsibility. Some of the strategies we use for improving and rewarding attendance include:

- Attendance is discussed with parents when children are new to school, meeting new parents of reception classes and during meet the teacher meetings and parents evenings if there are any concerns
- Attendance board is visibly displayed in the school hall.
- Celebrating class weekly attendance winners during celebration worship. The winners receive a trophy for the week displayed on their door and an extra playtime
- Sharing weekly attendance on the school newsletter
- Sharing positive news on our social media sites and Class Dojo e.g. 100% attendance days and weekly winners
- Leaders meet and greet children in the yard at the start of the day. Teachers meet and greet children at classroom doors. We do this to ensure that all children get positive interaction early in the day.
- Planning engaging lessons, linked to an enriching curriculum, that ensures there are many wider opportunities planned for the children such as a range of trips and visits, special themed days in school and visitors from outside agencies
- Termly Gold/ Silver and Bronze certificates are given out to all children (Gold- 100%-96%, Silver 96%-95%, Bronze 95%-94%)
- Half termly class winners will be rewarded with an ice cream/hot chocolate party
- Children with 100% attendance will also get to wear their own clothes for the day and the end of each term
- Children who have 100% attendance are rewarded with 1 raffle ticket per term put into the prize draw (usually a prize donated by the local community such as a FREE family swim/ BRFC tickets)
- Children with 100% attendance for the whole year will have accumulated three raffle tickets to put into the prize draw to win a special prize at the end of the year such as an Amazon gift voucher
- Sending well done messages/letters/ calls when attendance improves.
- Early morning calls daily for targeted families
- The buying of alarm clocks

7. Attendance monitoring

7.1 Monitoring attendance

The school will:

- Monitor the attendance and absence data daily at office level and weekly at a whole school level
- Hold attendance meetings biweekly to monitor attendance at an individual pupil level, and group level (Safeguarding, Pupil Premium, SEND, Boys, Girls)

- Conduct daily/ weekly/ fortnightly/ or monthly checks as appropriate on a pupil who is causing concern and has been escalated.
- Pupil-level absence 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 compare attendance data to the national average, and share this with the governing board.

7.2 Analysing attendance

The school will:

- Analyse attendance and absence data daily to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns using Google Sheet Pupil attendance

7.3 Using data to improve attendance

The school will:

- Provide regular attendance reports to class teachers, and other school leaders, to facilitate discussions with pupils and families.
- Use data to monitor and evaluate with the Senior Leader Team/ SENCO etc to see the impact of any interventions put in place to modify them and inform future strategies.

7.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance as per appendix 2
- Hold termly meetings with the LA Education Inclusion Officer

Please see the Attendance Intervention Escalation Plan (Stages 1-6) for the procedures for dealing with poor attendance (Appendix 2) which:

- Monitors attendance for children approaching attendance below 92% (Stage 3)
- A second letter is sent home to parents for children's attendance below 90% (Stage 4) and parents are invited to attend a meeting with the Attendance Lead
- If attendance continues to drop (Stage 5) parents are invited to a formal meeting with the Headteacher again. During the meeting, parents are informed that another unauthorised absence will trigger a 15 day warning.
- Following from this see section 5.2 - Legal Sanctions.

8. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum yearly by the attendance officer / headteacher. At every review, the policy will be approved by the full governing committee.

9. Links with other policies

- Child protection and safeguarding policy
- Behaviour and culture policy

Policy reviewed by: Kelly Harrison

Approved by: Board of Governors

Policy approved: October 2024

Next review date: October 2025

Appendix 1: Attendance Codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school

V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
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Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence

U	Arrival after registration	Pupil arrived at school after the register closed
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Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y2/Y3/ Y5	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 2: Attendance escalation intervention

Stage 1- Universal Support

Thresholds/triggers	Strategies to be used (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Monitoring procedures
<p>96% - 100% attendance</p>	<p>Communicating expectations:</p> <ul style="list-style-type: none"> • Regular reminders of the importance of good attendance, through the school newsletter, website, class dojo etc. <p>Rewards:</p> <ul style="list-style-type: none"> • Weekly attendance trophy in Class worship • Termly attendance certificates and awards for children (Gold/ Silver certificate and own clothes) • End of year 100% attendance award and prize • 100% attendance day raffle prize <p>Direct contact with parents/carers:</p> <ul style="list-style-type: none"> • First day of absence phone calls/texts • Half-termly attendance hand-outs sent out to all parents giving attendance percentages • Requests for term-time holidays to be declined, unless there are exceptional circumstances <p>Curriculum/ teaching and learning:</p> <ul style="list-style-type: none"> • Meeting and greeting the children daily for a positive interaction • Planning engaging and exciting lessons • Taking children on trips/visits/ having visitors in school linked to learning 	<ul style="list-style-type: none"> • Attendance tracked through MIS weekly at a class and school level. • Attendance tracked biweekly, half-termly and annually at an individual and group level to identify patterns/ concerns . • Class teachers/office staff/ support staff to be on alert for any absence patterns

Stage 2- Initial Support

Thresholds/triggers	Strategies to be used (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Monitoring procedures
Initiate support at this level if any of the following criteria are met: <ul style="list-style-type: none"> • Attendance between 96% - 95% • Five or more late arrivals over a half-term period • An unexplained or unauthorised absence 	Continue to give the universal support offered to all pupils at Stage One. In addition to this: Direct contact with parents/carers: <i>Some families are added to an 'early morning call' with our FSW to ensure families are up and to mitigate any problems for the day.</i> <ul style="list-style-type: none"> • Send an initial text to make parents aware of concerns when attendance is between 96% - 95%. • Send an initial text to make parents aware of 5 or more lates over half-term • Send a text day after an unexplained absence requesting parents to contact school. 	<ul style="list-style-type: none"> • Attendance tracked through MIS • School ISA to do half-termly checks on the pupil's data • Class teachers/office staff/support staff to be on alert for any absence patterns

Stage 3- Targeted Support

Thresholds/triggers	Strategies to be used (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Monitoring procedures
Initiate support at this level if any of the following criteria are met: <ul style="list-style-type: none"> • Attendance drops between 94%- 92% • Continued late arrivals despite initial text • Continued unexplained or unauthorised absences 	Continue to give the universal support offered to all pupils at Stage One. In addition to this: Direct contact with parents/carers: <ul style="list-style-type: none"> • Letter 1 issued: Attendance and Punctuality Letter. Parents/carers are invited to discuss any concerns if they wish to do so. • Late letter to parents covered in letter 1. Support: <ul style="list-style-type: none"> • Consider the external agencies that can address the individual needs of the pupil/family and make referrals as required. Possibilities include: School nurse, FSW, WISH, Food bank, Breakfast club etc. 	<ul style="list-style-type: none"> • Attendance tracked through MIS • School ISA to do bi-weekly checks on the pupil's data • Class teachers/form tutor to monitor pupil more closely

Stage 4- Enhanced Targeted Support for those at risk of becoming persistently absent

Thresholds/triggers	Strategies to be used	Monitoring procedures

	(Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	
<p>Initiate support at this level if any of the following criteria are met:</p> <ul style="list-style-type: none"> • Between 92%-90% in school meeting -Attendance continues to drop and is below 90% for a meeting • Continued late arrivals despite initial text • Continued unexplained or unauthorised absences 	<p>Continue to give the universal support offered to all pupils at Stage One. In addition to this:</p> <p>Direct contact with parents/carers/child/teacher:</p> <ul style="list-style-type: none"> • Letter 2 issued to invite to in school meetings • Parents requested to attend a meeting in school to discuss attendance with ISA/designated attendance lead. • An appropriate member of staff will have an informal discussion with the pupil to explore whether they have any concerns or issues that could be a barrier to attendance (Pupil Voice) • ISA to liaise with the Teacher to explore barriers to attendance/ concerns. • ISA/SLT member with responsibility for attendance to inform Inclusion officer at Termly meeting <p>Support:</p> <ul style="list-style-type: none"> • Individual attendance plan initiated - support will be offered in line with this plan • Consider the external agencies that can address the individual needs of the pupil/family and make referrals as required. Possibilities include: school nurse, FSW, WISH, Food bank, Breakfast club etc. • Letter 3 is a formal contract for children whose attendance is 92%-90% • Parenting Contract: • A parenting contract will be put into place which includes: <ul style="list-style-type: none"> • a statement by parents/carers that they agree to comply for a specified period with whatever requirements are set out in the contract; • a statement by the school/local authority/academy trust agreeing to provide support to the parents for the purpose of complying with the contract. • 	<ul style="list-style-type: none"> • Attendance tracked through MIS • School ISA to do 2-weekly checks on the pupil's data/ or on a case by case basis as needed based on historic attendance • Class teachers/office to monitor pupil more closely

Stage 5- Intensive Support for Persistent Absentees

Thresholds/triggers	Strategies to be used (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p>	<p>Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond</p> <p>Direct contact with parents/carers:</p>	<ul style="list-style-type: none"> • Attendance tracked through MIS • School ISA to do weekly checks on the pupil's data (or daily if required)

<ul style="list-style-type: none"> Attendance shows no signs of improvement, or it improved initially, then has dropped again. Continued late arrivals despite support offered at previous tiers Continued unexplained or unauthorised absences despite support offered at previous tiers 	<ul style="list-style-type: none"> Letter 4 issued- b15 day warning and a further meeting will be attempted/held with the Headteacher and a governor where possible to discuss the individual attendance plan and move to a parental contract. <p><i>-During the meeting, parents are informed that another unauthorised absence will trigger a 15 day warning.</i></p> <p>Support:</p> <ul style="list-style-type: none"> Support initiated at previous stages will continue as appropriate. Additional support will be offered. School to liaise with the local authority regularly to support any measures that are being taken 	<ul style="list-style-type: none"> Class teachers to offer more direct support as needed Parenting contract will be reviewed monthly/ as appropriate for 3 months.
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Stage 6 Enhanced Targeted Support for those at risk of becoming persistently absent

Thresholds/triggers	Strategies to be used (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <ul style="list-style-type: none"> Strategies introduced at stage five have failed to improve attendance Parenting contract has been breached and attendance has not improved. Any of the thresholds for legal action have been met 	<p>Enforcement:</p> <p>School will refer the case to the local authority for legal proceedings. Local authority to utilise appropriate legal powers to enforce attendance</p> <ul style="list-style-type: none"> School to liaise with the local authority regularly to support any measures that are being taken. Support initiated at previous stages will continue as appropriate. Additional support will be offered. 	<ul style="list-style-type: none"> Attendance tracked through MIS ISA to do daily checks on the pupil's data Parenting contract to be monitored over a 3 month period, and reviewed monthly. Class teachers to maintain regular individual support as required