



St Nicholas C of E Primary School

Attendance Policy

September 2025

"Working together to improve attendance"

Approved by:

Date:

Next review due by:

The importance of school attendance

At St Nicholas, every child is unique, loved by God, and capable of reaching their potential. Guided by our vision—***Aim high. Be courageous. Show love***—we want pupils to flourish academically, socially, and spiritually in a safe, inclusive community.

Regular attendance supports children's learning, wellbeing, friendships, and future success. Absence limits academic, social, and emotional growth. High attainment depends on good attendance.

Attendance is also a protective factor: it helps identify needs early and ensures support and safeguarding for pupils, especially the most vulnerable. If a child is not in school, their safety and learning may be at risk.

Promoting attendance is a shared responsibility across our school community. Our Attendance Policy works alongside our Safeguarding, Behaviour & Relationships, and SEND policies to ensure every child is supported to thrive.

Our aims: working together to improve attendance

As a school, we aim to support pupils and their families in improving attendance and punctuality by fostering positive relationships and working in partnership. We are committed to being proactive, supportive, and understanding — listening to parents and children to identify barriers to attendance and collaborating to remove those barriers.

We will meet our obligations regarding school attendance through a whole-school culture and ethos that values good attendance, by:

- Setting high expectations for the attendance and punctuality of all pupils
- 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 so pupils have the support needed to attend school
- Realising our expectation of achieving the annual whole-school target of 96% attendance

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 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

Roles and Responsibilities

At St Nicholas, attendance is a shared responsibility between governors, staff, parents, and pupils. As the DfE states, "Improving attendance is everyone's business." Our policy outlines how the whole school community works together to promote and support good attendance. Specific roles and responsibilities at our school are shown below.

Name	Role	Contact
Mrs Amy Mitro	Headteacher & Designated Safeguarding Lead	head3146@welearn365.com
Mrs Emma Slack	Assistant Head & Attendance Lead	slack.e@welearn365.com or attendance3146@welearn365.com
Mrs Amy Beard	Admin Attendance contact	attendance3146@welearn365.com
Rev Eira Hale	Named governor for attendance	hale.e1@welearn365.com

The Governing Body of St Nicholas School recognises the importance of school attendance and promotes it across the school's ethos and policies. They take an active role in attendance improvement by:

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

- The school's legal requirements for keeping registers
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Sharing effective practice on attendance management and improvement across schools
- Holding the headteacher to account for the implementation of this policy

As a school we are responsible for:

- Developing and maintaining a whole school culture that promotes the benefits of high attendance for all of our pupils, including SEND and children with medical issues.
- Creating an ethos of "working together to improve attendance."
- Having a clear school attendance policy that is accessible and shared, and which all staff, pupils, parents & governors understand.
- Accurately completing admission and attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitoring and analysing attendance and absence data and proactively use it to identify pupils at risk of poor attendance and put effective support in place.
- Building strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
- Having a dedicated senior leader with overall responsibility for driving the improvement of attendance.
- Sharing information and work collaboratively with Warwickshire County Council, multi-agency efforts and other partners when absence is at risk of becoming persistent or severe.
- Signposting and supporting access to any required services, where out of school barriers are identified.
- Holding more formal conversations with parents and be clear about the potential need for legal intervention in future where there is a lack of engagement.
- Working with the local authority on legal intervention where support is not working, being engaged with or appropriate.
- Escalating support through Social Care where there are safeguarding concerns.
- Playing a role in school for monitoring attendance, promoting good attendance and working together to improve attendance.
- Ensuring that all staff are trained and are aware of up-to-date research and information around attendance.
- Complete Sickness returns: providing the local authority with the full name and address of all pupils of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness.
- Complete Attendance returns: providing the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly or have been absent for a continuous period of ten school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised.

We ask **our children** to:

- Attend school every day on time.

We need the help of **our parents** to:

- Ensure their child attends school regularly and on time.
- Inform us about absences & on the first day of non-attendance, inform us before 9:30am, by contacting the school via email, telephone or through Study Bugs and on each subsequent day(s) of absence, providing us with reasons for absences.
- Advise us when their child is expected to return.
- Ensure that where possible, appointments are made outside the school day
- Speak to any member of the leadership team, Mrs Slack (Attendance Lead) or class teacher to seek support and advice for any issues that may be preventing their child from wanting to attend school.
- Work alongside the school to address and improve any patterns of poor attendance.
- Provide us with more than 1 emergency contact detail for your child.

Recording attendance

As a school, we use an electronic management information system to keep our attendance and admission registers. Registers are legal records and all schools must preserve every entry in the attendance or admission register for 6 years from the date of entry. See Appendix 1 for the DfE attendance codes used.

We take our attendance register at the start of the first session of each school day (am) and at the start of the second session (pm). We mark whether every pupil is:

- Present
- Absent
- Attending an approved off-site educational activity
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name of the person who made the amendment

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 mark absence due to physical or mental illness as authorised unless:

- we have a genuine concern about the authenticity of the illness.

- where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.
- if the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

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. 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.

A pupil who arrives late:

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

Attendance Returns

To facilitate timely collaborative working across partners, we are legally required to share information from their registers with the local authority. As a minimum this includes:

Attendance returns: providing the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly or have been absent for a continuous period of ten school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O, and/or U)..

Sickness returns: providing the local authority with the full name and address of all pupils of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness. Only one sickness return is required for a continuous period of sickness in a school year. This is to help the school and local authority to agree any provision needed to ensure continuity of education for pupils

Our procedures for unexplained absences

Where any child does not attend or stops attending without reason, the school is responsible for ensuring that the child is safe and well.

Day 1:

If a child is absent from school, marked as absent, and we have not been informed of the reason, at 10:00am an automated notification will be sent via Study Bugs asking parents to get in touch urgently. We will also email or phone parents if there's no response to the automated message. If a child is considered vulnerable, the Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL) will be notified and may take further action, such as informing the child's Social Worker. If no message is received via Study Bugs, email, or telephone by 1:10pm, after the afternoon register closes, Mrs Beard (Attendance Administrator) will attempt to contact the numbers we hold on record. It is therefore essential that parents provide up-to-date contact details, including phone numbers, addresses, emails, and emergency contacts. Mrs Slack (Attendance Lead) will also be notified of the unexplained absence. This process is referred to as a *Day 1 absence*.

Days 2–9:

If the child remains absent and the absence is still unexplained, the school will continue to make contact through Study Bugs messages, phone calls, letters, and home visits. We may also attempt to reach emergency contacts, parents' workplaces, or the school of a sibling (if applicable). Advice may also be sought from Warwickshire Attendance Service (WAS) or Front Door, with possible referrals being made to Social.

Day 10:

If an absence remains unexplained after 10 consecutive school days, we will continue to attempt contact but also follow the Warwickshire Child Missing in Education (CME) protocol. This is a safeguarding requirement and must be followed by us. See flowchart in *Appendix 2* for the CME protocol.

Understanding Types of Absence

Every half-day absence must be recorded by the school as either authorised or unauthorised, so it is essential that parents inform us of the reason for any absence.

Authorised absences include genuine reasons such as illness, religious observance, unavoidable medical or dental appointments, or family emergencies. Wherever possible, appointments should be arranged outside school hours. If an appointment falls during the school day, children should attend before and after where possible. Pupils must be signed out at the office if leaving and signed back in on return.

Unauthorised absences are those not considered reasonable or agreed by the school. Examples include:

- Absences with no explanation
- Arriving after registration closes (marked with a 'U' – recorded as absent for the session, though the pupil is on site for safeguarding)
- Shopping trips, birthdays, or day outings etc
- Accompanying parents or siblings to appointments
- Holidays or leave during term time not agreed by the headteacher as exceptional

Unexplained absences will always be followed up to ensure a child is safe and well, as this is part of our safeguarding duty. The NSPCC highlights that absence can sometimes be an early sign of wider family need, and robust procedures help us keep children safe.

Persistent Absenteeism (PA): When a pupil's attendance falls to 90% or below (missing at least 1 day every 2 weeks), whether absences are authorised or not. **Severe Absenteeism (SA):** When a pupil misses more than 50% of school, regardless of reason.

Procedure for reporting absence

We expect parents to report absences and provide reasons for absence using the following ways:

Email – attendance3146@welearn365.com

Study Bugs – sending a message via the Study Bugs app

Phone – telephoning the school office on 01926 853257

If a child is absent from school, parents must follow these procedures:

- Contact the school on the first day of absence by 9.30am.

- Contact the school on every further day of absence, again before 9.30am and inform us when they are expected to return.
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence.

The Study bugs app is free to download from the link on our school website, or from the App Store or Google Play. You can also access Study Bugs directly from our website on the homepage.

Timings –

8:40am – Doors open

8:55am-9:00am – Registration

12:00pm-1:00pm – lunchtime

1:00pm – Registration

3:20pm – Home time

Punctuality

The school day starts at 8.55-9:00am for all year groups. Pupils who arrive after this time will be recorded as late to school (L code). The registers close at 9.30am and after this, lateness is recorded as an unauthorised absence (U code). The afternoon begins at 1:00pm and pupils who arrive after this will be recorded as late to school (L code). If a child arrives after 1.30pm lateness is recorded as an unauthorised absence (U code).

Where there are concerns about punctuality, we will follow our protocol for monitoring punctuality – See Appendix 3.

Leave of absence

The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

Expectations –

- A leave of absence is granted entirely at the school's discretion. Permission for a Leave of Absence from a school may only be given by a person who the school's proprietor has authorised to do so (an authorised person).
- Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.
- Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.
- Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school
- When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.

- It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.
- The school can only consider applications for Leave of Absence which are made by the resident parent. i.e the parent with whom the child normally resides.
- Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an “unauthorised” absence. Where a leave of absence is requested but additional days take either prior to or after the request, they may be considered as part of the leave of absence

How we promote attendance and punctuality

As a school, we aim to support children and families in improving attendance by fostering positive relationships and working in partnership. We are committed to being proactive, supportive, and understanding — listening to parents and pupils to identify barriers to attendance and working collaboratively to overcome them. Barriers may include long-term medical conditions, special educational needs or disabilities, attachment issues, bereavement, trauma, safeguarding concerns, or Emotionally Based School Avoidance (EBSA). EBSA is often linked to emotional or physical distress and reluctance to attend, which can lead to reduced attendance and increased anxiety about school.

At St Nicholas, we are raising the profile of attendance and punctuality by building a culture of positive behaviour and responsibility. We use a range of strategies to promote consistent attendance, aiming for every pupil to achieve above 96%. **Giving children a reason to attend** – At the heart of improving attendance is the need to strengthen each child’s connection with their school. Put simply, we must ask: *How do we make children want to come to school?* The answer lies in creating a welcoming culture and giving pupils a sense of purpose each day.

Our staff - All adults in school play a key role in this ethos. All staff are trained in attendance so that our approach is consistent across the school. They build positive relationships with children based on trust, respect, and care. This begins with the first interactions of the day — whether being greeted on the playground by Senior Leaders and Teaching Assistants, welcomed at the school entrance, or settling into class during the first ten minutes of the morning. Every pupil should experience a warm, positive start to their day. To support this, all staff are encouraged to carry out an “Active Meet and Greet” when pupils enter the classroom, outdoor spaces and corridors, using our Meet & Greet strategies at any time in the school day.

The Thrive Approach - The Thrive approach improves attendance by creating a supportive, nurturing school environment where children feel safe, understood, and connected, which addresses underlying social and emotional needs that often lead to poor attendance. Our staff have been trained in the Thrive Approach are able to help build resilience, strengthen relationships, and foster a sense of belonging, directly impacting attendance rates and overall wellbeing. See our **Behaviour and Relationships** Policy for more information about the Thrive Approach.

Curriculum – We believe that pupils are more likely to attend regularly when learning is engaging, meaningful, and enjoyable. To support this, teachers are encouraged to:

- Highlight upcoming learning so pupils are motivated not to miss lessons (e.g. “tomorrow we are...”).
- Connect lessons by linking past, present, and future learning (e.g. “you will remember in our last lesson we...”).
- Use inspiring, active learning strategies and resources, such as Lyfta, to engage pupils fully in the curriculum.

Beyond the Classroom – Events and activities beyond the curriculum, help create a sense of belonging and identity, encouraging pupils to attend regularly and share experiences with their peers. At St Nicholas, we offer a wide range of opportunities, including after-school clubs, sporting competitions, author visits, year group performances, trips, and residential. We also have active councils, such as Prayer and Reflection, Eco, and School Council. Performing arts events, such as Young Voices or year group productions, require commitment and regular rehearsal, further reinforcing the importance of consistent attendance. These memorable experiences help pupils feel part of the school community and motivated to attend every day.

Outdoor Play and Learning (OPAL) - OPAL is a journey we are currently on, as we introduce and embed it into our lunchtimes to make them more meaningful and enjoyable. OPAL is helping to improve attendance in schools by transforming playtime into a rich and engaging experience. By creating opportunities for physical activity, socialisation, co-operation, coordination, resilience, creativity, and imagination, OPAL ensures that children benefit from the kind of play that is often missing in their lives outside school. Since play teaches vital skills that cannot simply be taught in the classroom, it has become an essential part of a child’s development. Children are eager to attend OPAL schools because playtimes are exciting, inclusive, and full of enjoyment, which directly leads to better attendance and greater enthusiasm for school overall.

Communicating recognition - We recognise that absence is not always within a child’s or family’s control (e.g. ongoing illness, SEND, or exceptional circumstances) and do not wish to penalise pupils, as this can promote a negative attitude towards attendance. Instead, we promote good attendance by recognising both improvements and consistency:

- At any point in the year, recognition may be given (via StudyBugs messages, letters, or postcards home) when a child’s attendance or punctuality shows improvement.
- At the end of each term, children who achieve expected attendance of 96–100% will receive a StudyBugs message home.

Supporting, monitoring & communicating – As a school we will:

- **Prioritise safeguarding** – Consider potential safeguarding issues linked to absence, and where concerns are suspected or present, address them in line with *Keeping Children Safe in Education*.
- **Monitor and analyse data** – Use attendance data to identify patterns and trends of persistent or severe absence, enabling early intervention.
- **Follow agreed procedures** – Implement the process outlined in the flowcharts for monitoring concerns in punctuality and attendance - Appendices 3 & 4
- **Work in partnership with parents** – Hold regular meetings with the parents of pupils who are vulnerable, at risk of persistent or severe absence, or already persistently/severely absent, in order to:
 - Discuss attendance and engagement at school.
 - Listen to and understand barriers to attendance.
 - Explain the help and support available.
 - Explain the potential consequences and sanctions of persistent or severe absence.

- Review any existing actions or interventions.
- **Provide and coordinate support** – Offer access to wider support services, in conjunction with the local authority where relevant, to remove barriers to attendance.
- **Tailor responses to individual needs** – Where barriers are identified, consider alternative or bespoke support to re-engage pupils. This includes sensitive consideration of underlying reasons for absence, such as:
 - Long-term physical or mental health conditions.
 - Special educational needs and disabilities (SEND).
 - Other complex or individual circumstances.
- **Balance support and accountability** – Ensure interventions always prioritise support in the first instance, while making clear the potential escalation to formal measures if barriers to attendance are not addressed.

Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the Headteacher. Following the review, the policy will be approved by the local governing board.

Links with other policies

- Child protection and safeguarding Policy
- Behaviour & Relationships Policy
- SEND Policy

Appendix 1 – DfE Register codes

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
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment

S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency

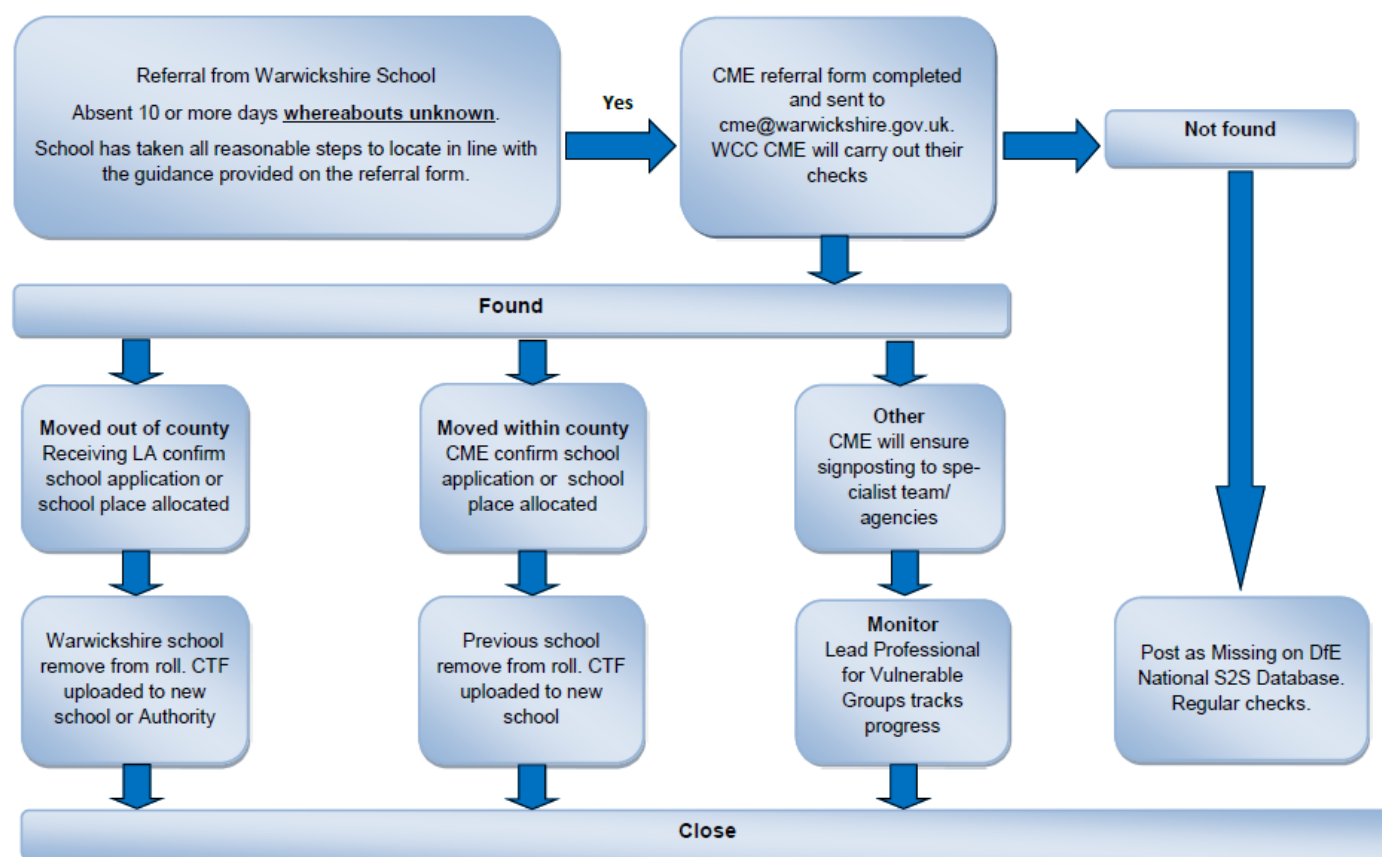
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2 – Flowchart for Children Missing in Education Protocol

Warwickshire County Council

www.warwickshire.gov.uk/childrenmissingeducation T. 01926 736323

Children Missing Education Protocol for Warwickshire Pupils



Please Note: Where it is identified that a child may have been off rolled, the previous school will be required to place this child back onto their roll immediately.

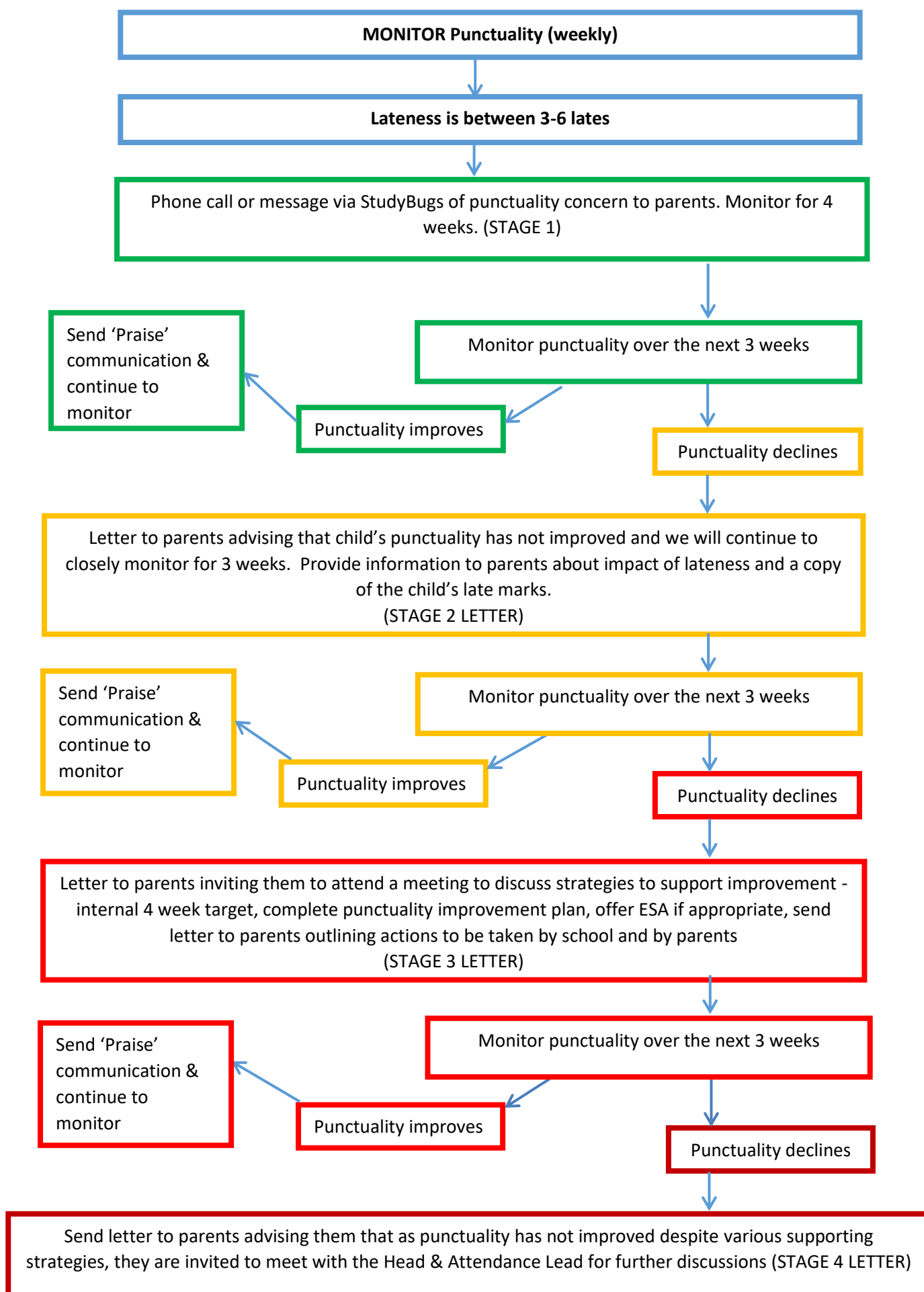
The CME team accepts referrals from:

1. schools - when a child is unauthorised absent from school for 20 days and their whereabouts are unknown and they do not appear to be living at their ordinary address
2. schools – when a child has not returned after 10 consecutive days following a leave of absence
3. Any other professional - when a child does not appear to be on a school roll and there is no other education in place.

To read further information about Children Missing in Education, follow this link - <https://api.warwickshire.gov.uk/documents/WCCC-1010-97>

For urgent concerns about a child's safety or well-being which requires immediate action, call the Front Door (and police if appropriate) without delay on 01926 414144

Appendix 3: Flowchart for punctuality monitoring and support (escalation process)



Appendix 4: Flowchart for attendance monitoring and support (escalation process)

