

# Pupil Attendance

## Queen Elizabeth's School

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Approving Body	Trust Board
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Owner	Director of Education
Applies to	All Trust Schools, all Trust staff

Version	Date	Reason
1.0	April 2018	To establish a Trust wide policy
1.1	December 2020	Change ownership to DSI and review cycle from 3 yearly to annual.
1.2	March 2021	To include reduced timetables; study leave; Local Authority changes and updated government guidance
1.3	March 2022	To remove appendices. To include: professional judgement for welfare checks; procedures for tracking alternative provision; carers.
2.0	September 2022	To ensure legal compliance with new <a href="#">DfE guidance</a> .
2.1	September 2023	To encompass all relevant medical and governmental advice
2.2	September 2025	Updated in line with staff changes

Throughout this policy, the term 'parent' means:

- all natural parents, whether they are married or not
- any person who has parental responsibility for a child or young person; and,
- any person who has care of a child or young person (i.e. lives with and looks after the child).

**Relevant legislation:**

- [The Education Act 1996](#)
- [The Children Act 1989](#)
- [The Crime and Disorder Act 1998](#)
- [The Anti-social Behaviour Act 2003](#)
- [The Education and Inspections Act 2006](#)
- [The Sentencing Act 2020](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [The Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)
- [The Education \(Penalty Notices\) \(England\) Regulations 2007](#)

**Relevant government guidance:**

- [Parental responsibility measures for attendance and behaviour](#)
- [Children missing education](#)
- [Keeping Children Safe in Education](#)
- [Working together to safeguard children](#)
- [Elective home education](#)
- [Alternative provision: statutory guidance for local authorities](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)
- [Supporting pupils at school with medical conditions](#)
- [Ensuring a good education for children who cannot attend school because of health needs](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges](#)
- [Approaches to preventing and tackling bullying](#)
- [Summary of responsibilities where a mental health issue is affecting attendance](#)
- [Support for pupils where a mental health issue is affecting attendance Effective practice examples](#)
- [Toolkit for schools: communicating with families to support attendance](#)

Person responsible for the strategic approach to attendance at Queen Elizabeth's School:

**Chris Humphreys**  
**Deputy Headteacher**

### **Introduction**

Punctuality and regular attendance are crucial to a pupil's achievement at school and therefore, improving attendance is everyone's business. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. However, any barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Schools within Initio Learning Trust are committed to work in collaboration with parents and children to ensure that all pupils benefit from regular attendance.

Good attendance is celebrated as part of our Trust wide vision and values - excellence, collaboration and respect. All staff in Trust schools communicate to pupils that their contribution to the school community is valued and respected; furthermore staff endeavour to make school a fruitful and enjoyable place to be so that a positive attitude to school and learning is fostered: through this, we aim to ensure that pupils want to attend school regularly in the first place. However, some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools will work collaboratively with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

### **Attendance and safeguarding**

The safeguarding of all pupils is of utmost importance. School provides a protective environment for those who attend. Schools are well placed to identify safeguarding issues early and regular attendance is vital for this. For those who don't attend regularly, and where all avenues of support have been facilitated, and the appropriate educational support has been provided but the unauthorised absence continues, it is likely to constitute neglect. Schools should be especially conscious of any potential safeguarding issues in these cases and where these remain, request that a full children's social care assessment is conducted.

When a pupil is absent and no reason has been given for the absence, the school will prioritise the safety of these pupils. See *'Where the school is not notified of an absence'* below.

### **The law on school attendance and right to a full-time education**

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education.

Where parents have registered their child at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school

### **Working with families and partners:**

School is committed to successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly. This requires local partners to work collaboratively with families.

School will work collaboratively to:

- identify patterns of poor attendance (at individual, cohort and school level) as soon as possible so all parties can work together to resolve them before they become entrenched.

- Ensure aspiration to high standards of attendance from all pupils and parents by building a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.
- Listen to families to understand barriers to attendance and agree how all partners can work together to resolve them.
- Remove barriers in school where practically able and help pupils and parents to access the support they need to overcome the barriers outside of school.
- Escalate concerns where the voluntary support is not having an impact by explaining the consequences of non attendance clearly and ensuring support is also in place to enable families to respond.
- Enforce attendance through statutory interventions or prosecution to protect the pupil's right to an education where support is not having an impact or not being engaged with

More details on roles and responsibilities can be found in Appendix A

**Schools' overall approach takes these six graduated stages:**

<b>1</b>	<b>Expect</b>	High expectations that all children will attend well
<b>2</b>	<b>Monitor</b>	Closely monitor the attendance of all pupils to spot problems early
<b>3</b>	<b>Listen / Understand</b>	Work with pupils and parents to understand any barriers to good attendance
<b>4</b>	<b>Facilitate support</b>	Remove barriers in school and help pupils and parents overcome the barriers outside of school
<b>5</b>	<b>Formalise support</b>	Formalise support where informal, voluntary approaches are not working
<b>6</b>	<b>Enforce</b>	If all else fails, enforce attendance through statutory intervention and prosecution

**Why regular attendance is so vital:**

There is a clear and proven link between attendance and achievement. The pupils with the highest attainment have higher rates of attendance than those achieving lower grades. Pupils who miss a substantial amount of school, fall behind their peers, and struggle to catch up as most of the work they miss is never made up, which can lead to big gaps in their learning.

Poor attendance often starts at first / primary school, and children who fall into this pattern are likely to underachieve at upper / secondary school.

Friendships can be negatively affected by absence, too: it can be hard for a child who misses lots of school to form relationships with their peers.

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study).

These tables show the impact of absence on a child's education

Overall attendance level	Number of days lost each year	Impact on child's education
97%+	5 days or less	These children have every chance to make really strong progress at school.
95%	10 days	These children benefit from strong overall attendance and are well placed to make good progress at school. We aim for every child to have at 96% attendance overall.
90%	19 days	Children in this group are missing a month of school per year; it will be difficult for them to achieve their best
85%	29 days	Children in this group are missing six weeks of school per year; there is a real risk that this lower attendance will hinder children's progress. Absence below 90% is considered to be persistent absenteeism.
80%	38 days	Children in this group are missing a year of school over five years of education. They are not benefitting from their right to be educated. Parents / carers of young people in this group could be issued with a penalty notice.

Minutes late per day =	days of learning lost per year
5	3.2
10	6.5
15	9.5
20	12.5
30	19


### **Monitoring attendance / punctuality and responding to concerns**

All staff have a duty to informally monitor the children's attendance / punctuality and to report any concerns that they may have about a pupil. In this way, pupil attendance is being monitored in the schools at all times. Concerns can then be triangulated with any other information held about the pupil such as child protection issues, mental health difficulties, SEND, caring responsibilities etc. and appropriate support can be put in place.

Best practice is that attendance is dealt with proactively using strong links with the families. For those pupils where a pattern of lateness or non attendance has been identified, pre-emptive phone calls can be a powerful tool to encourage attendance.

All Initio Learning Trust schools will follow more formal procedures for the regular and systematic monitoring of pupil attendance with particular emphasis on those who are classed as vulnerable.

Attendance and punctuality will be monitored formally using data from registers and from the information held on MIS for the purpose of providing effective interventions to improve the whole school, specific cohort and individual attendance and punctuality. Our school attendance monitoring procedures can be found in our Attendance Toolkit.

 Attendance Toolkit .docx

### **Expectations for punctuality and attendance**

#### **Punctuality**

Schools will actively discourage late arrivals and will be alert to any patterns of late arrival in order to start an early discussion with the family to provide appropriate support. Registers start at 08:40 and close at 09:10 for morning sessions (***no more than ½ hour after they are open or the length of the form time where registration happens***). It is the expectation that all pupils will arrive in time for morning registration. If a pupil arrives after registers open but before they close, they will be marked as '*late arrival before registers close*' (L). If a pupil arrives after Roll Call, they will be marked as '*unauthorised absence*' (U) or another more appropriate attendance code.

#### **Attendance**

All pupils will be expected to attend school on every day that it is open. If an unexpected absence occurs, there are expectations that relate to pupil safety.

#### **Parents MUST:**

Notify the school on 01202 885233 or via the online form by 7:30 on the first day of the absence detailing the pupil's name, class and nature of absence.

If the absence is prolonged, there is an expectation that the parent will notify the school by 7:30 am at the latest on each day of absence.

### **Appointments during the day**

Parents must avoid arranging appointments for their child during the day. However, if it is unavoidable, parents **MUST** notify the school of the appointment details. A child should only be taken out of school for their own appointment, not because another family member has an appointment. This includes collecting a child early so a family member can attend an appointment.

### **Pupils with medical needs and/ or SEND**

Queen Elizabeth's School understands that some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. However, their right to an education is the same as any other pupil and therefore our attendance ambition for these pupils will be the same as they are for any other pupil.

Although our ambitions are the same for all pupils, we are mindful of the unique barriers that these pupils may face and we are committed to putting support in place where necessary to help them access full time education.

Parents of pupils with medical needs and / or SEND who are struggling to attend school

should contact the school SENDCO, **Mrs Sam Wood**, as soon as they can in order for the school to understand the support required. This could include making reasonable adjustments or having individual healthcare plans. In some cases, advice and support may be sought from external partners such as health services. Our work with families in these instances is crucial to ensuring specific support approaches, including supporting home routines and encouraging external professionals to schedule appointments outside of the school day. For families suggesting part time attendance, please see the section on part-time timetables.

#### **Where the school is not notified of an absence**

Pupil safety is the priority for the systems in place to follow up on non notified absences.

Schools will use their knowledge of families to identify pupils who may be more vulnerable when absent and these families will be contacted first. These pupils will be communicated to staff so that all can be aware of their additional vulnerability pertaining to absence / punctuality.

Process for following up on unexplained absence:

- Parents will be informed of their child's absence and asked to contact the school using Google absence Form.
- If no contact is received by the school by 10am an email will be sent to the primary email address detailed on the pupil's files.
- If there is no response, contact will be attempted with other contacts detailed on the pupil's file.
- If no contact can be made the school will take every reasonable step to satisfy themselves that the pupil is safe. This may include contacting sibling's schools, contacting Social Care / Early Help if a worker is involved with the family, making a home visit and, in some cases, informing the police.
- The school should be satisfied with every absent child's safety by 10:30am. Where this cannot be achieved the school will continue to chase absence throughout the day until we are satisfied that the pupil is safe.

The school will hold a record of pupils that they deem to be additionally vulnerable when not in school, which could include knowledge of mental health difficulties either for the pupil or their family, child protection concerns or medical needs amongst others. The following flowchart details the process, including timings, for following up on unexplained absences to ensure every pupil's safety.

#### Step 1 - 7.30am-10:30am

Complete all codes and comments to Arbor from Google forms, Voicemails, Phone calls, Emails and Google emails.

Also input information regarding trips, events, sporting fixtures and assessments/exams for that day. (Years 9-11).



Step 2 – 9:15am

Print Fire Registers once AM Registration has finished and P1 mark obtained.  
Update on call staff member of missing registers for chasing.



Step 3

Pastoral Managers and on call staff chase missing pupils and make sure all pupils are in registration. Staff complete registers adding N's for any missing students with no reason for absence. Emergency Alerts are completed. Pastoral Managers, Pastoral Support Officer and Safeguarding Manager update registers and SOR log based around any additional information regarding missing pupils.



Step 4 10am

Send absence message using Arbor Mail to all Unexplained Absences Years 9-11. Log time completed on Tracker.

Inform PMs once messages are sent so that Safeguarding and Vulnerable Group calls can be made.



Step 5

After 10am - Update any incoming absence reasons to Arbor.





Step 6

Call made to:

Students on the Safeguarding and Vulnerable Lists including EHCP – Made by  
Pastoral Managers

All other Unexplained Absences – Made by Attendance Officer

All calls to be coded and annotated on Arbor Attendance.

No contact to be logged on No Contact Attendance tracker tab with details of amount of days  
no contact and tried method.



Step 7

Continue to check Emergency Alerts Report / Medical Alerts / Regulation Station to clarify any  
N's throughout the day. Chase unanswered 'N' codes with on call staff.

Input paper cover registers onto Arbor using 'Take Register' function.

Pastoral Managers, Safeguarding Manager and Pastoral Support Officer continue to chase up  
missing students throughout the day and update Attendance Officer with information. Transfer  
this information to Arbor, adding comment and coding as appropriate.



Step 8 3.15pm

All missing students and N codes cleared by the end of each day.

Where no contact is made at all absences will be chased as a priority the following day.  
Where concerns for pupils are high, contact will be made with Dorset SEN, Dorset Inclusion,  
Social Care or the Police.

### **Absence thresholds**

All families will receive a letter at the beginning of the school year summarising the school's expectations for attendance and punctuality; how the school is promoting and incentivising good attendance and punctuality and the process for reporting absence and requesting leaves or absence. This policy will also be available on the school's website as well as being sent home at least annually or on update.

There is a tiered system to respond to low and/or falling attendance levels. These figures are based around a set number of absences. However, a decision may be made to intervene earlier at any stage if there is particular concern about a child's attendance.

### **Attendance Flow and Responses - Who does what, when, and for who?**

<b>Stage 1 - Absence -</b>	<b>By who</b>	<b>When</b>
Students attendance is monitored daily by registration marks	Tutors complete AM and PM registration marks	Daily
Tutors supporting initial absence	Tutors make a call home to check in on students not in school	5 calls a week to support student absence
N's are chased throughout the day	Attendance Officer	Every lesson
Oncall support with absences and clearing N codes	Oncall staff	Every lesson
First Day calls	Attendance Officer	Daily by 9.30am
<b>Stage 2 - Further Absences -</b>	<b>By who</b>	<b>When</b>
Concerns raised with HOY	Tutor flags absences with HOY	After 5 days continued absence/2 broken weeks absence/Strange attendance trends (always off on a Monday)
Tutor Attendance Report	Tutor - contact home and on report for 4 weeks	Once the above attendances have been seen
Tutor Punctuality Report	Tutor - contact home and on report for 4 weeks	3 lates in a week to AM or PM reg
Nudge Email - Arbor	HOY send Nudge emails to Students between 80-90% Attendance - targeting SEN/FSM groups as well as	When attendance drops below 90%

	other Target groups in this percentage category	
Attendance Letters - triggered by threshold being reached	Letters sent by Attendance Officer - checked by HOY	On trigger
Attendance Clinic	HOY - no more than 10 students - targeted mentoring	Weekly
SLT Intervention	Behaviour and Attitudes Assistant Headteacher - supports by working with punctuality, Internal truancy, connecting issues to teaching and learning (groups etc).	Weekly/half termly
<b>Stage 3 - Attendance drops - fails to improve</b>	<b>By Who</b>	<b>When</b>
Meeting with the Parents of the student	HOY	If no improvement seen from last intervention
Attendance Contract with Home - Targets set to Aid improvement	HOY	If no improvement seen from last intervention
Referral for Intervention - HUB/Guidance/Becki/SEN /Mentoring - start the Graduated response sheet	HOY	If no improvement seen from last intervention
<b>Stage 4 -</b>	<b>By Who</b>	<b>When</b>
Home/Welfare visit Referral to Attendance Officer <a href="#">Referral to Attendance Officer</a>	HOY/PM/Inclusion or Safeguarding lead	If no improvement seen from last intervention
2nd Meeting with parents - review Contract targets	HOY - Supported by SLT	If no improvement seen from last intervention
Warning letter - at risk of further Attendance sanctions	HOY	If no improvement seen from last intervention
TAF/TAC/Early Help Support	HOY/SEN/Safeguarding referral	If no improvement seen from last intervention
<b>Stage 5</b>	<b>By Who</b>	<b>When</b>
Phased return to School - 2 weeks maximum - reduction of lessons - must be over one registration session	HOY/SEN/Safeguarding Lead	When we need to re engage a student with school

IHCP MAP in place - Medical docs provided	HOY/SEN/Safeguarding Lead - signed off by SLT	When attendance is unlikely due to medical needs
Panel meeting Invite - Meeting 3 with Parents	SLT and Attendance Officer - supported by HOY/PM LA Inclusion lead present	When attendance is below 50% and shows no signs of improving
Issue Penalty Notice	SLT/LA Inclusion Lead - following a failed Panel Meeting	No improvement in Attendance following panel
Referral to AP Medical Provision	SLT/SEN/Inclusion Lead	When an IHCP Map has no impact on attendance
Online Welfare check - home visit - eyes on Safeguarding	Any staff member - must have eyes on a students for safety	After 5 days continued absence.

Please see appendix B for sample letters.

### **Leaves of absence**

Headteachers have no discretion to grant a leave of absence during term time unless there are genuinely exceptional circumstances. The fundamental principles for defining 'exceptional' are rare, significant, unavoidable and short; 'unavoidable' should be taken to mean an event that could not reasonably be scheduled at another time. It is the parent's responsibility to ensure that the headteacher has all the information in writing to be able to determine whether the request is truly exceptional.

Any request for absence which might be considered as 'exceptional circumstances' should be put in writing to the headteacher as far in advance as possible. Parents should include any relevant supporting documents using the leave of absence form <http://www.queenelizabeths.com> The decision whether to authorise leave, and if so, how much, remains with the headteacher. Parents will be notified of the headteacher's decision at the earliest opportunity. If the leave is not authorised and the leave of absence is still taken and is a leave of absence of 10 sessions (5 days) or more in a 12 week period, the school will need to refer to the Local Authority who will then make the decision whether to issue a penalty notice.

### **The following situations *might* be considered examples of 'exceptional circumstances'.**

*Please note that this is dependent on context and is not an exhaustive list:*

- Return of parent from active service (Forces);
- Death or serious illness of a parent, step-parent or sibling;
- Young Carers;
- Disability or respite leave;
- Periods of obligatory religious observance;
- Approved public performances (with clear supporting evidence).

**The following (*not exhaustive*) are examples of situations which would not typically be considered as exceptional:**

- Family holiday/cheaper holiday dates;
- Educational visits arranged by family members during school time;
- Attendance at a wedding or christening of an extended family member or friend;
- Visiting relatives either abroad or in the UK;
- Limitations on parents / carers leave' entitlement or dates; parents / carers' profession or place of work making it difficult to coincide school and work holidays;
- A family member going for medical treatment abroad.

### **Absence for performance**

The Headteacher may grant leave of absence for approved public performances provided that clear evidence is issued of the approved nature of this activity. The following will also be taken into account in reaching a decision:

- The nature and purpose of the performance;
- The frequency of absence requested and the likely impact on the child's education and progress; and
- The child's attendance record

Where licences are issued by the Local Authority, absences will be monitored to ensure that they comply with the permissions given in the licence. Where the licence specifies the dates that a child is to be away from school to perform, then the head teacher should authorise those days. However, where the terms of the licence do not specify dates, it is at the discretion of the Headteacher to authorise leave of absence. Headteachers should be sympathetic to requests that are supported by a licence, as long as the school remains satisfied that this will not have a negative effect on a child's education. Any concerns will be communicated to the school attendance lead.

### **Promoting and Incentivising good attendance and punctuality:**

Promoting good attendance and punctuality is an integral part of the school's culture. School will visibly demonstrate the benefits of good attendance throughout school life and the curriculum. School improvement strategies for attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students will also consider how to promote good attendance and punctuality.

Incentives for good attendance and punctuality may also be used. These can include, but are not restricted to: Reward breakfasts, film afternoons, trips and prizes.

### **Off-site education, alternative provision or specialist provision**

Where a child's needs are recognised by the school, and specialist resources not available in school are required, the allocated lead within the school may authorise absence for specific times when such tuition or therapy may be given outside of school. For pupils using alternative provision or off site education, the allocated lead will ensure that the safeguarding and quality of education for the pupil is good or better by following Initio Learning Trust's procedures. All pupils placed in a more appropriate provision will have full time education and clearly defined outcomes agreed before the placement starts and attendance will be tracked by the provider and the school at which the pupil is on roll. Such pupils will be coded appropriately and, if in attendance at the agreed appropriate

provision, will not be marked as absent. Stringent safeguarding checks will be carried out before and during the placement as well as checking safeguarding daily through the daily attendance phone call.

### **Part-time timetables**

A part-time timetable will not be used to manage a pupil's behaviour. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.

A part-time timetable will only be in place for the shortest time necessary and will not be treated as a long-term solution. Initio Learning Trust uses the advice from Government health officials when dealing with anxiety. A prolonged period of absence is likely to increase any anxiety. Because of this, part-time timetables are not appropriate to be used for those suffering with anxiety unless a medical professional recommends this. Where a part-time time table is considered in the pupil's best interests, there MUST be agreement from the family; if there is no agreement then it will be classed as an unofficial exclusion. If a pupil has a part-time timetable agreed, the Initio Learning Trust Part-Time Timetable process must be followed which includes a thorough safeguarding risk assessment, desired outcomes for the child, expectations of work completed when not on school premises and a six week timetable that is gradually increased to maintain full time education by the end of week six.

In exceptional circumstances and with significant evidence that it is in the pupil's best interest, a part-time timetable may be extended for a further period of time. Weekly reviews of the part-time timetable must occur with the family and school and stringent records kept of how successful the timetable has been.

### **Study Leave**

Study leave, where used, will only be granted to pupils in year 11. Study leave will not be granted by default once tuition of the exam syllabus is complete. If a school does decide to grant study leave, provision will still be made available for those pupils who want to continue to come into school to revise. All pupils are different and have different requirements and preferences when preparing for examinations and this will be catered for.

### **Staffing for monitoring and promoting good attendance**

Schools will identify appropriate key staff to undertake attendance monitoring and adhere to the following key principles:

- There will be a school attendance officer, who will ensure that careful records of attendance are maintained which conform to the codes set out by the Department for Education and provide information as requested by staff ***and certainly at least weekly for vulnerable groups and three weekly for whole school attendance monitoring meetings (change according to your process for monitoring detailed above);***
- The school will have an allocated Senior Leader for attendance who will have a close link with the school attendance officer;
- Schools will work in close partnership with the Local Authority through the Inclusion Leads for their locality;

- All staff will have training in attendance including how to complete registers, how to spot patterns of absence / punctuality, how to use other information about a pupil to see the wider context, how to report concerns and how to build relationships and offer support for families that struggle to maintain good attendance.

### **Contacting staff about attendance**

<p><b>The Senior Leader with responsibility for attendance is:</b>  <b>Chris Humphreys – Deputy Headteacher</b>  <a href="mailto:chumphreys@queenelizabeths.com">chumphreys@queenelizabeths.com</a></p>
<p><b>The Attendance Team:</b>  <b>Kelly Topliss - Attendance and Student Welfare Officer</b>  <a href="mailto:ktopliss@queenelizabeths.com">ktopliss@queenelizabeths.com</a>  <b>Kelsey Gale - Attendance Officer</b>  <a href="mailto:kgale@queenelizabeths.com">kgale@queenelizabeths.com</a></p>
<p><b>To tell your school that your child is going to be absent, you should:</b></p> <p>Please tell us by 7.30 am at the latest.</p> <p>Complete the online absence <a href="#">form</a> or telephone the school and leave a message giving your child's name, tutor group and reason for absence.</p>
<p><b>If a parent is concerned about their child's attendance, they should:</b></p> <p>Speak with the child's tutor in the first instance. You can arrange that by emailing the tutor.</p> <p>If you have already done that and remain concerned, you can speak to your child's Pastoral Manager.</p> <p>Louise Marshall – <a href="mailto:lmmarshall@queenelizabeths.com">lmmarshall@queenelizabeths.com</a> - Year 9</p> <p>Andrew Jackson - <a href="mailto:ajackson@queenelizabeths.com">ajackson@queenelizabeths.com</a> - Year 10</p> <p>Denise Huggett - <a href="mailto:dhuggett@queenelizabeths.com">dhuggett@queenelizabeths.com</a> - Year 11</p>
<p><b>Other key staff involved in supporting attendance are:</b>  <b>Head of House Via email</b></p>

**If you wish to request a leave of absence for your child, you should:**

**Obtain the 'Request for Leave of Absence form' from the school website or office. Complete this form and give it to the school as early as possible before the requested absence is due to happen.**

**Wider support**

Wider support is available, please see links below for more information:

- [West Sussex website for resources to help Emotionally Based School Avoidance](#)
- [Dorset SENDIASS](#)
- [BCP SENDIASS](#)
- [Dorset Education Advice Line](#)
- [Is my child too ill for school?](#)



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## **Appendices:**

### ***A) Summary of expectations***

<b>For ALL pupils:</b>			
<b>Parents / pupils are expected to:</b>	<b>School is expected to:</b>	<b>The Local School Committee is expected to:</b>	<b>The Local Authority is expected to:</b>
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

For pupils at risk of becoming persistently absent (95-90% attendance):			
Parents / pupils are expected to:	School is expected to:	The Local School Committee is expected to:	The Local Authority is expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

For persistently absent pupils (below 90% attendance):			
Parents / pupils are expected to:	School is expected to:	The Local School Committee is expected to:	The Local Authority is expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

	Work with other schools in the local area, such as schools previously attended and the schools of any siblings		
<b>For severely absent pupils (less than 50% attendance):</b>			
<b>Parents / pupils are expected to:</b>	<b>School is expected to:</b>	<b>The Local School Committee is expected to:</b>	<b>The Local Authority is expected to:</b>
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need</p>

			and child protection plans.
<b>For pupils with medical conditions and / or SEND with poor attendance (below 95%)</b>			
<b>Parents / pupils are expected to:</b>	<b>School is expected to:</b>	<b>The Local School Committee is expected to:</b>	<b>The Local Authority is expected to:</b>
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and local school committee meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

For pupils with a social worker:			
Parents / pupils are expected to:	School is expected to:	The Local School Committee is expected to:	The Local Authority is expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered</p>	<p>Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it</p>	<p>Regularly monitor the attendance of children with a social worker in their area.</p> <p>Put in place personal education plans for looked-after children.</p> <p>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after</p>

## B) Sample letters

Stage 1

«Date»

«ParentalSalutation»

«AddressBlock»

**Name:** «LegalForename» «LegalSurname» - DOB «DateOfBirth»

**Class:** «RegistrationGroup»

### Initial Attendance Concerns

**Attendance Period:** «AttendancePeriod»

Dear «ParentalSalutation»

As you are aware, «SchoolName» monitors the attendance of pupils. As part of our commitment to improving the attainment of our pupils, we formally monitor attendance to identify any pupil whose attendance causes concern. We then issue a first letter to register our concern with parents/carers.



During this routine monitoring of attendance, we have noticed that «LegalForename»'s attendance is currently «PercentageAttendance»%. This is below the expected level of attendance.

At «SchoolName», we value and reward good attendance as research shows that your child is more likely to achieve their academic attainment if they have a good attendance record. The information below illustrates the impact that poor attendance can have on your child's educational success.

#### **Above 97%: Less than 6 days absence a year**

Pupils in this group will almost certainly get the best grades they can, leading to better prospects for the future. Pupils will also get into a habit of attending school which will help in the future.

#### **95%: 10 days absence a year**

Pupils in this group are likely to achieve good grades and form a habit of attending school regularly. Pupils who take a 10-day holiday during term time every year can only ever achieve 95% attendance.



**92%: 15 days absence a year**

Pupils in this group are missing three weeks of school per year; it will be difficult for them to achieve their best. The school may consider referring pupils with this level of attendance to the Local Authority.

**90%: 19 days absence a year**

The Government classes pupils in this group as “Persistent Absentees” and it will be almost impossible for them to keep up with work. Parents of pupils in this group could also face the possibility of legal action being taken by the Local Authority.

Please ensure that over the coming weeks your child’s attendance improves. To achieve maximum learning potential, everychild should strive to achieve the minimum expected level of 97%.

We can support you and your child around any attendance issues you may have, therefore please do not hesitate to contact CONTACT on TELEPHONE should you wish to discuss this further.

Thank you for your cooperation and support with this matter.

Yours sincerely

ELECTRONIC SIGNATURE

NAME

Headteacher

Stage 2  
«Date»

«ParentalSalutation»  
«AddressBlock»

**Name:** «LegalForename» «LegalSurname» - DOB «DateOfBirth»  
**Class:** «RegistrationGroup»

### **Ongoing Attendance Concerns**

**Attendance Period:** «AttendancePeriod»

Dear «ParentalSalutation»

As you are aware, «SchoolName» monitors the attendance of pupils. Since we wrote to you, «LegalForename»'s attendance has failed to improve significantly and is now «PercentageAttendance»%, this includes «NumberOfUnauthorisedAbsences» occasions of unauthorised absence.

This is below the minimum expectation and is having an impact on your child's education. To put this into perspective, 90% attendance is equivalent to missing 19 days of school per year.



Authorised absence means that school has given approval in advance for a pupil to be away from school or that the explanation offered afterwards by a parent/carer has been accepted. Decisions regarding the authorisation of absences are the responsibility of the Headteacher. Unauthorised absences on your child's attendance record may mean that you are liable to incur a Fixed Penalty Notice or could face prosecution.

Due to the current level of absence, please note that any future absences relating to illness and/or medical reasons will not be authorised without some additional assurances that the absences are unavoidable. Some examples of evidence include prescriptions, appointment cards and doctor's notes. If this evidence is not supplied, your child's absence will be recorded as an "unauthorised" one.

Only in exceptional circumstances will low attending pupils not get monitored, these would be children with medical conditions requiring repeat treatment or who have had a stay in hospital.

To support you and your child, a parent survey has been attached to this letter. Please use this form as an opportunity to provide any further information that may help to understand your child's absence.

Please complete the form and return it to the school office as soon as possible.

We would appreciate your support to make sure your child's attendance improves. We will continue to monitor the situation and will be in touch again if it does not improve and this may lead to a referral to the Local Authority Attendance Team.

We can support you and your child around any attendance issues you may have therefore please do not hesitate to contact CONTACT on TELEPHONE should you wish to discuss this further.

Thank you for your cooperation and support with this matter.

Yours sincerely

ELECTRONIC SIGNATURE

NAME

Headteacher

Parent Feedback form: Ongoing Attendance Concerns	
Name of Pupil: «LegalForename» «LegalSurname»	Class: «RegistrationGroup»
<p>Comments: (Please advise of any further details regarding the absence of your child from school. This information will help to review your child's current attendance).</p>	

<b>Would you like a follow up call from school? (please state best time available)</b>	Y/N
<b>Name of Parent/Carer:</b>	«ParentalSalutation»
<b>Date:</b>	«Date»
<b>Contact Details:</b>	«SchoolName»

Please complete and return this form to the school office.

Stage 3  
«Date»

«ParentalSalutation»  
«AddressBlock»

**Name: «LegalForename» «LegalSurname» - DOB «DateOfBirth»**  
**Class: «RegistrationGroup»**

**Serious Attendance Concerns**

**Attendance Period: «AttendancePeriod»**

Dear «ParentalSalutation»

As a parent/carer you have a legal responsibility to ensure that your child attends school regularly. As your child «LegalForename» has an unsatisfactory level of attendance, which is «PercentageAttendance»% and there have been «NumberOfUnauthorisedAbsences» sessions of unauthorised absence to date, your child's attendance will be monitored from «MonitoringStartDate» to «MonitoringEndDate».

**During this monitoring period attendance and punctuality will be recorded daily. Your child will be expected to have 100% attendance unless medical evidence is provided.**

All children of compulsory school age who are registered pupils at a school must attend regularly and punctually. It is your responsibility as a parent to ensure this. Should your child fail to attend regularly and punctually the school may consider referral to the local authority.

The Local Authority has a duty to ensure that you fulfil your statutory responsibilities in relation to school attendance of your child. You may be invited to answer questions under caution in accordance with the Police and Criminal Evidence Act 1984. The Local Authority will then decide whether to take legal action against you which could mean applying for an Educational Supervision Order, issuing you with a penalty notice - which is a fixed penalty fine or prosecuting you under Section 444 of the Education Act 1996. Since August 2024, the fine for school absences across the country is £80 if paid within 21 days, or £160 if paid within 28 days.

In the case of repeated fines, if a parent receives a second fine for the same child within any three-year period, this will be charged at the higher rate of £160.

Fines per parent will be capped to two fines within any three-year period. Once this limit has been reached, other action like a parenting order or prosecution will be considered. If you're prosecuted and attend court because your child hasn't been attending school, you could get a fine of up to £2,500 or up to 3 months' imprisonment.

If your child is experiencing any difficulties affecting attendance at school or you have any queries, please contact CONTACT on TELEPHONE to discuss this further.

Yours sincerely

ELECTRONIC SIGNATURE

NAME  
Headteacher  
«SchoolName»

### **Attendance Action Plan**

<b>Name of Child:</b>	«LegalForename» «LegalSurname»
<b>Address:</b>	«ParentalSalutation» «AddressBlock»
<b>Name of Parent/Carer:</b>	«ParentalSalutation»
<b>Name of school:</b>	«SchoolName»

<b>Current Attendance:</b>	«PercentageAttendance»%
<b>Date:</b>	«Date»

<b>Target Attendance:</b>	100%
<b>Monitoring period:</b>	«MonitoringStartDate» to «MonitoringEndDate»

<b>Additional information:</b>	
--------------------------------	--

<b>Signature on behalf of school:</b>		<b>Parent/Carer Signature:</b>	
<b>Name:</b>	«HeadTeacher»	<b>Name:</b>	
<b>Date:</b>	«Date»	<b>Date:</b>	

## Stage 4

«Date»

«ParentalSalutation»

«AddressBlock»

Dear «ParentalSalutation»

### **RE: REFERRAL TO THE LOCAL AUTHORITY ATTENDANCE TEAM**

As you are aware under the 1996 Education Act, all parents are required to ensure that a child of compulsory school age receives efficient full-time education suitable to their age, ability, aptitude and any special education needs they may have. It is with extreme disappointment that I must contact you once again about «LegalForename»'s attendance. We have for some time tried to support you to improve

«LegalForename»'s attendance in accordance with our school policy by way of letters, telephone contact, meetings etc.

Unfortunately, «LegalForename»'s school attendance is still causing concern. At the date of writing «LegalForename»'s attendance is «PercentageAttendance»% and has attended school on «NumberOfAttendances» occasions out of a possible «NumberOfPossibleSession» when the school was open for instruction under the Education Pupil Registration Regulations 2006; «NumberOfUnauthorisedAbsences» of these absences were considered to be unauthorised. As we have explained to you in the past, a parent can offer an explanation for their child's absence, but the law clearly states that it is the Headteacher's decision as to whether it is felt the explanation offered by a parent for an absence is justified. Our Attendance Policy outlines the procedures for dealing with a pupil's absence and is available to parents via the school website.

As «LegalForename»'s attendance has not improved I have no other alternative but to refer this matter to the Local Authority's Attendance Team. This team has a statutory duty to investigate matters of on going poor school attendance and to consider formal statutory action.

Under Section 444 of the Education Act 1996, a criminal offence is committed if a registered pupil does not attend school regularly. The Attendance Service can issue a Penalty Notice to parents if a child has missed 10 or more sessions without permission from the school, the Local Authority Attendance Team can also instigate criminal proceedings against you in the Magistrates Court under section 444 of the Education Act 1996.

I would strongly recommend you cooperate and work with the Local Authority Attendance Service to prevent the need for legal action. If you wish to discuss the content of this letter further, please contact me.

Yours sincerely

ELECTRONIC SIGNATURE

NAME

Headteacher

# School Attendance Notice to Improve

[date]

Dear [name of parent(s)/carer(s)]

School attendance is hugely important. For your child to gain the full benefit from their education, for their learning, wellbeing, and wider development, they need to attend on time, every day possible.

If a child of compulsory school age who is a registered child or young person at a school fails to attend regularly at the school or fails to attend regularly the child's parent may be guilty of an offence under s.444 Education Act 1996

You, [name of parent(s)/carer(s)] are a parent/carers of [name], who is a registered child or young person at our school - [school name].

We have offered support to you and your family to try and help improve [name] attendance, including:

1. **Telephone calls.** We called you to discuss concerns about [name] attendance and barriers to attendance; and to offer support.
2. **An Attendance Letter.** We wrote you a letter to summarise the telephone conversation and to confirm the support in place which included: [List the support that was agreed and actioned].
3. **An Attendance Support Meeting Invite.** We invited you to a meeting to discuss your child's attendance and to offer support to ensure that their attendance improved. You were notified of the consequences should your child continue to have unauthorised absence and you did not effectively engage with the support offered.
4. **Attendance Contract.** Support for your child's attendance was agreed in an attendance contract with yourself, the school and [include any other relevant professionals]. You did not effectively engage with the actions agreed in the attendance contract.
5. **Inclusion Panel.** We invited you to an Inclusion Panel with an Inclusion Lead from Dorset Council's Learning and Belonging Team to discuss your child's attendance and offer further support. You were notified of the consequences should your child continue to have unauthorised absence and you did not effectively engage with the support offered.
6. **Family Help.** You have been offered support from Dorset Council's Family Help Team to help improve [name] attendance and you did not engage effectively with this support.
7. **Targeted Youth Work.** You have been offered support from Dorset Council's Targeted Youth Work Team to help improve [name] attendance and you did not engage effectively with this support.



Unfortunately, despite the support that was offered to your family, attendance remains a cause for concern. Between and [warning start date] and [warning end date] the child or young person failed to attend regularly at [school name] which resulted in 10 sessions (half days) or more of unauthorised absences being recorded. Please see the attached registration certificate for details.

**You now have twenty school days (4 weeks) in which to improve your child's attendance. During this time, your child must show significant improvements in attendance and avoid having any unauthorised absences from school during this period. Should we not see sufficient improvement and further unauthorised absences take place during this period, a Penalty Notice may be issued. A penalty notice is charged at £160 if paid within 28 days. There is usually the opportunity to pay a reduced amount of £80 if paid within 21 days.**

If you wish to discuss this notice, or discuss what further support is available, please contact [name] as soon as possible (number).

Alternatively, you can contact [Inclusion Lead name] at Dorset Council (add telephone number and e-mail address).

Yours sincerely

[Name]

[Head Teacher]

[School Name]

[Name]

[Inclusion Lead]

[Learning and Belonging Team, Children's Services, Dorset Council]

## Letter 4 - Invitation to Attendance Meeting

### In This Together

[date]

Dear [name of parent(s)/carer(s)]

#### RE: Invitation to Attendance Meeting

Thank you for your support so far in trying to improve [name]'s attendance. Unfortunately, it is not yet at the level that we were all hoping to achieve. [name] has missed [number of days] since our last conversation.

We are aware that absences due to illness cannot be avoided, however there may be other difficulties that are making attendance a challenge and like you, we want to give [name] the very best chance of success.

Regular school attendance is not only the key to enabling children and young people to maximise their academic progress, educational and extra-curricular opportunities available to them. It also helps to develop friendships, well-being and a sense of belonging.

Our attendance policy is available to read on our school website [Insert link]. This explains how we monitor attendance and follow up absence. If you have any difficulties accessing our policy, please let us know so that we can provide it in an alternative format.

We would like to form positive, strong relationships with families and work together to help improve [name]'s attendance and are therefore inviting you to an attendance meeting in school on:

[date]  
[time]  
[venue]

This meeting will be attended by: [insert details].

You are more than welcome to bring someone along with you too.

Please e-mail us or telephone to confirm receipt of this letter and your intention to attend the meeting by contacting [name, e-mail address and telephone number]

Yours sincerely

Signature  
Name and role

## Letter 5 - Invite to Inclusion Panel

### In This Together

[date]

Dear [name of parent(s)/carer(s)]

#### RE: Invitation to Inclusion Panel

Thank you for your meeting with us on [date] to discuss [name]'s attendance. Unfortunately, [name]'s attendance has not yet improved.

Number of days missed this academic year	
--	--

Regular school attendance is not only the key to enabling children and young people to maximise their academic progress, educational and extra-curricular opportunities available to them. it also helps to develop friendships, well-being and a sense of belonging.

We want to continue to work with you and so are inviting you to an Inclusion Panel on:

[date]  
[time]  
[venue]

You are more than welcome to bring someone along with you too.

This meeting will be attended by [name] from our school, and [name] - who is our Inclusion Lead from Dorset Council. We have invited them as they may be able to offer further advice, support and guidance. We will also invite [add the names of any other professionals].

[Name of school] values the working partnership we have with parents, and it is important that you attend this meeting so that any issues or concerns which may be contributing to [name]'s difficulties with attendance can be discussed.

Please e-mail us or telephone to confirm receipt of this letter and to confirm your attendance by contacting [name, e-mail address and telephone number]

We would like to make you aware that even if you are unable attend the meeting, we will still discuss [name]'s school attendance and make a decision about the next appropriate action.

Yours sincerely

Signature

Name and role

Enclose PACE leaflet (appendix 9) if appropriate (discuss with Inclusion Lead if required)

## Letter 6 - Failure to attend Inclusion Panel Meeting

### In This Together

[date]

Dear [name of parent(s)/carer(s)]

#### **RE: Failure to Attend Inclusion Panel Meeting**

You did not attend the inclusion panel meeting on the insert date. Please find enclosed the minutes of the meeting which include the actions and decisions of the panel.

Parents/carers have a legal responsibility to ensure that their child is receiving an education and attends regularly at the school at which he/she is registered. Parents/carers may be liable to prosecution under (s) 444 Education Act 1996 (as amended) if they fail to ensure that a child of compulsory school age attends regularly at the school at which the child is registered. You also have a responsibility to contact the school each day should the child be unable to attend for any reason.

We will continue to monitor [child's name's] school attendance closely, including arriving on time for school.

At [name of school], we are determined to ensure that all our children and young people have the opportunity to achieve their best. We want them to be able to take advantage of all the wider opportunities schools can offer, and to become emotionally resilient, confident adults who are able to realise their full potential.

We value the working partnership we have with parents. If you would like to discuss the Inclusion Panel minutes, please contact [name, e-mail address and telephone number].

We expect to see a significant improvement in school attendance.

Yours sincerely

Headteacher's signature

Name and role

Enclose: PACE leaflet

## Letter 7 - Lates Letter

### Punctuality Matters and You Can Help

**Date:**

Dear **Parent/Carer's name**

At **name of school**, we are determined to ensure that **name of pupil** has the opportunity to achieve their best and we want them to have an excellent record of regular, punctual attendance. Pupil name has been late on **number** days so far this school year.

You can have a big effect on **pupil name's** punctuality this term, and we appreciate your help. We are sure that you are aware of the importance of punctual school attendance for **pupil's name:**

- When they are on time, **Pupil's name** will be part of all the important learning and hear all the instructions on how to complete a piece of work
- Social interaction with peers before school is important if **pupil's name** is to form
- friendship groups
- Arriving on time may be less embarrassing for **pupil's name**
- When **pupil's name** arrives on time they can settle more easily, this more likely to maintain a calm learning environment for them and their classmates

The school site is open for pupils to arrive from **time** and the children are expected to be in class ready to begin the school day by **time**. Our registers open at **time** and close at **time**; arrival at school between these times is classed as late and after registers close is classed as absent.

We value the working partnership we have with parents so, if you would like to discuss any aspect of your child's attendance or punctuality with us please contact **insert details here**.

Yours sincerely

Headteacher's signature

Name

School

## **Example of an Attendance Action Plan**

**Pupil Name:**

**Year Group:**

**Address:**

**Name/s of parent/s:**

**Contact Number:**

**% Attendance during period of monitoring:**

**Sessions of unauthorised absence:**

**Details of supporting agencies:**

**Member of School Staff:**

**Role:**

The attendance action plan is a formal written agreement with the Parent(s), pupil, school, Local Authority and other agencies to support the following action to address the concerns we have around the school attendance of the pupil.

A meeting was convened to address the following issues:

1. *The reasons for the pupil's non-attendance at school*
2. *Actions that can or need to be taken by any or all of the people involved, to ensure the pupil's improved attendance at school.*
3. *To identify an agreed level or attendance for the pupil to achieve during the review period.*
4. *The potential consequence of legal action should the pupil's school attendance not improve.*

Date of action plan:

To be reviewed on:

Please note that if the issue of attendance (and punctuality) continues to be a problem, as a result of the action plan not being adhered to, this may be used as evidence in any legal action and may also be referred to social services.

Reasons for absence

Record of discussion

## ACTION PLAN

The parent/carers agrees to:

Action:	Agreement (tick / sign)
Make sure the pupil attends school every day.	
Find out where the pupil goes when he/she is not in school and inform school or other so that action can be taken.	
Attend any further meetings regarding attendance.	
Notify the school on every day of absence, giving a reason and indicating an expected return date/time.	
Contact the school as soon as you become aware of concerns, issues or problems that you or the school have.	
Contact <b>xxx</b> if the pupil feels that the school is not dealing with an issue, or the pupil feels uncomfortable about discussing an issue with the school.	
Notify the school of any occasions when they know that the pupil will be late giving reasons.	
Keep the school updated with full contact details including, where possible, a phone number.	
Ensure that the pupil is seen by a GP when ill and provide medical evidence of any absence due to illness (i.e appointment cards, prescriptions, letters, etc.)	
Work with any professionals who are seeking to support the child/ family.	
Other actions (detail).	

**The pupil agrees to:**

Action:	Agreement (tick / sign)
Attend school as agreed and on time	
Be responsible for obtaining a registration mark even if they are late for school	
Attend any future meetings regarding attendance	
Be responsible for getting out of bed each morning, to get to school on time and be aware that if they are late there will be an agreed consequence	
Make sure they follow the conditions of any attendance report	
Tell their parent/carer or <b>XXX</b> of any concerns especially if they are likely to affect attendance.	
Contact <b>XXX</b> and let them know of any problems generally or regarding school work	
Any other actions (details)	

**The school agrees to:**

Action:	Agreement (tick / sign)
Provide appropriate education and support ( <b>add details</b> )	
Ensure that the pupil's attendance is monitored on a daily basis	
Be available to discuss problems	
Place the pupil on an attendance report	



Liaise closely with the parent/carer and other professionals should there be any problem,, concern or issues regarding the pupil – including any unexplained absences	
On receiving a call from the parent/carer, check that the pupil is in school	
With parent/carer and pupil's agreement, make appropriate teaching staff aware of pupil's situation	
Respond to and/or deal with any problems raised by the pupil, parent/carer or other professionals	
If appropriate, consider alternative provision	
If appropriate, consider an amended timetable	
Any other actions(detail)	

**I agree to follow the above plan:**

<b>Signature</b>	<b>Name</b>	<b>Role</b>	<b>Date</b>
		parent	
		parent	
		pupil	
		school	
		school	
		Other professional (detail role)	
		Other professional (detail role)	