



Trust Attendance and Absence Policy

Last updated: 26 March 26

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Statement of intent

The Forge Brook Trust Schools believe that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

We understand that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

We take a trust wide approach to securing good attendance, and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Ensuring this attendance policy is clear and easily understood by staff, pupils and parents.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

Inclusive Attendance Implementation Programme

Each year, our schools review and further enhance their attendance practices through dedicated participation in the Inclusive Attendance implementation programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible support.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (As amended)
- The Children (Performances and Activities) (England) Regulations 2014
- Children and Young Persons Act 1963
- DfE (2024) 'Working together to improve school attendance'
- DfE (2025) 'Keeping children safe in education (KCSIE) 2025'
- DfE (2024) 'Children missing education'
- DfE (2024) 'Providing remote education'
- DfE (2024) 'Summary table of responsibilities for school attendance'

This policy operates in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Building Relationships/Behaviour Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Children Missing Education Policy
- Home Visit Policy
- Pupils with Additional Health Needs Attendance Policy

2. Roles and responsibilities

The trust board has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Promoting the importance of good attendance through the trust's ethos and policies.
- Working with the school leaders to set goals for attendance and providing support and challenge around delivery against those goals.
- Regularly reviewing attendance data.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to KCSIE when making arrangements to safeguard and promote the welfare of children.
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.

The headteacher/principal of each school (attendance champions) are responsible for:

- The overall strategic approach to attendance in school.
- Developing a clear vision for improving attendance.
- Monitoring attendance and the impact of interventions.

- Analysing attendance data and identifying areas of intervention and improvement.
- Enforcing attendance through statutory interventions in cases of persistent poor attendance where other supports have not succeeded.
- Ensuring all parents are aware of the school's attendance expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.

Staff are responsible for:

- Following this policy and supporting pupils to do so.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the school day.

The attendance team are responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Communicating with pupils and parents with regard to attendance.
- Informing the LA of any pupil being deleted from the admission and attendance registers.
- Leading a compassionate approach when listening to parents and pupils regarding barriers to attendance.
- Following up on incidents of persistent poor attendance.
- Providing support to pupils within school to improve attendance and celebrating success where appropriate.

Pupils are responsible for:

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.
- Following any support provided by the school to improve attendance.

Parents are responsible for:

- The attendance of their children at school.
- Promoting good attendance with their children.
- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.
- Proactively engaging with any attendance support offered by the school, the trust and the LA.
- Notifying the school as soon as possible when their child has to be unexpectedly absent.

- Requesting leave of absence only in exceptional circumstances, and in advance.
- Booking any medical appointments around school where possible.
- Following any family-based support implemented by the school to improve attendance.

3. Definitions

The following definitions apply for the purposes of this policy:

Absence:

- Arrival at school after the register has closed
- Not attending the registered school for any reason

Authorised absence:

- An absence for sickness for which the school has granted leave
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave
- Religious or cultural observances of up to 1 day for which the school has granted leave
- An absence of less than 5 days due to a family emergency

Unauthorised absence:

- Parents keeping children off school unnecessarily or without reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time
- Leaving school for no reason during the day

Persistent absence (PA):

- Missing 10 percent (19 days) or more of schooling across the year for any reason

Missing education

- Not registered at a school and not receiving suitable education in a setting other than a school

4. Attendance expectations

The Trust has high expectations for pupils' attendance and punctuality based on 97% and these expectations are communicated regularly to parents and pupils.

Pupils will be expected to attend school punctually every day they are required to be at school, for the full day. Individual school opening times and registration times are included in the school attendance appendix along with details of how to report absences.

ATTEND TO ACHIEVE!

Attendance percentages as Number of days and lessons missed from school.
Students are required to attend school for 190 days each year.

Attendance during one school year	Equals days absent	Which is approximately weeks absent	Which means this number of lessons missed	Absence over 5 years
95%	9 days	2 weeks	50 lessons	$\frac{1}{4}$ year
90%	19 days	4 weeks	100 lessons	$\frac{1}{2}$ year
80%	38 days	8 weeks	200 lessons	1 year
70%	59 days	12 weeks	300 lessons	1 $\frac{1}{2}$ years
60%	80 days	16 weeks	400 lessons	2 years
50%	100 days	20 weeks	500 lessons	2 $\frac{1}{2}$ years

Government (DFE) research suggests that 16 days absence or 92% attendance in any one year equals a full GCSE drop in attainment
How does **your** attendance compare with this target?

5. Attendance register

Our schools use Arbor MIS to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether pupils are:

- Present.
- Absent.
- Attending an approved educational visit.
- Unable to attend due to exceptional circumstances.

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

- # = planned whole school closure
- / = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Leave of absence granted by the school for exceptional circumstances
- C1 = Leave of absence for participating in a regulated performance or employment abroad
- C2 = Leave of absence for part-time pupils
- E = Suspended or permanently excluded but no alternative provision made
- I = Illness
- M = Medical or dental appointments
- K = Attending provision arranged by the LA

- R = Religious observance
- B = Off-site education activity
- G = Unauthorised holiday
- O = Unauthorised absence
- U = Arrived after registration closed
- N = Reason not yet provided
- X = Not required to be in school
- T = Traveller absence
- Q = Absent due to a lack of access arrangements or due to the pupil having to attend a school that does not qualify for travel arrangements and is more than walking distance from where they live.
- V = Educational visit or trip
- P = Participating in a supervised sporting activity, with supervision being physically provided by an appropriately trained and knowledgeable person
- D = Dual registered – at another educational establishment
- Y1 = Absent due to their regular transport not being available
- Y2 = Absent due to travel disruption
- Y3 = Absent due to part of the school premises being closed
- Y4 = Absent due to the school site being closed
- Y5 = Absent due to being in criminal justice detention
- Y6 = Absent due to public health guidance or law, despite the pupil being well enough to attend
- Y7 = Absent due to any other unavoidable cause, the nature of which must be documented by the school.
- Z = Pupil not on admission register

When the school has planned in advance to be fully or partially closed, the code '#' will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

Pupils who are absent from school but are receiving remote education for any reason will be marked as absent in the register.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

Every entry received into the attendance register will be preserved for three years.

6. Authorising parental absence requests

Parents will be required to request certain types of absence in advance. All requests for absence will be handled by the headteacher/principal – the decision to grant or refuse the request will be at the sole discretion of the headteacher/principal and is not subject to appeal.

Leave of absence

Schools will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect parents to contact the headteacher/principal **in writing** at least **two weeks** prior to the proposed start date of the leave of absence, providing the reason for the proposed absence and the dates during which the absence would be expected to occur.

Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. Where the absence is granted, the headteacher/principal will determine the length of time that the pupil can be away from school. The school is not able to grant leave of absence for the purposes of family holidays.

Requests for leave will not be granted in the following circumstances:

- Immediately before and during statutory assessment periods
- When a pupil's attendance record shows any unauthorised absence
- Where a pupil's authorised absence record is already above 10 percent for any reason

If term-time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. The school cannot grant leaves of absence retrospectively; therefore, any absences that were not approved by the school in advance will be marked as unauthorised.

Illness and healthcare appointments

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. Parents will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment.

Performances and activities, including paid work

The school will ensure that all pupils engaging in performances or activities, whether they receive payment or not, which require them to be absent from school, understand that they will be required to obtain a licence from the LA which authorises the school's absence(s). Further details are available from the LA

Where a licence has not been obtained, the headteacher/principal will not authorise any absence for a performance or activity.

Religious observance

Parents will be expected to request absence for religious observance at least two weeks advance.

The school will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as one day where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

The school may seek advice from the religious body in question where there is doubt over the request.

Gypsy, Roma and Traveller absence

Where a pupil's parent belongs to a community covered by this code and is travelling for occupational purposes, the parent will be expected to request a leave of absence for their child at least two weeks in advance. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

7. SEND- and health-related absences

The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed.

8. Leave during lunch times

Parents may be permitted to take their child away from the school premises during lunch times with permission from the headteacher/principal – it is at the headteacher/principal's discretion as to whether a pupil will be allowed to leave the premises.

Parents will submit a written request, outlining the reasons for their child to leave the premises during lunch time – this request will be submitted to the headteacher/principal. The headteacher/principal will consider the request and will invite the parent into the school for a discussion regarding any concerns, as well as the timely return of their child at the end of lunch time and their child's behaviour when not on the school premises. The headteacher/principal reserves the right to grant or refuse a request and will inform the parent in writing of their decision within one week of the request.

Where permission has been granted, the headteacher/principal will include the pupil's name on the off-site register.

Pupils will leave the school premises within 10 minutes after the start of lunch and will return no later than 5 minutes before the end of lunch.

Parents will be required to meet their child at the school office when taking them off the premises – the pupil will be signed out and back in using the school signing in system. No pupil will leave the premises before a member of staff at the school office has given their permission.

The headteacher/principal reserves the right to withdraw their permission at any time – this may occur, for example, where there are attendance concerns. Any decision to withdraw permission will be in writing, explaining the reasons for the headteacher/principal's decision. If permission is withdrawn, parents will not be entitled to appeal the decision. Parents will be able to withdraw their request at any time – the request will be submitted in writing to the headteacher/principal.

Permission will be updated on a termly basis.

9. Truancy

Truancy will be considered as any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

All staff will be actively engaged in supporting the regular attendance of pupils, and understand the importance of continuity in each pupil's learning.

All pupils are expected to be in their classes for morning and afternoon registration where the teacher will record the attendance electronically. Any pupil with permission to leave the school during the day must sign out at the school office and sign back in again on their return.

Immediate action will be taken when there are any concerns that a pupil might be truanting. If truancy is suspected, the headteacher/principal is notified, and they will contact the parent in order to assess the reasons behind the pupil not attending school.

The following procedures will be taken in the event of a truancy:

- In the first instance, a letter of warning will be sent to the parents of the pupil, informing them of the truancy and stating that any future occurrences could result in further action being taken.
- If any further truancy occurs, then the school will consider issuing a penalty notice.
- A penalty notice will be issued in line with the [Penalty notices and legal intervention section of this policy](#) where there is overt truancy, inappropriate parentally-condoned absence, excessive holidays in term-time and persistent late arrival at school.

The DSL will be involved where an instance of truancy may be linked to a safeguarding concern. Any safeguarding concerns will be dealt with in line with the Child Protection and Safeguarding Policy.

10. Attendance intervention

In order to ensure the school has effective procedures for managing absence, the attendance champion, supported by the attendance team, will:

- Establish a range of evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
- Attend or lead attendance reviews in line with escalation procedures.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:

- Sending letters to parents.
- Sharing attendance concerns with year group leaders
- Engaging with LA attendance teams.
- Using fixed penalty notices.
- Providing support for attendance.

The school will use attendance data, in line with the '[Monitoring and analysing absence](#)' section of this policy, to develop specific strategies to improve attendance where patterns of absence are emerging. These strategies will be developed on a case-by-case basis, and will consider the particular needs of the pupils whom the intervention is designed to target.

Specific information regarding school based attendance interventions is available in the school attendance appendix

11. Working with parents to improve attendance

Our schools will work to cultivate strong, respectful relationships with parents and families to ensure their trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services.

Schools will ensure that there are two sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.

Schools will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the headteacher/principal in advance. Schools will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, the attendance team will work collaboratively with the pupil and their parents to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related to the pupil's experience in school, e.g. bullying, the attendance team will work with relevant school staff, e.g. the DSL and SENCO, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the pupil's family, the attendance team will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

12. Persistent absence (PA)

There are various groups of pupils who may be vulnerable to high absence and PA, such as:

- Children in need
- LAC
- Young carers
- Pupils who are eligible for FSM
- Pupils with EAL
- Pupils with SEND
- Pupils who have faced bullying and/or discrimination

The school will use a number of methods to help support pupils at risk of PA to attend school. These include:

- Offering catch-up support to build confidence and bridge gaps.
- Meeting with pupils to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading weekly check-ins to review progress and the impact of support.
- Making regular contact with families to discuss progress.
- Considering what support for re-engagement might be needed, including for vulnerable groups.

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care. The school will also bear in mind that the continuation of severe PA following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

13. Penalty notices and legal intervention

Schools will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance; however, where engagement strategies to improve attendance have not had the desired effect, they will consider:

- Holding a formal meeting with parents and the school's point of contact in the School Attendance Support Team.
- Working with the LA to put a parenting contract or an education supervision order in place.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, the headteacher/principal will issue a notice to improve as a final opportunity for parents to engage in support and improve attendance before a penalty notice is considered.

Where a pupil reaches the national threshold of 10 sessions of unauthorised absence in a rolling period of 10 school weeks, the school will consider whether a penalty notice is

appropriate. Each case will be considered individually to determine whether a penalty notice or another tool or legal intervention should be used to improve attendance.

A fixed penalty notice will be issued in line with the LA's code of conduct [Walsall Council Code of Conduct](#) and the DfE's '[Working together to improve school attendance](#)' guidance.

The national framework for Penalty Notices sets out that only 2 penalty notices can be issued to the same parent in respect of the same child within a 3-year rolling period and any second notice within that period is charged at a higher rate:

- The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.
- A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.

Parents will only get up to two fines for the same child in a three-year period. Once this limit has been reached, other action such as a parenting order or prosecution will be considered.

Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.

Parents who are prosecuted and attend court because their child has not been attending school may be fined up to £2,500.

Education Supervision Orders (ESOs)

Where interventions have not been successful, an ESO can be an alternative to provide formal legal intervention without criminal prosecution. ESOs are made through the Family or High Court and give the LA a formal role in supporting the pupil and parents to improve their attendance. LAs will issue parents with a notice of the intention to consider an ESO, set up a meeting to discuss with the parent and pupil, and decide whether the case will be taken forward.

Once an ESO is secured, a supervisor from the local authority will decide any actions or requirements. These may include:

- Requiring the parents to attend support meetings.
- Requiring the parents to attend a parenting programme.
- Requiring the parents to access support services.
- Requiring an assessment by an educational psychologist.
- Review meetings involving all parties to be held every 3 months.

Failing to comply with an ESO will result in a fine and decisions will be made about whether further action is required.

14. Monitoring and analysing absence

The attendance officer will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address habitual absence at the first signs.

The schools will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

- The school cohort as a whole.
- Individual year groups.
- Individual pupils.
- Demographic groups, e.g. pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g. pupils with SEND, LAC and pupils eligible for FSM.
- Pupils at risk of PA.

The attendance officer will conduct a thorough analysis of the above data on a half-termly, termly and full-year basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

The attendance officer will provide regular reports to staff across the school to enable them to track the attendance of pupils and to implement attendance procedures. The attendance officer will also be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.

The Trust will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement, and will share practice which has been shown to be effective with other schools.

15. Training of staff

The Trust recognises that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk pupils as part of their induction and refresher training.

The governing board will ensure that teachers and support staff receive training in line with this policy as part of their induction. Following this initial training, staff will receive regular and ongoing training as part of their development.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern, and know how such concerns should be managed.

16. Deletions of names from the admission register

Schools will ensure that they only delete names from the admission register for a reason set out in regulation 9 of the School Attendance Regulations. A pupil's name will never be removed for any other reason and the school is aware that doing so could constitute off-rolling.

The School will make returns to the LA when pupils' names are deleted from the admission register. This will be with the exception of pupils whose name has been deleted from the register at or after the end of the last term of the school year when they are in the most senior year group, unless the LA has requested this information.

When the school is notifying the LA that a pupil's name is being deleted from the admission register, the following information about the pupil will be provided:

- Full name
- Address
- The full name and address of any parent the pupil normally lives with
- At least one telephone number by which any parent the pupil normally lives with can be contacted in an emergency
- If applicable, the pupil's future address, the full name and address of the parent who the pupil is going to live with and the date the pupil will start living there
- If applicable, the name of the pupil's other school and when the pupil began or will begin to attend the school
- The reason under which the pupil's name has been deleted from the admission register

Names will never be retrospectively deleted from the admission or attendance register – these registers will remain an accurate record of who is a registered pupil and their attendance at any given time. Pupils' attendance will be recorded up until the date that their name is deleted from the admission register.

17. Monitoring and review

Attendance and punctuality will be monitored throughout the year. The Trust's attendance target is 97% percent – full details of individual school's absence levels can be found on the school websites.

This policy will be reviewed annually by the Trust Attendance Lead.

Any changes made to this policy will be communicated to all relevant stakeholders

Palfrey Infants Attendance Procedures



Palfrey Infant
School

These procedures should be read in conjunction with the Forge Brook Trust Attendance Policy which sets out the legal framework and policy which underpins our approach to attendance.

Inclusive Attendance Implementation Programme

Each year, our schools review and further enhance their attendance practices through dedicated participation in the Inclusive Attendance implementation programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible support.

Impact and Collaboration

Through our ongoing implementation programme, and five-year long-term strategy, we deliver measurable impact by creating an inclusive attendance culture and improving outcomes for children and young people. We are outward-facing in our approach and value working regionally and nationally, through a systems-led model with other schools and external agencies. We continually strengthen and enhance our offer year on year. This work is underpinned by ongoing accredited CPD for staff, ensuring sustainable change, stronger outcomes for children and young people, and a deeply embedded culture of collective responsibility.

At Palfrey Infant School we operate a three-tier framework where teachers, schools, children, parents and external agencies work together to improve attendance.

It follows the DfE's *Working Together to Improve School Attendance* guidance.

Data-Led Decisions – Collect and analyse attendance data at every tier to guide our support interventions.

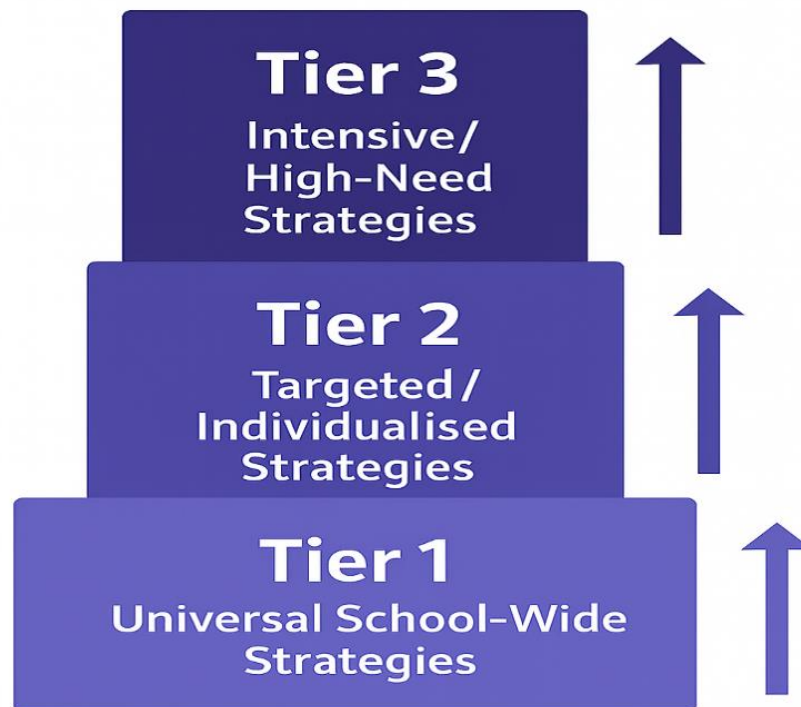
Training at Every Tier – Ensure staff have the right training to deliver attendance strategies effectively.

External Agency Support – We work with the Walsall Attendance Team (EWO) and The Forge Brook Trust Attendance Learning Community to help with data analysis, resources and training to strengthen schools' efforts.

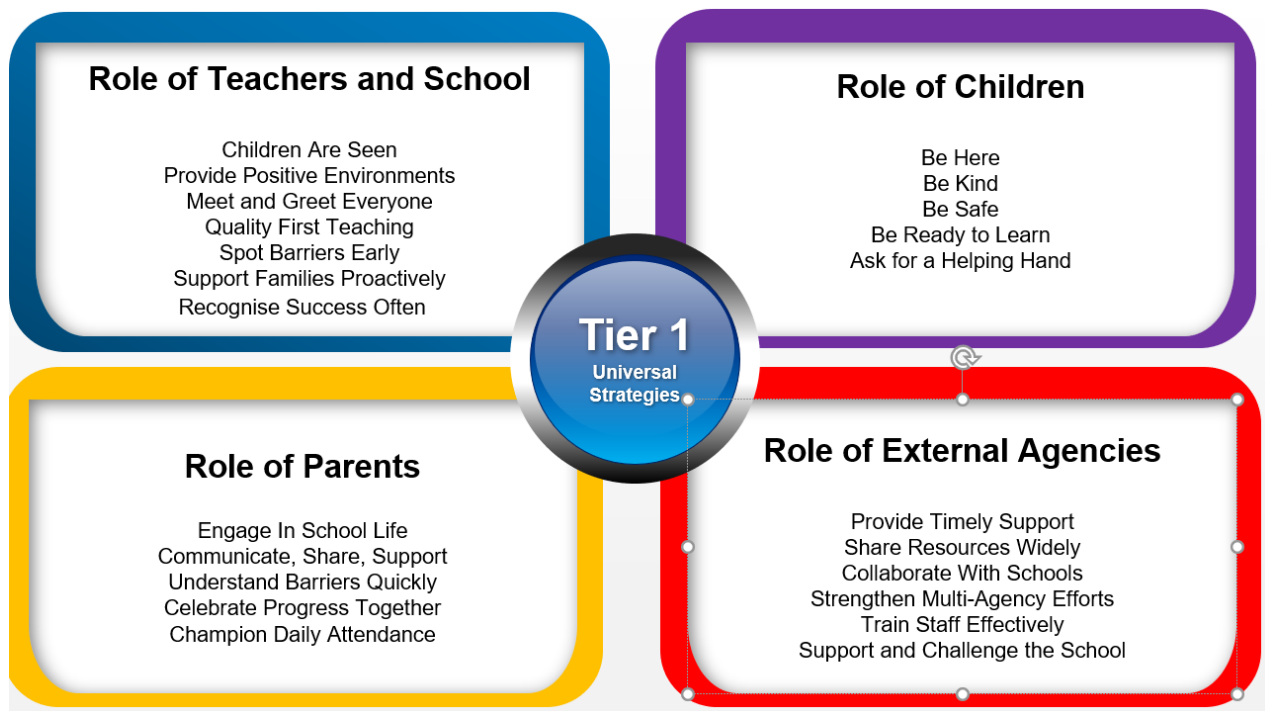
Children & Parents Involved – We work with parents to identify support and keep communication open for success. We recognise our children rely on their parents to ensure good attendance, by working together we foster a sense of Belonging in our school community.

Multi-Tiered System of Support

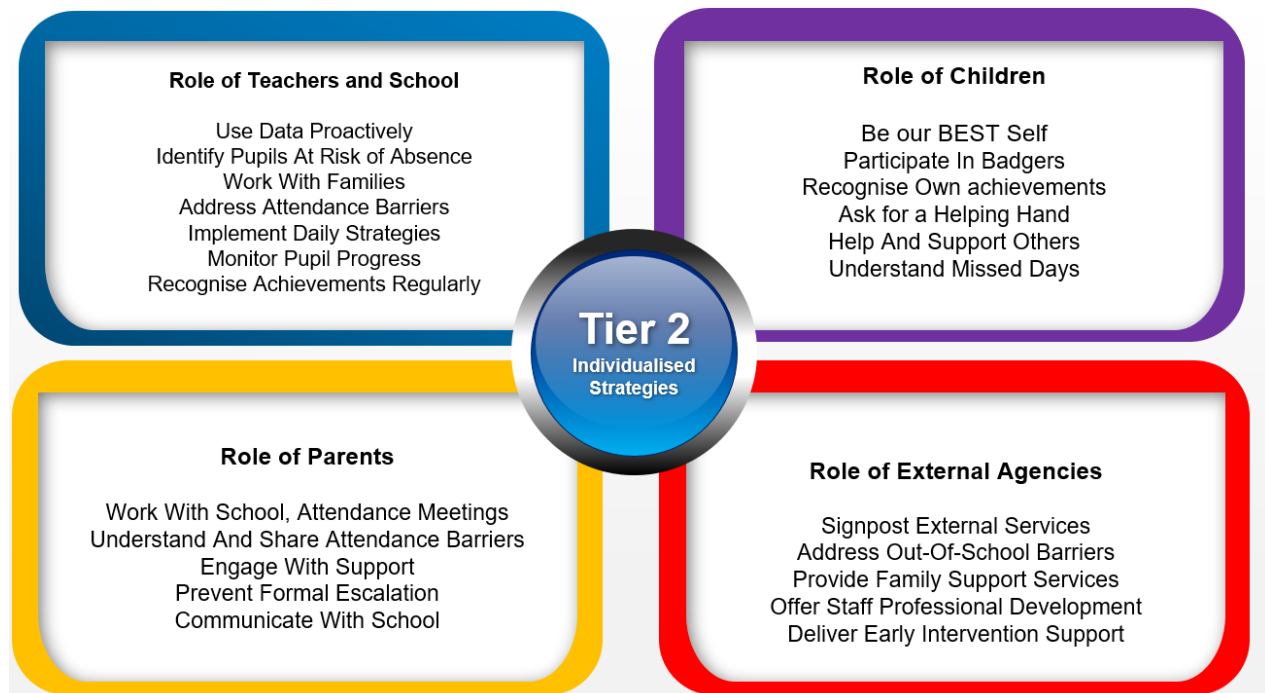
To guarantee a comprehensive approach to attendance, we implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.



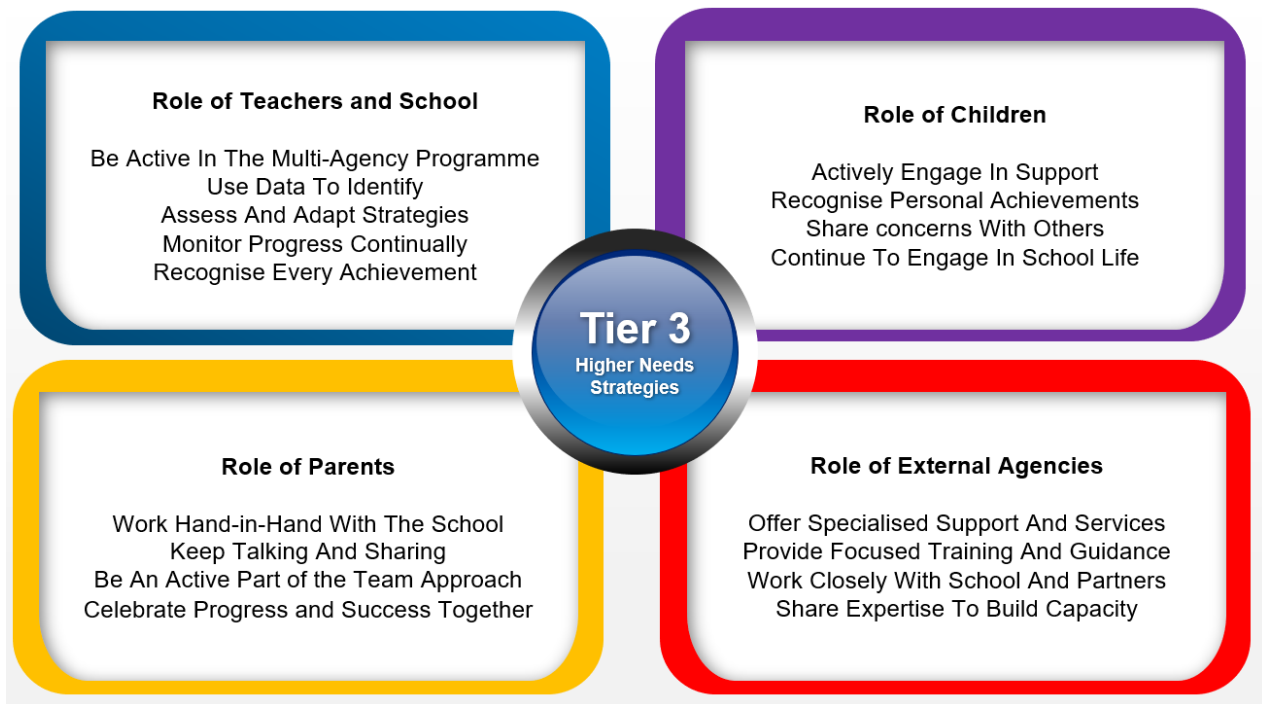
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



The Importance of Attendance at Palfrey Infants

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- **Academic Achievement:** **Regular attendance** directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- **Knowledge Acquisition:** School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- **Social Development:** School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- **Building Routine:** School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- **Teacher Interaction:** Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- **Preventing Knowledge Gaps:** Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.

- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

We recognise **Extended Term Time** leave severely impacts our curriculum and pupils educational entitlement. We **do not permit term time holidays** and request parents complete a holiday form and meet with the Attendance Team to discuss this **prior to booking**.

Palfrey Infants Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

We celebrate good or improved attendance in the following ways

- Stickers are awarded for pupils with good and improving attendance.
- Stickers are awarded as a time managed reward to overcome specific barriers children face.
- Pupils with improving attendance get a well-done letter home and certificate. (via Miss Glover)
- Pupils with 100% term attendance win a badge to attach to their reading bag and a certificate.
- Pupils with 96% attendance will be awarded a certificate.
- Pupils with 96%+ attendance and above are put in a draw for a reward e.g. pizza making and cupcake making (3 per class & special circumstances)
- Pupils with 100% annual attendance receive a golden 100% badge to display on their book bag.
- Pupils with a significant improvement will get a certificate and are awarded a prize from the Headteacher prize box.
- Pupils demonstrating resilience are awarded a certificate and prize from the Headteacher prize box. Names are put on our attendance board for showing resilience.
- We celebrate improved attendance with parents and children.

Attendance and Punctuality Expectations

It is our expectation that children attend school on time, every day that school is open. School doors open at 8.45am and the school lessons start at 9:05am, and pupils will be in their classroom, ready to begin lessons at this time; therefore, pupils will be expected to be in the classroom **by 9.00am**.

Registers will be taken as follows throughout the school day:

- The morning register will be marked by **9:00am**. Pupils will receive a late mark if they are not in their classroom by this time. Pupils attending after this time will receive a mark to show that they were on site, but this will count as a late mark
- The morning register will close at 9:30am. Pupils will receive a mark of absence if they do not attend school before this time
- Afternoon registration for Nursery 12.30pm and Reception is 12.45pm, Year 1 & 2 at 1pm.
- Children arriving within 30 mins of these times will be marked with an L code.
- The afternoon register will close 30 minutes after registration. Pupils will receive a mark of absence if they are not present after this time.

Pupils will be encouraged to communicate any concerns related to attendance and absence as soon as possible to the relevant member of staff.

Absence procedures

Parents are required to contact the school office via telephone (**01922 720713**) before 9:00am on the first day of their child's absence – they will be expected to provide an explanation for the absence and an estimation of how long the absence will last, e.g. one school day.

Where a pupil is absent, and their parent has not contacted the school by the close of the morning register to report the absence, administrative staff will contact the parent by telephone call as soon as is practicable on the first day that they do not attend school.

The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

Where a pupil is absent for more than 3 school days in a row, or more than 10 school days in one term, the pupil's parent will be expected to provide a signed letter with an explanation for the absence(s). The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence for periods of extended absence or where a child is subject to attendance monitoring.

Parents will be kept informed regarding their child's attendance and offered support at the earliest opportunity in line with the attendance roadmap.

First Day Calling and Safeguarding at Palfrey Infants

First day calling is in place at Palfrey Infants. As part of attendance monitoring and safeguarding procedures home visits may be carried out to check on the welfare of a child who has not been in school for 3 days (The timescale may be shortened where specific vulnerabilities have been identified – this may include frequent non-attendance) Attendance is analysed to identify patterns of absence that may cause concern. Children who miss ten days of school with no valid reason and children have not been seen by school staff or the Attendance Officers, will be reported to the Local Authority School Attendance Service as a child missing in education (CME).

On some occasions, it will be necessary to request a police welfare check.

If the school has concerns around child exploitation, school will make a referral into the Walsall Multi-agency Safeguarding Hub (MASH)

There are many factors which can impact on a child attending school, if you have any concerns you should contact your child's school as soon as possible:

Contact Details of School Staff at Palfrey Infants

Name of Staff Members	Roles	Contact Details
Miss Haamidah Sallu	Admin School Office	01922 720713
Miss Kirsty Holden	Admin School Office	
Ms Sarah Glover	Attendance & Pastoral Support	01922 720713
Mrs Mary Adams	Pastoral Lead/ Parent Support	01922 720713
Mrs Alison Walsh	Headteacher	01922 720713
Mrs Tina Dunkley	SENDCo	01922 720713

Palfrey Infants Attendance Road Map

Everyone	5 days absence	8 days absence	10 days absence	15 days absence	18 days absence	19 days Absence or more
Low concern 0-4 days	High Concern 5-9 days		At Moderate Risk 10-14 days	At High Risk PA15-18days 15-18days		PA+19 days SA below 50%
Palfrey is a place where every child belongs. We create welcoming environments to allow all pupils to gain a sense of belonging and ultimately achieve academically through regular school attendance. Our Vision for Attendance Happy Children Aiming High Belonging Enjoying Succeeding Together	Concerning levels of child absence. Internal monitoring and communication with parents. Stage 1 letter may be sent to parents. Early Intervention considered as a preventative measure. Possible SBS Early help support offered.	Serious concerns regarding attendance. Stage 2 letter may be sent to parents. Meeting with Attendance Lead Parental Contract with parents . Explore barriers and implement a programme to remove barriers. SBS Early Help reviewed or offered.	The child is a high risk of Persistent Absence. Attendance Leader meeting with parents. Review of Early Help and intervention programmes. Consider the support of external services. (EWO) Legal intervention may be considered. Formal warning notice may be sent to parents.	The child is at serious risk of <i>Persistent Absence</i>. Formal warning notice may be sent to parents. Continued internal and external programmes of support. Parenting contract considered at this stage. A multi-disciplinary approach to be considered and offered.	The school will work closely with the LA. All avenues have been exhausted and support is not working or not being engaged with. The school will now enforce attendance through statutory intervention or prosecution to protect the pupils right to an education. All support and offer of support to be reviewed. Continued support of the child and family.	The child is now considered a <i>Persistently Absent</i> child. Persistent Absent is when a pupil enrolments overall absence equates to 10% or more of their possible sessions. Over an academic year this equates to 19 days (38 sessions) At this stage the child will be PA for the remainder of the school year. Safeguarding referrals at this stage can be made. The child and family continue to be supported.
EXPECT A culture where all children can and want to be in school	MONITOR Use attendance data to identify patterns of poor attendance		LISTEN AND UNDERSTAND Understand barriers to attendance work together to remove them	FACILITATE SUPPORT Access support to overcome barriers outside of school	FORMALISE SUPPORT This may include formalising through a parenting contract or education supervision order	ENFORCE Statutory intervention or prosecution to protect the pupils right to education where there is no other option.

What do children miss out on when they are not in school for a week ?

- Phonics- 5 hours (5 lessons)
- Writing – 5 hours (5 lessons)
- Maths – 5 hours (5 lessons)
- PE – 1 hour (1 lesson)
- Science – 2 hours (2 lessons)
- RE -1 hour (1 lesson)
- Topic- 2 hours (Art/ DT/ History / Geography- 2 lessons)
- Computing/ E Safety – 2 hours (2 lessons)
- PSHE / Music – 1 hours (1 lesson)
- Play time with friends 1.5 hours (5 playtimes)
- Lunchtimes with friends- 5 hours (5 lunchtimes)
- 32.5 hours of fun and learning



Our children say they miss:

What else could you miss out if you are not at school?

