EQUALS TRUST

## Pupil Attendance Policy

# Willow Farm Primary School

**Version control**

| **Scope: Applicable to all Trust Schools** *(to be made school specific in certain parts)* | |
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This policy has been written and updated to reflect the changes within the Department for Education's and Nottinghamshire County Council's 2024 school attendance legislation, guidance and procedures. Further details in regard to specific items and processes referred to in the policy can be found in their two documents which are hyperlinked below.

Department for Education: Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)

Nottinghamshire County Council: Improving School Attendance Toolkit | NCC School

## The importance of school attendance

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. 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.

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work 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. Securing good attendance cannot therefore be seen in isolation - effective practices for improvement will involve:

- close interaction with schools' efforts on curriculum
- behaviour and bullying

- special educational needs support
- pastoral and mental health support wellbeing
- effective use of resources, including pupil premium

It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and non-teaching staff in school, the trust, the local governing body, the local authority, and other local partners.

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

The law entitles every child of compulsory school age to a full-time education suitable to their age and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered 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 from the school for an absence in advance.

## Working together to improve attendance

Successfully treating the root causes of absence and removing barriers to attendance requires schools and local partners to work collaboratively with families - and not against families. All partners should work together to:

**Monitor**

Rigorously use attendance data to identify patterns of poor attendance as soon as possible so all parties can work together to resolve them before they become entrenched.

**Expect**

Aspire to high standards of attendance from all pupils and parents and build a culture where all pupils can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

**Listen & understand**

When a pattern is spotted, discuss with pupils and parents to listen and understand barriers to attendance, and agree how all partners can work together to resolve them.

**Facilitate support**

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

**Formalise support**

Where absence persists and voluntary support is not working or engaged with, the school and partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances, this may include formalising support through a attendance contract or education supervision order.

**Enforce**

Where all other avenues have been exhausted and support is not working, or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

## Expectations of schools

All schools have a continuing responsibility to proactively manage and improve attendance across their school community. Attendance is the essential foundation to positive outcomes for all pupils and is therefore seen as everyone's responsibility in school.

Schools will:

- Develop and maintain a whole school culture that promotes the benefits of high attendance
- Have a clear school attendance policy which all leaders, staff, pupils, and parents understand
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence
- Regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them
- Share information and work collaboratively with other schools in the area, local authorities and other partners when absence is at risk of becoming persistent or severe
- Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities and provide them with additional support.

## Expectations upon the trust boards and locally governing bodies

Improving attendance requires constant focus. Effective whole school approaches require regular ongoing support, guidance, and challenge. The expectation upon the Trust and local governing bodies is to:

- Recognise the importance of school attendance and promote it across the school's ethos and policies
- Ensure school leaders fulfil expectations and statutory duties
- Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most
- Ensure school staff receive adequate training on attendance
- Share effective practice on attendance management and improvement across schools

## Expectations of local authorities

The local authority has a crucial role in supporting pupils to overcome barriers to good attendance and ensuring all children can access the full-time education to which they are entitled. Local authorities are facilitators of wider support needed by individual families and schools to overcome barriers in the short term. They are also strategic leaders that work across a geographical area to remove barriers in the longer term. The expectation upon the local authority is to:

- Rigorously track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support to, and focus its efforts to unblock area wide barriers to attendance

- Provide a School Attendance Support Team that offers the following:

    1. Communication & advice
    2. Targeting support meetings
    3. Multi-disciplinary support for families
    4. Legal intervention

- Monitor and improve the attendance of children with a social worker through their Virtual School Head

## Persistent and severe absence

Where absence escalates and pupils miss 10% or more of school, working alongside the local authority, schools will put additional targeted support in place to remove any barriers to attendance and re-engage these pupils. In doing so, schools should sensitively consider some of the reasons for absence and understand the importance of school as a place of safety and support for children who might be facing difficulties, rather than reaching immediately for punitive approaches.

Severely absent pupils are those that are missing 50% or more of school. Particular focus should be given by all schools and partners to prioritise these pupils for support.

## Attendance legal intervention

As absence is so often a symptom of wider issues a family is facing, schools, the Trust and the local authority will work together with other local partners to understand the barriers to attendance and provide support. Where that is not successful, or is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents. Attendance legal intervention can only be used for pupils of compulsory school age and decisions should be made on an individual case by case basis.

The full range of legal interventions are to be considered when making decisions on an individual case by case basis.

These are:

- Attendance contract
- Education supervision orders
- Attendance prosecution
- Fixed penalty notices

## Contents of the admissions register ('the school roll')

The school admission register, sometimes known as the 'the school roll', must be kept in accordance with regulation 8 of the School Attendance (Pupil Registration) (England) Regulations 2024.

It is vital that the admission register is kept up to date. Schools should encourage parents to inform them of any changes whenever they occur and ensure the admission register is amended as soon as possible. Changes could include pupils with a new address and/or school.

A pupil's name can only be deleted from the admission register for a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024. A pupil's name must not be removed for any other reason and doing so would constitute off-rolling.

## Contents of the attendance register

All schools must keep an attendance register in accordance with regulation 8 of the School Attendance (Pupil Registration) (England) Regulations 2024.

Schools must take the attendance register at the beginning of each morning session and once during each afternoon session. On each occasion the register is taken, the appropriate national attendance and absence code must be entered for every pupil. The codes are set out in regulation 10 of the School Attendance (Pupil Registration) (England) Regulations 2024.

The national attendance and absence codes are used to record and monitor attendance and absence in a consistent way and are used to collect statistics through the School Census system. This data helps schools and the Trust to gain a greater understanding of the level of, and the reason for, absence and the delivery of education.

## Roles and responsibilities

All members of the school community have roles and responsibilities in promoting and ensuring good attendance and punctuality. Please read the following tables and appendices to see the detail of these and actions taken in relation to them.

**Relevant government guidance**

School Attendance (Pupil Registration) (England) Regulations 2024 as hyperlinked at the start of this document.

| | Expectations and Actions | | | | |
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| **Element** | **Academy Trustees** *(Actions to meet expectations)* | **School Governors** | **Schools** *(see appendix 1 for detailed actions)* | **Parents** *(see appendix 2 for summary of key responsibilities )* | **Local Authority** *(as per the Notts CC toolkit hyperlinked at the start of this document )* |
| All Pupils to have strong attendance (attendance above 97%) | Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. *(Termly monitoring at school by school level via EQT Standards Committee meetings. Monitoring of attendance figures and also EQT School Overview documents which have absence as a specific factor that is evaluated/ graded)*<br>Ensure school leaders fulfil expectations and statutory duties. *(Integrated into EQT Governing Body checklists that feed back into the EQT Trust Board for review)*<br>Ensure school staff receive training on attendance. *(EQT Leadership Group to identify any training needs and plan response)* | Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. *(Termly monitoring via Head Teacher report)*<br>Ensure school leaders fulfil expectations and statutory duties. *(Annual monitoring via EQT Governor Checklist)*<br>Ensure school staff receive training on attendance. *(Annual monitoring via EQT Governor Checklist)* | Have a clear school attendance policy on the school website which all staff, pupils and parents understand.<br>Develop and maintain a whole school culture that promotes the benefits of good attendance.<br>Accurately complete admission and attendance registers. Have robust daily processes to follow up absence.<br>Have a dedicated senior leader with overall responsibility for championing and improving attendance. | Ensure their child attends every day the school is open except when a statutory reason applies.<br>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).<br>Only request leave of absence in exceptional circumstances and do so in advance.<br>Book any medical appointments around the school day where possible. | Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.<br>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.<br>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.<br>Offer opportunities for all schools in the area to share effective practice. |

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| Pupils at risk of becoming persistently absent (attendance between 90 95%) are | Regularly review attendance data and help school leaders focus support on the pupils who need it.<br>*(Termly monitoring at school by school level via EQT Standards Committee meetings. Monitoring* | Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring via Head Teacher report)* | Proactively use data to identify pupils at risk of poor attendance.<br>Where appropriate, work with each identified pupil and their parents to understand and address the reasons for absence, | Work with the school and local authority to help them understand their child's barriers to attendance.<br>Proactively engage with the support offered to | Provide opportunity for every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely |
| supported to prevent this | *of attendance figures and also EQT School Overview documents which have absence as a specific factor that is evaluated/ graded)* | | including any in-school barriers to attendance.<br>Where out of school barriers are identified, signpost and support access to any required services in the first instance. | prevent the need for more formal support. | absent or at risk of becoming so. |

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| Persistently absent pupils (attendance below 90%) | Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring at school by school level via EQT Standards Committee meetings. Monitoring of attendance figures and also EQT School Overview documents which have absence as a specific factor that is evaluated/ graded)* | Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring via Head Teacher report)* | Continued support as for pupils at risk of becoming persistently absent and:<br>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. Where absence becomes persistent, consider putting additional support in place to remove any barriers. Where necessary this includes working with partners. Consider section 4 of NCC Toolkit.<br>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.<br>Where there are safeguarding concerns, intensify support through statutory children's social care. | Work with the school and local authority to help them understand their child's barriers to attendance.<br>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention. | Continued support as for pupils at risk of becoming persistently absent and:<br>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.<br>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.<br>Work jointly with the school to provide formal support options including parenting contracts and |

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| | | | Work with other schools in the local area, such as schools previously attended and the schools of any siblings. | | education supervision orders.<br>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.<br>Where support is not working or being engaged with, enforce attendance through legal intervention (including prosecution as a last resort). |

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| Severely absent pupils (attendance below 50%) | Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring at school by school level via EQT Standards Committee meetings. Monitoring of attendance figures and also EQT School Overview documents which have absence as a specific factor that is evaluated/ graded)* | Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring via Head Teacher report)* | Continued support as for persistently absent pupils and:<br>Monitor attendance daily and discuss with LA Support Officers.<br>Agree a joint approach for all severely absent pupils with the local authority. | Work with the school and local authority to help them understand their child's barriers to attendance.<br>Proactively engage with the formal support offered – including any attendance contract or voluntary early help plan to prevent the need for legal intervention | Continued support as for persistently absent pupils and:<br>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.<br>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 |

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| | | | | | include conducting a full children's social care assessment and building attendance into children in need and child protection plans. |
| Support for cohorts and/or groups of pupils with lower attendance than peers | Regularly review attendance data and help school leaders focus support on the pupils who need it.<br>*(Termly monitoring at school by school level via EQT Standards Committee meetings. Monitoring of attendance figures and also EQT School Overview documents which have absence as a specific factor that is evaluated/ graded)* | Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring via Head Teacher report)* | Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.<br>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance. | Not applicable. | Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools. |

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| Support for pupils with SEMH needs, medical conditions or SEND with poor attendance | Regularly review attendance data and help school leaders focus support on the pupils who need it.<br>*(Termly monitoring at school by school level via EQT Standards Committee meetings. Monitoring of attendance figures and also EQT School Overview documents which have absence as a specific factor that is evaluated/ graded)* | Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring via Head Teacher report)* | Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.<br>Ensure join up with pastoral support and where required, put in place additional support and adjustments. If applicable, ensure the provision outlined in the pupil's EHCP is accessed.<br>Consider additional support from wider services and external partners, making timely referrals where relevant – eg: Early Help, EBSA guidance:<br>EBSA Padlet - Nottinghamshire Educational Psychology Service<br>Regularly monitor data for such groups, including at board and | Work with the school and local authority to help them understand their child's barriers to attendance.<br>Proactively engage with the support offered. | 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.<br>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. |
| | | | governing body meetings and with local authorities. | | |

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| Support for pupils with a social worker | Regularly review attendance data and help school leaders focus support on the pupils who need it.<br>*(Termly monitoring at school by school level via EQT Standards Committee meetings. Monitoring of attendance figures and also EQT School Overview documents which have absence as a specific factor that is evaluated/ graded)* | Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring via Head Teacher report)* | Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register. | Work with the school and local authority to help them understand their child's barriers to attendance.<br>Proactively engage with the support offered. | Regularly monitor the attendance of children with a social worker in their area.<br>Put in place personal education plans for lookedafter children.<br>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance<br>to those services supporting pupils previously looked after. |

# Appendix 1 (School Specific Actions)

| | DfE Statutory Guidance | Willow Farm Primary School Actions |
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| | Develop and maintain a whole school culture that promotes the benefits of good attendance. | • Half termly reminders to parents to check their child's attendance on the Arbor app The importance of attendance to be shared in assemblies and newsletters.<br>• |

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| **All pupils** | Have a clear school attendance policy which all staff, pupils and parents understand.<br>Accurately complete admission and attendance registers. | • School start time: 8.50am<br>• School end time: 3.30pm<br>• The class register will remain open until 9.05am and pupils arriving before this time will be given a present mark (/).<br>• Any child arriving at school between 9.05am and 9.25am will be given a late mark (L).<br>• If a child arrives at school after 9:25, this will be recorded as an unauthorised absence.<br>• If a child is going to be absent – e.g: in the event of illness - parents should contact the school office before 8.40am so that the reason for absence is known and can be recorded in the register correctly. If the absence continues, parents should contact the office each day, unless a longer period of absence has already been communicated and agreed.<br>• Where a parent wishes to request a leave of absence from school (for exceptional circumstances only), they must complete the relevant form and return this to the school office 4 weeks before the intended absence. Collect a form from the office, or request a form via email. |
| | Have robust daily processes to follow up absence. | • If we do not hear why a child is absent, the school office will make contact with parents/carers before 10 am to find out the reason for a child's absence. It is vital we know that children are safe and not in a situation that may endanger them, as well as understanding the reason for the absence.<br>• Consider home visit if no response. |
| | Have a dedicated senior leader with overall responsibility for championing and improving attendance. | • Lindsey Jamson<br>• Headteacher@willowfarm.notts.sch.uk: 0115 9878501<br>• Parents can also contact Nikki Searcey (ELSA teaching assistant) or Sarah Kirkham (SENDCO) for attendance support on a day-to-day basis |
| **Pupils at risk of bec** | Proactively use data to identify pupils at risk of poor attendance. | • Analyse data fortnightly to identify concerning pupils |

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| | Work with each identified pupil and their parents to understand and address reasons for absence, including any in-school barriers to attendance.<br>Where out of school barriers are identified, signpost and support access to any required services in the first instance. | • Termly attendance reports shared with parents.<br>Where relevant, school to contact parents to discuss potential in-school barriers to attendance.<br>If parents share out of school barriers, signpost family support or other appropriate services. |
| | If the issue persists, take an active part in any 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. | • If no improvement, and attendance falls below 90%, see below. |
| **Persistently absent pupils (attendance below 90%)** | Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.<br>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. | • Write to parents, letting them know about attendance concerns and the impact of continued absence. Set monitoring period (eg: 6 weeks).<br>• If attendance doesn't improve, write to parents to arrange a meeting to discuss concerns and to offer support (eg: reasonable adjustments, referrals to external agencies).<br>• Within letters, notify parents of consequences of continued unauthorised absences (to include penalty notice and/or enforcement action).<br>• Consider 'Improving Attendance Contract'. To agree actions that both the school and parents commit to (see section 7 in NCC toolkit).<br>• Consider 'Notice to improve' attendance plan – 4 week monitoring period (see section 6 and template letter in NCC toolkit). |
| | Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. | • Referral to Local Authority for penalty notice.<br>Referral for enforcement action to the Local Authority. |
| | Where there are safeguarding concerns, intensify support through statutory children's social care. | • Share attendance updates with social worker |
| | Work with other schools in the local area, such as schools previously attended and the schools of any siblings. | • Contact schools of siblings to consider coordinating action. Contact previous schools for context |

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| **Severely absent pupils attendance (below 50%)** | Agree a joint approach for all severely absent pupils with the local authority. | • Work together with Local Authority officers to draw up 'Improving Attendance Contract'. To agree actions that all agencies commit to (see section 7 in NCC toolkit).<br>• Consider 'Notice to improve' attendance plan – 4 week monitoring period (see section 6 and template letter in NCC toolkit).<br>• Consider use of Attend Framework<br>• Where absence is related to SEMH or SEND, see section below. |
| **Support for cohorts and/or groups of pupils with lower attendance than peers** | Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. | • • Analyse data fortnightly to identify concerning groups/cohorts.<br>• Attendance letters indicates concerns and period of monitoring<br>• Class teacher to contact parents to discuss potential in-school barriers to attendance if necessary.<br>If parents share out of school barriers signpost family support or other appropriate services. |
| | Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance. | • Contact schools of siblings to consider coordinating action. Contact<br>• previous schools for context |
| **Support for pupils with SEMH needs, medical conditions or SEND with poor attendance** | Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.<br>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. | • • Analyse data fortnightly to identify concerning pupils<br>• Write to parents, letting them know about attendance concerns and the impact of continued absence. Set monitoring period (eg: 6 weeks).<br>• Where relevant, school to contact parents to discuss potential in-school barriers to attendance.<br>If parents share out of school barriers, signpost family support or other<br>• appropriate services.<br>Consider in school adjustments. |
| | Consider additional support from wider services and external partners, making timely referrals. | • Consider attendance contract and face to face meeting with clear targets and timescales and regular reviews (see template in section 7)<br>• Consider referral to wider services and external partners – eg: Early Help services. |
| | Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and provide them with additional support. | • Parents can contact Nikki Searcey (ELSA teaching assistant) or Sarah Kirkham (SENDCO) for attendance support<br>• Liaise with external specialist services, including health & education.<br>• Consider use of Attend Framework |

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| | | • For Emotional Based School Avoidance, access further support from NCC EBSA Padlet - Nottinghamshire Educational Psychology Service |
| | Regularly monitor data for such groups, including at board and governing body meetings and with local authorities. | • HT report identifies these cohorts, trends and actions taken and their impact |
| **Support for pupils with a social worker** | Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register. | • Regular social worker communication |

# Appendix 2

**Attendance Summary for Parents**

| Our Expectations of You | What We Will Do |
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| • Ensure your child attends school every day.<br>○ School start time: 8.50am (register at 9.00) ○ School end time: 3.30pm<br>○ The class register will remain open until 9.05am and pupils arriving before this time will be given a present mark (/).<br>○ Any child arriving at school between 9.05am and 9.25am will be given a late mark (L). ○ If a child arrives at school after 9:25am, this will be recorded as an unauthorised absence.<br>• Notify school as soon as possible if your child is going to be absent.<br>• Only request time out of school if there are exceptional circumstances. Come to the office to collect a paper form, or email office@willowfarm.notts.sch.uk to request a digital copy.<br>• Book any medical appointments outside of the school day when possible.<br>• If a child is going to be absent (eg: in the event of illness) contact the school office before 8.40am so that the reason for absence is known and can be recorded in the register correctly. If the absence continues, parents should contact the office each day, unless a longer period of absence has already been communicated and agreed. | • Have a clear school attendance policy.<br>• Support all pupils to feel welcomed at school.<br>• Contact home by 10am if a child is absent and we haven't had a reason.<br>• Where we have concerns, and we haven't had any contact from home, we may make house calls.<br>• Provide a point of contact for parents to discuss any attendance concerns: Lindsey Jamson (01159878501 or headteacher@willowfarm.notts.sch.uk. You can also contact Nikki Searcey (ELSA TA) or Sarah Kirkham (SENDCO)<br>• Develop a whole school culture that promotes the benefits of good attendance e.g. attendance awards, letters. |
| **Actions When Attendance is a Concern** | |
| • Where attendance falls between 90 and 95% | • Share attendance information on a termly basis.<br>• We may write to you, letting you know about our attendance concerns and offering support. |
| • Where attendance falls below 90% | • We will write to you, letting you know about our attendance concerns and offering support.<br>• We will initially monitor attendance for a 6 week period.<br>• If attendance doesn't improve, we will write to you again to arrange a meeting to discuss our concerns and create an action plan.<br>• We will explain possible legal interventions. |
| • Where attendance is persistently below 90% and there has been no improvement following support offered | • Initiate 'Notice to improve' attendance plan or 'Improving Attendance Contract' to be in place for a set monitoring period.<br>• If attendance does not improve, school will refer to the Local Authority for fixed penalty notice or court procedures. |
| **Leave of Absence/Holidays in term time** | |
| • School will only authorise leave of absence during term time where there are exceptional circumstances.<br>• School will not authorise holidays during term time. | |

- The following are examples of reasons **not** deemed to be exceptional:
    - My work does not allow me to take holidays during the school holiday periods
    - Days overlapping with the beginning or end of term ○ My child needs a holiday at quieter times due to their needs
    - Our holiday has been gifted/arranged by others and we did not have a choice of dates ○ My child has good or 100% attendance
    - Availability of cheaper holidays and travel arrangements ○ We booked the holiday before checking with the school



    - Holiday dates of siblings/family at other schools are different ○ Day trips/Birthday plans
    - It's a special sporting fixture/show/event I want my child to attend
- If a child has been reported as unwell and a holiday is suspected, school will report to the local authority for a penalty notice fine. School is expected to carry out home visits.
- Parents will receive a warning of penalty notice for unauthorised leave.
- School will notify parents of penalty notice, should unauthorised leave of absence be taken (10 sessions over a 10week rolling period).

**Pupils arriving late to school**

- Pupils arriving after the register closes will be marked as unauthorised. This is after 9.25am.
- School will look at child's overall attendance figures, when considering referring to the Local Authority for issuing of a fixed penalty notice.
- Parents will receive a warning of a penalty notice for unauthorised leave.
- If a child is late after the register closes for 10 sessions over a 10-week rolling period. School will notify parents of a penalty notice.