



Copnor Primary School

Attendance and Punctuality Policy

Rationale

Good attendance and punctuality are essential to high achievement. Good attendance is a learned behaviour, and the school recognises the importance of developing good patterns of attendance from the outset of a child's start at the school and throughout their time at the school. The school also recognises that it is not a discrete piece of work but rather it is an integral part of the school's ethos and culture to promote good attendance.

Therefore, the school recognises the importance of good attendance and, alongside good behaviour, make these a central part of the school's vision, values, ethos, and day to day life. The school also recognises the interplay between attendance and wider school improvement efforts on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students (including use of pupil premium).

Aims

Parents/carers, members of staff and the wider community want safe, healthy and successful children.

Improving attendance is in everyone's interest and is everyone's business.

Every child at Copnor Primary School has the right to:

- Attend school regularly;
- Attend school punctually;
- Attend school prepared to learn.

By promoting good attendance and punctuality, the children will be supported to attend more regularly than the national targets, for both overall attendance and for persistent absentees. Our policy aims to achieve this through both proactive and reactive strategies.

This policy will be applied consistently and fairly BUT also in a way that considers individual needs.

The policy was written to cover the guidance in "Keeping Children Safe in Education", Sept 2022, "The Prevent Strategy", June 2015, and "Working Together to Improve School Attendance", May 2022.

The views of parents/carers and the children are considered when the policy is developed/refreshed.

The school complies with the expectations on school attendance outlined in Working Together to Improve School Attendance namely that it:

1. Has a clear attendance policy which all staff, the children and parents/carers understand;
2. Expects children to attend. The school has developed and maintained a whole school culture that promotes the benefits of high attendance;
3. It accurately completes admission and attendance registers and has effective day-to-day processes in place to follow up absence;
4. Regularly monitors and analyses attendance and absence data to identify pupils or cohorts that require support with their attendance;
5. Builds and maintains strong relationships with families, listens to and understands the barriers to attendance and works with families to remove the barriers.
6. Ensures that all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need;

7. Facilitates support in conjunction with parents/carers and, where appropriate, seeks support from outside agencies, other schools and/or the Local Authority (N.B: There are two types of support voluntary support and formal support. This may be through a parenting contract or an education supervision order);
8. Enforces where other options have been exhausted and where attendance has not improved because the support is not being engaged with or is not working. Statutory intervention or prosecution will be used to protect the child's right to an education;
9. Shares information and works collaboratively with other schools in the area, local authorities and other partners when absence is at risk of becoming persistent or severe.

Legal duty of a parent/carer

'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 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 for an absence in advance from the school.' (Working Together to Improve School Attendance" May 2022.)

School contacts

For day-to-day attendance, please speak to the child's teacher or a member of the year group team who will do their best to help with your enquiry or will be able to seek the appropriate support to help with your query.

For more detailed support on attendance, please contact the Attendance Officer, Mrs Janette Bailey. She can be contacted via the school office. Telephone the school on 023 92 661191 and hold to speak to a member of the office team. Out of hours, please leave a message on option 1 (the attendance line). Alternatively, email attendance@copnorprimary.co.uk. She aims to respond to a query within two working days of the contact being made. She is able to call upon the support of the welfare team and the Senior Leadership Team (SLT) in order to help support the family with attendance.

Maintaining the admission register (school roll)

The school follows the current guidance on the maintenance of the admission register (school roll). The admission register (sometimes referred to as the school roll), therefore, contains specific personal details of every child in the school along with the date of admission or re-admission to the school, information regarding parents and carers, and details of the school last attended. A child's name can only lawfully be deleted from the admission register if a reason set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006, as amended, applies. For more information, please contact the attendance officer.

Start of the day

The school gates are open to welcome everyone into school from 8:30am.

Staff will be at the school gate and the year group doors to provide a friendly smile, reassurance and be able to answer any general questions about the day ahead. They will also be able to direct you to the right member of our team for further assistance.

A member of the year team will greet you at your child's entrance into the school from 8:35am and will be available for a brief handover with you. Please share any information you feel the school should know for the day ahead.

Registers open at 8:45am and close at 9:00am. These are taken by a member of the school team (e.g. the teacher or a teaching assistant) in the classroom.

Arriving after 9am

If you arrive for school after 9am, the usual morning entrances are closed. Therefore, please sign a child/children in via the school's main entrance where you will be asked to provide a reason for being late.

Please note, the school are required to mark all children arriving after 9.15am, which is 30 minutes after our day begins, as an unauthorised late and this will impact overall attendance achievements. Such absences may lead to a fixed penalty notice.

Unexpected Absence

If your child is unable to attend the school, then this will need to be reported. Please telephone the school on the same day before 9.00am and inform the school of the reason. Telephone: 023 92 661191 (select option 1) or email attendance@copnorprimary.co.uk.

If an absence lasts for more than one day, then each day of absence should be reported on each day. The parent/carer is required, therefore, to provide an update on the absence and its likely duration. In some instances, the attendance officer has agreed the likely return date, for example after a period of isolation due to COVID-19 or sickness and diarrhoea. Where this is the case, the parent/carer should only phone in after the date of the expected return if the child has not returned.

Please be aware that a key part of the Attendance Officer's role is to keep in contact with a family where there is an extended period of absence or where the child's attendance is potentially falling lower than good attendance, for example, where a child's attendance is less than 90%. Such contact may also include the arrangement of a home visit.

It is sometimes difficult to know whether a child should or should not be kept away from school. The National Health Service (NHS) have provided a guide for parents/carers regarding when it is appropriate to keep a child at home. It can be found at: <https://what0-18.nhs.uk/parentscarers/worried-your-child-unwell/child-unwell-ok-go-nurseryschool>

Close of the day

The school gates will open at 3:05pm in preparation for your child to be collected from 3:15pm. Please be aware that there is a 10 minute window for your child to be ready to be collected. At 3:30pm the gates will close. Children who have not been collected will be taken to the after school club. A discussion will be had with an appropriate parent/carer on the child's contact list (starting at contact one and then working through the list). This is in order to arrange for collection of the child/children. Where a child has not been collected by 6pm, the school will contact social services in order to seek the appropriate next steps.

Arrangements for a child coming to school on their own and/or returning home at the end of the school day on own.

In the vast majority of cases, only children in Years 5 and 6 will attend school unaccompanied by an appropriate person and/or walk home on their own at the end of the school day. In such cases, permission will be sought via the walking to school letter (appendix 2). Permission for a child in 5 or 6 to walk home on their own after a club will also be sought. Where a sporting activity or other activity such as a disco finishes after 4:30pm, the children will not be allowed to walk home on their own and instead will need to be collected by an appropriate person and will be made clear in the accompanying letter seeking permission for the child to attend.

An appropriate person will be someone who is in secondary education or is an adult. To collect, they will need to be on the contact list as per the safeguarding policy.

In some cases, a parent/carer may wish for their child to be returned home with an older sibling who is in Years 5 or 6. In such a case, the school would ask for written permission to be provided by the parent/carer

for this to happen. This would also be the case where a child who is not in Years 5 or 6 is walking home on their own.

It is the responsibility of the parent/carer to ensure that any unaccompanied children are able to walk home without the need for supervision. Where the school have concerns that this is not the case, they will discuss this with the parent/carer and record their concerns and the outcome on the school's child protection records (CPOMs).

Requesting a Leave of Absence

In order to request a leave of absence, the parent/carer will be required to complete a Leave of Absence Form (LOAF) (appendix 3).

A leave of absence in term time can only be authorised in exceptional circumstances. Holidays during term time will not be authorised, unless the emotional well-being of the child is likely to be significantly affected. If a leave of absence is rejected, the Leave of Absence Form is returned along with a letter warning that if the parent does decide to take the holiday/ leave of absence then the school will report this to the School Attendance Team. This may result in a fixed penalty notice.

Proactive strategies

The school has a number of initiatives and practices in place to celebrate and support attendance in school. The school asks for parents/carers support by ensuring that their child attends school every day and arrives ready to learn on time.

1. The provision of a clean, comfortable learning environment with a caring ethos so that children want to attend school is provided. Prompt action when a child is unhappy in school, for whatever reason, is taken by staff in consultation with parents/carers.
2. Strong messages are sent to parents/carers that their child should attend school. This is done through initial parents'/carers' meetings, newsletters and during appropriate staff contacts with parents/carers.
3. Clear guidance for parents/carers is provided as to how to inform the school if their child is going to be absent. This is in the school prospectus and reminders are put in the newsletters and on the school web site.
4. A system of rewards will be available for children with attendance successes:
 - All children with 100% attendance in a week are awarded a House Point by their class teacher.
 - KS1 and KS2 House Attendance Cups will be awarded each week in assemblies for the best house attendance. These will be displayed in a central point with further attendance information.
 - 100% Attendance certificates awarded at the end of each academic term: Autumn, Spring and Summer.
 - 100% Attendance certificates awarded at the end of the academic year.
 - Personalised rewards may also be used to support individual attendance improvements such as individual reward charts and reward time.
5. Half termly Attendance Newsletters will be sent to parents/carers to support our focus on good attendance and in order to share our school's attendance achievements. Newsletters will provide current data and hints and tips for improving attendance or how to correctly follow the attendance processes.

6. Individual child attendance levels are reported to parents/carers termly using red/amber and green letters (Appendix's 4, 5 and 6) and more regularly using phone calls, letters and informal/formal meetings where attendance has fallen below 90% or is at risk of reaching this point.
7. Identified vulnerable groups, such as pupil premium children, have their attendance tracked each term so that proactive strategies can be put into place to encourage better attendance if required.
8. Attendance is tracked for individuals, monitoring the categories of:
 - attendance below 95%;
 - attendance below 90%;
 - attendance below 80%
 This is in order to ensure that proactive strategies can be put into place to encourage better attendance.

9. **Data which is checked**

Each day...

- Overall absence levels for any child absent that day and overall number of sessions lost year to date (YTD);
- Punctuality levels for anyone late that day and overall sessions lost YTD;
- The identification of any trends in absence types such as Health Protection risks from infections and take appropriate steps.

Each week...

- 100% Attendance per child during the current week;
- Persistent absentees below 90%, 80% and 50% YTD;
- Pupil premium (PP) and children with special educational needs and disabilities (SEND) absentees below 95%, 90% and 80% YTD;
- Punctuality levels and overall sessions lost YTD;
- The school's overall attendance YTD.

Each half-term...

- Individual pupil attendance 96% and above;
- Individual pupil attendance 91% - 96%;
- Persistent absentees below 90% , 80% and 50% YTD;
- PP&SEND absentees below 95%, 90% and 80% YTD;
- Punctuality Levels and overall sessions lost YTD;
- The school's overall attendance YTD.

Each term...

- 100% Attendance per child during the term;
- Individual pupil attendance 96% and above;
- Individual pupil attendance 91% - 96%;
- Persistent absentees below 90% , 80% and 50% YTD;
- PP&SEND absentees below 95%, 90% and 80% YTD;
- Punctuality levels and overall sessions lost YTD;
- The school's overall attendance YTD.

Annually...

- 100% attendance per child for the academic year;
- 100% Attendance per child in academic year;

- Individual pupil attendance 96% and above;
- Individual pupil attendance 91% - 96%;
- Persistent absentees below 90% , 80% and 50%;
- PP&SEND absentees below 95%, 90% and 80%;
- Punctuality levels and overall sessions lost;
- The school's overall attendance for the academic year.

10. The school will ask for evidence to support the reason where any additional days of absence are reported for a child which fall immediately before or following a Leave of Absence period. If evidence is not made available within one week of a child's return to school, then any additional days will also be recorded as an unauthorised leave of absence and reported to the School Attendance Team. This may result in a fixed penalty notice. The school's leave of absence rejection letters will remind parents/carers of this (see appendix 7 and 8).
11. The school registers attendance at the beginning of the morning and the afternoon session in school. This is a manual register. However, it is then transferred to the computerised registration system to record any absences. All absences are categorised as authorised or unauthorised in accordance with the Local Authority's guidance (see <https://www.portsmouth.gov.uk/services/schools-learning-and-childcare/schools/school-attendance/>).

On each occasion that the register is taken (i.e. twice a day as above) the school will record whether every child is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.

12. As aforementioned, children arriving after 9:15am will be marked as an unauthorised absence. Such absences may lead to a fixed penalty notice.
13. When a pupil leaves school during the day for an authorised reason he/she will be signed out by an adult. This means that the person is over 18. Furthermore, they will need to be on the contact list.

In an emergency where a child needs to be collected by someone who is not on the contact list, then written permission from a parent/carer with parental responsibility will be accepted, for example, from an email registered to the parent or a text from the phone registered to them and full details of the adult collecting will be provided. The adult attending will also have photographic identification that they are the person that the school has been given permission to release to.

In a very unusual circumstance where only verbal permission is able to be given, then a member of the SLT/ the Welfare Officer will be sought to accept this verbal permission. If the person attending does not have photographic identification, then the parent/ carer with parental responsibility will be asked to provide additional information that can be confirmed with the adult attending in order to allow the school to release the child. Again, a member of the SLT /the Welfare Officer will be consulted.

Reactive Strategies for Attendance

1. Administration staff will seek the reasons for unreported absences each day. Text messages are sent as soon as possible – this is the immediate priority in the morning. Where there is an unexplained absence, the school will make every effort to contact the first contact on the child's contact list where no response has been received from the text message. They will also contact anyone else on the list with parental responsibility. The school may also decide to contact additional people on the contact list where this is deemed to be appropriate. The school may also need to refer to social services in some situations in order to seek support with the unexplained absence. In some instances, a home visit may be attempted, particularly if there are known attendance/ safeguarding concerns.

Unreported absences will be recorded as unauthorised if efforts to contact the parents/carers and/or to categorise the absence are unsuccessful. This decision may be reviewed if information, evidence or any paperwork is provided late; however, this will be the decision of the headteacher. The outcomes of the calls and texts are recorded. A fixed penalty notice warning notice can be requested after 10 unauthorised sessions (5 days). This decision will be made in consultation with the Local Authority

2. Our Attendance Officer may need to contact the parents/carers of children who are absent from school to obtain more information about the absence; provide guidance and information; request evidence; or the completion of additional paperwork. This is in order to categorise the register mark and/or seek the headteacher's decision. Where contact is unsuccessful or insufficient information is made available, an absence will be recorded as unauthorised. Although it may be reviewed if information, evidence or any paperwork is provided late, this will be the decision of the Headteacher.

The outcomes of the calls and texts are recorded. A fixed penalty notice warning notice can be requested after 10 unauthorised sessions (5 days). This decision will be made in consultation with the Local Authority.

3. If a child is reported absent from school for illness on five consecutive days or more, on the fifth day the school will ask for evidence be provided in order to support the absence. If evidence is not made available to school, then the absence will be recorded as unauthorised and the school will report this to the School Attendance Team. A fixed penalty notice warning notice can be requested after 10 unauthorised sessions (5 days). If absence does not improve after 30 days, a fixed penalty fine will be sent to parents/carers.
4. After 8 sessions, in any one term of illness, the class teacher is made aware and a Portsmouth City Council (PCC) Medical 1 letter (appendix 1) will be sent to parents/carers requesting where possible that evidence for absences is provided to school.
5. If absences reach 12 sessions (6 days) absences in an academic year, then our attendance officer will attempt to make contact with parents/carers and verbally offer support and identify support for children, parents/carers (where this has not already happened). Where appropriate and with a parent's/carer's agreement an IAP (Individual Attendance Plan) may be agreed. Our attendance officer will liaise with teachers, our pastoral support, SLT and outside agencies in order to provide available guidance, support, information and referrals to the appropriate outside agencies with a parent's/carers agreement.
6. Following either successful or unsuccessful attempts to provide, support then a Portsmouth City Council Medical 2 letter (appendix 2) is sent by the school asking parents/carers for medical evidence to support these absences and informing them that without such evidence these absences will remain unauthorised. A fixed penalty warning letter can be issued after 10 unauthorised sessions (5 days) by PCC's School Attendance Team. If absences do not improve after 30 days, then the Schools' Attendance Team may issue a fixed penalty fine to parents/carers. Please see <https://www.portsmouth.gov.uk/services/schools-learning-and-childcare/schools/school-attendance/> for further information.
7. Absence information for all children with absent levels below 90% are reported to PCC's Schools Attendance Team, at their request, half termly and we will follow the guidance provided by them when making decisions and referrals for further Fixed Penalty notices or Prosecution.
8. If Attendance remains poor, then formal meetings will be requested by letter and formal support will be put in place in an Individual Attendance Plan (IAP) (See Appendix 10) with parents/carers. IAP's will be regularly reviewed in ongoing formal meetings.

9. Poor attendance is a safeguarding concern. If a child's absence becomes severe (below 50%) then we will follow guidance and refer the information to the Multi Agency Support Team who may want to implement further formal support such as Early Help Intervention. Where we have concerns about a child linked to absence we may decide to refer to the Multi Agency Support Team earlier.
10. The school is committed to:
- Putting formal support in place in the form of a parenting contract or an education supervision order.
 - Issuing a fixed penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change the parents'/carers' behaviour.
 - Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
 - Prosecute parents/carers where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parents/carers are convicted to secure engagement with support.
11. The attendance officer meets at least half-termly with the headteacher to check absence rates, actions put in place and the impact of these actions. The attendance officer has responsibility for attendance. The school recognises that improving attendance is a school leadership issue and so the headteacher works with the attendance officer to ensure that there is sufficient championing and efforts to improve attendance in school. Their responsibilities include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents.
As part of this process, the headteacher and/or the attendance officer will also discuss attendance with the wider members of the SLT, discussing next steps and the impact of the actions taken so far to improve attendance.
12. The school recognises that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies. It also recognises that children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.
13. Attendance at the school, including targeted groups, is also discussed regularly at the whole governing body, including a review of the actions put in place and the impact of said actions.
14. The Local Authority's School Attendance Team will be informed of particular problems and concerns. Support will be sought from the Local Authority, other schools and services as appropriate with the aim to improve the attendance of specific children/cohorts.
15. In regards to diarrhoea and vomiting (D&V) absences, it is difficult to present evidence for and the school requires children to stay absent for 48 hours as part of our Health Protection Policy. Following consultation with the Schools' Attendance Team, it was advised that the school is able to show some discretion regarding D & V absences. As a result all children who are having their attendance monitored and parents/carers have been issued with a letter requesting evidence, up to 1 period of 3 days absence for D&V will be authorised without evidence. This allows the school to accept that all children can catch these sorts of illnesses, but with an expectation that if children are regularly suffering with stomach problems then these should be investigated further with a health professional.

Reactive Strategies for Punctuality

Each morning, after the register has closed, each parent/carer (priority 1) of children arriving after 9am are notified by text that their child was late. Lateness is monitored by the attendance officer. If there are more

than 3 unauthorised lates, then a letter is sent to the parents/carers (to priority 1 unless there is non-resident parent/carer, in which case the letter goes to both parents). (see Punctuality Letter: appendix 9). Unauthorised lateness marks count towards unauthorised absence (see section on punctuality).

Responding to the individual needs of a family

‘Whilst every pupil has a right to a full-time education and high attendance expectations should be set for all pupils, the attendance policy should account for the specific needs of certain pupils and pupil cohorts. The policy should be applied fairly and consistently but in doing so schools should always consider the individual needs of pupils and their families who have specific barriers to attendance. In development and implementation of their policy, schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.’ (Working Together to Improve School Attendance” May 2022.)

As an example, therefore, the attendance officer will take into account previous contact from parents/carers and the information the school already hold and amend the attendance letters appropriately.

Specific monitoring of absence potentially caused by bullying

The attendance of all children is monitored and actions are taken to improve the attendance of all children. Where there is the potential for bullying to be involved in a child’s absence, this will be recorded by the Attendance officer or the person who recorded the absence. Using CPOMs, the relevant people will be informed about the potential bullying absence and action will be recorded on CPOMs to indicate what has been actioned as a result of this notification. As a minimum, the class teacher, the welfare officer, the Pastoral Assistant Headteacher and the assistant headteacher in charge of the relevant Key Stage for the child will be notified of the incident.

Responsibilities for school attendance

There are a number of responsibilities for attendance. The Summary of Responsibilities for School Attendance May 2022 provides a number of tables showing the responsibilities of parents/carers, the school, the governing body and the local authority.

N.B: As the school is not an academy, the school has a governing body rather than academy trustees.

All pupils

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

Pupils at risk of becoming persistently absent

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are 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> |

Persistently absent pupils

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are 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>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</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> |

Severely absent pupils

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are 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 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 and child protection plans.</p> |

Support for cohorts of pupils with lower attendance than their peers

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are expected to: |
|--------------------------|---|--|--|
| <p>Not applicable.</p> | <p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p> | <p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p> | <p>Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.</p> |

Support for pupils with medical conditions or SEND with poor attendance

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are 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>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 governing body 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> |

Support for pupils with a social worker

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are 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> |

Availability

This policy is available on the school's website. It is also available from the office as a paper copy on request of the parent/carer. Annually, at the start of the school year and after a major change to the policy, it will be shared with parents/carers via the newsletter.

In order to support parents/carers, staff and pupils with the school's expectations, a summary of this document (Attendance Matters at Copnor Primary School Appendix 1) is available on the school's website and is provided to parents/carers at least annually along with the main policy.

When a new child/children start at the school, the policy and appendix 1 will be made available to the parent/carer. At the start of the school year, the policy and appendix 1 are also shared with parents/carers.

Policy updated: September 2022
 Review Date: July 2023