



ATTENDANCE POLICY EXECUTIVE SUMMARY

INTRODUCTION

Acorns Primary School is an Inclusive Attendance school dedicated to child-centred actions and establishing a collective responsibility for attendance.

We follow the Inclusive Attendance Professional Development programme with all staff deepening their understanding of attendance support through accessing six bespoke Learning Modules.

Our Annual Inclusive Attendance 7-Month Development Programme keeps us at the forefront of educational change and ensures we regularly reflect on our approach and support for all children and families.

MULTI-TIERED SYSTEM OF SUPPORT

Our Multi-Tiered System of Support (MTSS) ensures comprehensive attendance intervention for all children. The system comprises three tiers:

- Tier 1 provides a universal offering to all children.
- Tier 2 involves early internal support and intervention.
- Tier 3 is higher levels of support for children, young people and families who require access to external agency support.

The system incorporates staff, children, parents, and external agencies.

The process is completely aligned with Department for Education (DfE) [statutory guidelines](#).

RECOGNITION-BASED APPROACH

Our approach promotes recognition of personal and collective achievements.

This approach fosters positive environments and develops intrinsic motivation.

Further details on our bespoke recognition-based system are available within The Stour Federation's Attendance Policy.

IMPORTANCE OF SCHOOL ATTENDANCE

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 prospects, making it an indispensable aspect of any educational system.

SAFEGUARDING CHILDREN

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure support for their well-being.

Unexplained or extended absences will trigger safeguarding procedures, which may include home visits and communication with relevant agencies.

LINKED POLICIES

Policies aligned with the Attendance Policy: Behaviour, Teaching, Learning and Curriculum, Child Protection and Safeguarding, SEND, and Pupil Premium.

EFFECTIVE INTERVENTIONS AND SIGNPOSTING

Early Help - please speak to the Headteacher and Senior Attendance Champion, Mrs. Young.

Warwickshire Family Information Service - <https://www.warwickshire.gov.uk/children-families>

ROLES AND RESPONSIBILITIES

Parents: parents play a vital role in ensuring school attendance by fostering a culture of punctuality and commitment to their child's education. Parents are responsible for ensuring their child's regular and on-time attendance, which not only supports their academic progress but also instils essential life skills.

School: the school will play a critical role in monitoring and promoting attendance. This will be achieved through communication with parents, identifying and addressing barriers to attendance, and implementing necessary interventions to support students in their education.

Children: the role of children attending school is to actively engage in their education, demonstrate a commitment to learning, and adhere to the school's attendance policies. By attending school regularly and punctually, students not only benefit from their educational opportunities but also contribute to a positive and inclusive learning environment for themselves and their peers. Consistent attendance is essential for their academic progress, social and emotional development, and preparation for future success, ensuring they make the most of the educational resources provided by the school.

External agencies: these agencies play a crucial role in supporting school attendance by offering specialised services and resources to address various attendance-related challenges. External agencies often collaborate with our school, and we signpost families to relevant services, including educational welfare officers, counsellors, and other local authorities' teams. They provide additional support for students and their families, helping to tackle underlying issues such as health problems, social or behavioural difficulties, and other barriers to attendance. By working together, external agencies and schools can identify and address these issues effectively, promoting improved school attendance and well-being.

REMOVAL FROM ROLL

Parents have the right to withdraw their child from school in favour of home education. Parents must inform the school of their decision to home educate in writing. Once the school receives this notification, they will then inform the local authority and take the child off of their roll, following a two-week 'cooling off' period. It is important that the decision to home educate is discussed and considered carefully. Parents should talk to the school about any difficulties their child may be having; once a child has been taken off roll their place will be allocated and may not be available if parents change their mind at a later date.

SCHOOL TIMES

- Official start of the school day: 8.45am (doors open between 8.35am and 8.40am).
- Registers close: 9.15am.
- Official end of the school day: 3.15pm.

REQUESTING LEAVE OF ABSENCE

Parents must request leave of absence for their child in writing well in advance, using the official form (available from the school office). Leave of absence during term time will only be authorised in exceptional circumstances.

Holidays during term time are only authorised in one-off exceptional circumstances. Holidays which are unauthorised should not be taken. If they are taken, parents are in breach of their legal duty to ensure that their child attends school full time and may be subject to a Fixed Penalty Notice or prosecution through the courts.

Medical and dental appointments should be booked outside of the school day and in the school holidays.

REPORTING A CHILD'S ABSENCE

Parents should contact the school office before the start of the school day and leave a message on the attendance line, stating the child's name, class and reason for absence. If no reason is given it will be recorded as unauthorised.

DEFINITIONS

The terms *Persistent Absence*, *Risk of Persistent Absence*, and *Severe Absence* are used to describe different levels of irregular attendance by students. Here are their definitions:

Persistent Absence (PA): persistent absence is a term used to describe a level of student absence from school that is a significant cause for concern.

Threshold: In England, a student is persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions. For most children during the academic year this will amount to **19 days absence**.

Risk of Persistent Absence: the term Risk of Persistent Absence refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: while there is no specific threshold for Risk of Persistent Absence, it is typically used to describe students whose attendance is consistently below 95% but has not yet reached the 90% threshold for persistent absence. As the school communicates to parents in days, we identify **18 days to 12 days** as risk of PA.

Severe Absence: the term Severe Absence is used to describe the most serious cases of non-attendance.

Threshold: focus will be given by all to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners and potential flexible adjustments to support them further.