

Leamington Primary Academy



Attendance Policy

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1. Aims of School Attendance

We listen, understand, empathise and support – but do not tolerate poor attendance

We expect all our children to attend school on time, every day, as long as they are fit and healthy enough to do so. We go above and beyond to encourage good attendance and put in place appropriate systems and processes to ensure this.

At Leamington, we nurture and love to educate every child, recognising that each one is unique. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school. Because of this, we strive to make our school an environment built on respectful relationships between staff, pupils, and families, where learning is a happy, rewarding and exceptional experience for all members of our community.

As a result, we expect all staff members to:

- Treat pupils with dignity, build relationships rooted in mutual respect, and observe proper boundaries.
- Take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively.
- Understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and peers, particularly for children with a social worker or those who have experienced adversity.
- Communicate effectively with families regarding pupils' attendance and well-being.

In return, we expect all parents and carers to:

- Treat staff with respect.
- Actively support the work of the school regarding attendance.
- Seek support from staff if they have concerns about attendance.
- Communicate as early as possible about circumstances that may affect absence or require support.

In addition to promoting regular attendance, we will provide the best possible provision for children who, due to ill health, are unable to attend school. Our aim is to ensure that all pupils can access education in a way that is sustainable and supports their long-term development.

Under the Education (Pupil Registration) Regulations 1995, the Governing Body is responsible for ensuring that the school keeps an attendance register that records which pupils are present at the start of both morning and afternoon sessions, and whether any absence is authorised or unauthorised.

We follow the Nottinghamshire County Council policy on absences.

Going to school regularly is essential for your child's future. Children who miss school frequently can fall behind with their work and perform less well in exams. Good attendance demonstrates reliability to future employers and research suggests that children who attend school regularly are at lower risk of involvement in antisocial behaviour or crime.

2. Legislation and Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#).

The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

By law, all children become compulsory school age at the beginning of the first term following their 5th birthday. Once a child is of compulsory school age, children must receive a suitable full-time education. For most parents, this means registering their child at a school. However, some choose to make other arrangements to provide a suitable, full-time education.

Once your child is registered at a school, you are legally responsible for making sure they attend regularly. If your child fails to do so, you risk getting a penalty notice or being prosecuted in court.

3. Roles and Responsibilities

The governing body

The governing body is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents.
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority. In the event of a suspension, the governing body must ensure that the absences is recorded appropriately.
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate.
- Recognising and promoting the importance of school attendance across the school's policies and ethos.
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs.
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance.
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance.
 - That absence is almost always a symptom of wider issues.
 - The school's legal requirements for keeping registers.
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate.
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.
- Holding the headteacher to account for the implementation of this policy.

The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school.
- Monitoring school-level absence data and reporting it to governors.
- Supporting staff with monitoring the attendance of individual pupils.
- Monitoring the impact of any implemented attendance strategies .
- Issuing fixed-penalty notices, where necessary, and/or authorising the Deputy Head Teacher to be able to do so.
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers.

- Communicating with the local authority when a pupil with an education, health and care plan (EHCP) has falling attendance, or where there are barriers to attendance that relate to the pupil's needs.
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels.

The designated senior leader responsible for attendance

The designated senior leader is Charlotte Staley (Attendance Lead). She is responsible for:

- Leading, championing and improving attendance across the school.
- Setting a clear vision for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- Having a strong grasp of absence data and oversight of absence data analysis.
- Regularly monitoring and evaluating progress in attendance.
- Establishing and maintaining effective systems for tackling absence and making sure they are followed by all staff.
- Liaising with pupils, parents/carers and external agencies, where needed.
- Building close and productive relationships with parents to discuss and tackle attendance issues.
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers.
- Delivering targeted intervention and support to pupils and families.

The attendance officer

The school attendance officer is Ciara Smythe. She is responsible for:

- Monitoring and analysing attendance data.
- Benchmarking attendance data to identify areas of focus for improvement.
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher.
- Working with education welfare officers to tackle persistent absence.
- Advising the headteacher/deputy head teacher about when to issue fixed-penalty notices.

Class Teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes and submitting this information to the school office.

- Morning registers should be submitted to the office at 8:50am.
- Afternoon registers should be submitted at 1:05pm (F2- Y4)/ 1:20pm (Y5/6)

Class teachers have a responsibility to promote positive attendance of pupils in their class. This includes working closer with the attendance lead and celebrating with children where attendance has improved. As part of our graduated response (appendix 3), class teachers will phone parents after they receive school's letter 1 using the attendance script. This is to offer support to parents.

School office staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system.
- Transfer calls from parents/carers where appropriate, in order to provide them with more detailed support on attendance.
- Contact parents/carers on the first day of absence if not reason has been provided.
- Provide information of pupils who have been absent for 5 days to the attendance officer.

Parents/Carers

Parents/carers are expected to:

- Make sure their child attends every timetabled session on time. School lessons start at 8:45am and children should be in class, ready to learn at this time.
- Call the school to report their child's absence by 8:45am on each day of the absence.
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting Ciara Smythe (attendance officer) or Charlotte Staley (attendance lead).

4. Recording Attendance

Attendance Register

We will keep an electronic attendance register and record all pupils on this register in line with statutory requirements. This is currently on Arbor.

The attendance register will be taken at the start of the first session of each school day and once during the second session. It will record whether each pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

We will also record:

- Whether the absence is authorised or unauthorised
- The nature of the activity where a pupil is attending an approved off-site educational activity
- The nature of the circumstances where a pupil is unable to attend due to exceptional circumstances

All entries in the attendance register will be retained for a period of six years from the date on which the entry was made.

Attendance Procedures

- Doors open for breakfast provision between 8:35am and 8:45am.
- Learning begins at 8:45am. Children are expected to be seated and ready to begin learning at this time.
- Registers will be taken at 8:50am.
- Any child arriving after 8:50am will receive a late mark. Children arriving after 9:15am will receive a 'U' code, meaning late after register closure. This is recorded as an unauthorised absence for the session.
- Afternoon registers will be taken at 1:00pm / 1:15pm, depending on phase.

A full school day is made up of two attendance sessions.

5. Graduated Response to Attendance

The school's graduated response reflects these four pillars at every stage, ensuring that attendance concerns are addressed through a balanced approach that combines high expectations, effective monitoring, genuine partnership and timely support. Statutory interventions will only be considered where support has not secured sufficient improvement, where families do not engage with support, or where safeguarding concerns require further action.

The Four Stages of the Attendance Graduated Response

Stage 1 Early Identification and Prevention through Universal Support Emerging Attendance Concerns Bands 1 (95% – 97.9%) and 1+ (98%+)	
Expect - Reinforce whole-school attendance expectations - Promote attendance through assemblies, curriculum, and family communication - Celebrate positive attendance and punctuality	Monitor - Review attendance patterns and emerging concerns - Analyse absence trends and punctuality - Implement routine attendance tracking
Listen and Understand - Engage with children and families, using home visits where applicable - Explore emerging barriers - Gather pupil voice where appropriate	Facilitate Support - Signpost support - Provide early advice and guidance - Implement low-level attendance support strategies

Stage 2 Targeted Attendance Support Preventing Persistent Absence Bands 2 (90.1 to 92%) and 2+ (92.1% to 94.9%)	
Expect - Reiterate attendance expectations and responsibilities - Strengthen home-school partnership - Establish attendance improvement targets where appropriate	Monitor - Increase frequency of attendance reviews - Track improvements and emerging patterns closely - Monitor the impact of interventions
Listen and Understand - Undertake attendance review meetings - Gather child and parent voice - Explore barriers using structured attendance conversations	Facilitate Support - Develop attendance support plans - Implement targeted interventions - Signpost and coordinate additional services where appropriate

Stage 3 Intensive Attendance Intervention Securing Attendance Improvements through Personalised Intervention Bands 3, 4, 5 and 6 (70% - 90%)	
Expect • Maintain high expectations for attendance • Establish clear attendance improvement targets and responsibilities • Review attendance expectations through formal meetings	Monitor • Weekly attendance monitoring and analysis • Formal review points through Attendance Support Plans • Senior leader oversight of attendance concerns
Listen and Understand • Use home visits, attendance reviews, and pupil voice to develop a deeper understanding of barriers • Consider SEND, wellbeing, safeguarding, health, and family factors • Review attendance alongside wider inclusion needs	Facilitate Support • Implement Individual Attendance Pathways • Coordinate Team Around the Child processes • Involve Education Welfare and other specialist services • Implement personalised support and reintegration strategies

Stage 4 Severe and Complex Attendance Needs Coordinated Intervention for Children Experiencing Complex Barriers to Attendance Bands 7-11 (Below 70%)	
Expect • Maintain high aspirations and attendance expectations • Ensure children remain connected to school and learning • Promote belonging and inclusion through all interactions	Monitor • Frequent attendance reviews with senior leaders • Intensive monitoring of attendance, welfare and safeguarding concerns • Multi-agency review of attendance data and impact
Listen and Understand • Continue to seek and understand the child's and family's lived experience • Review barriers through regular multi-agency meetings • Ensure attendance planning remains child-centred and responsive	Facilitate Support • Deliver intensive family support • Coordinate multi-agency intervention • Implement personalised reintegration planning • Consider statutory attendance processes where support has not secured improvement • Ensure safeguarding oversight remains central to all decision making

6. Pupil Absence Procedures

Day 1 Procedure

The school has a clear and robust system in place for managing first-day pupil absences.

Parents and carers must inform the school by 8:45am if their child is going to be absent, using one of the following methods:

- Phoning the school office and leaving a message on 01623 455951
- Sending a message via ClassDojo to the office staff

Once the register has closed at 8:50am, the office staff will identify any pupils for whom no reason for absence has been provided. A first call will be made to parents/carers reminding them to contact the school office. For pupils who normally walk to school, a phone call will be made immediately to parents/carers.

First Contact

The school office will attempt to contact parents/carers by phone to establish the reason for absence.

If no contact is made by 10:30am following the first phone call, a further phone call will be made to the parent/carer. If contact cannot be made, the school will attempt to contact all available emergency contacts listed for the pupil.

If no contact is made after these attempts, a second dojo message will be sent to parents/carers informing them that failure to make contact by 1:30pm will result in a safe and well home visit.

Home Visit and Escalation

If no contact is made following a home visit, a letter will be left at the address requesting that the school is contacted by the end of the school day.

If the child has a social worker, they will be informed that the child has not attended school and that a home visit has been carried out without the child being seen.

If contact is not made by the end of the school day, social services will be contacted for advice and to request a safe and wellbeing check. The police may also be contacted if required, and all professional advice will be followed.

The school will continue to make daily attempts to contact the family and will act in line with professional guidance. If there is no contact for 10 school days, the school will refer the pupil to Children Missing Education (CME).

Day 1 Absence Procedure

Parents/carers must inform the school by 8:45am if their child is going to be absent.

Absence is coded on the register.

Parents contact the school office with the reason for absence.

1) If no contact is made by the time registers close at 8:50am, a first call will be made to parents/carers to explore reasons for absence.

If no contact has been made by 9:30am, the police will be called.

For pupils who are registered to walk alone, a phone call will be made to the parent/carer by 9:15am.

FOR PUPILS REGISTERED TO WALK

2) If no contact is made by 10.30am because of the first call, school will make a further phone call to the parent/carer of the pupil.

3) If contact cannot be made to the parent/carer, school will call all available contacts of the pupil.

4) If there has still been no contact, a second call will be sent out to inform parents/carers that if contact is not made by 1:30pm, this will trigger a safe and well home visit.

5) If contact has still not been made by 1:30pm, the office will inform all DSL's and SLT. A home visit will be conducted.

6) If no contact can be made from a home visit, a home visit letter will be left at the house requesting contact by end of the school day.

7) If contact is not made by the end of the day, Family and Children's direct will be contacted for advice and to request a safe and wellbeing check. The police will also be contacted if required. **Professional advice to be followed.**

If no contact is made on day 1, school will repeat steps 2 – 7 over the next 9 days and **continue to follow professional advice.**

On day 10 of no contact, school will contact CME.

Known Pupil Absence – Day 5 Procedure

- Where there has been contact with the parent/carer but a child has been absent for 5 days, a home visit will be undertaken on the 5th day to check on the wellbeing of the child and to see whether there is anything school needs to be aware of.
- If the child is not seen, the HT/SLT will undertake a risk assessment to decide on level of concern.
- School will contact social services or police for advice and to request a safe and wellbeing check. Professional advice to be followed.

Medical Absence Procedure

- Every effort should be made to arrange medical appointments outside school hours. If it is necessary for a child to be out of school for this reason, the child should be returned to school directly after the appointment.
- For all appointments, a letter/appointment card or documentation should be provided to the school office of the appointment prior or straight after to ensure that it is marked as a medical absence.

7. Attendance Monitoring

At Leamington, we are relentless in our pursuit of excellence for pupils. A vital part of our role in ensuring we make everyday count for the pupils of our school is the robust approach taken to breaking down barriers that may lead to poor attendance of our pupils.

Our attendance officer and attendance lead regularly monitor the attendance of pupils who have become persistently absent, offering support and advice where needed. The attendance of all pupils in receipt of pupil premium is monitored weekly. We have established robust attendance monitoring and escalation procedures which are initiated in an attempt to prevent absence becoming a problem by taking the following action to ensure that persistent absence is kept as low as possible:

For all children who are below national expectation and at risk of becoming persistently absent:

- Weekly monitoring of pupils who have fallen below 96% by our attendance officer (Miss Smythe) and Attendance Leader (Mrs Staley) ensure that support is offered as early as possible in order to prevent them from becoming persistent absentees.
- Informing parents/carers that their child's attendance has fallen below the national expectation and that their attendance will continue to be monitored in order to ensure they don't become persistently absent from school.
- Outlining to parents/carers the action that will be taken if their child's attendance falls below 90%.

For all pupils who have become persistently absent:

- Weekly monitoring by our attendance officer (Miss Smythe) and Attendance Leader (Mrs Staley) of pupils who have become persistently absent from school.
- When a pupil falls below 90%, a wellbeing call is made to the parent/carer by our attendance officer (Miss Smythe) to inform parents/carers of their child's attendance and offer support in order to improve the pupil's attendance.
- Weekly check-ins with the attendance officer continue to review progress and impact of support given. Where there is no improvement, the following action is taken:
 1. *If there is no improvement in your child's attendance, we will send you a first attendance letter to inform you that, as your child continues to be persistently absent from school, and as there has been no further improvement in your child's attendance, further time off school will be unauthorised without medical evidence.*

2. *If your child continues to be persistently absent, and if there is no further improvement in your child's attendance, we will send you a second attendance letter to invite you to a meeting to discuss your child's continued persistent absence and identify how the school may be able to support with this. The letter will remind you that no further time off school will be authorised without medical evidence.*
 3. *If your child continues to be classed as persistently absent from school and there is no clear improvement, a penalty notice warning letter will be sent to inform you that your child's attendance will be monitored over the next 10 weeks. If there are 10 sessions (5 school days) of unauthorised absence within this period, a request will be made to the LA for further action.*
 4. *10 sessions (5 school days) of unauthorised absence within a 10-week time frame will result in a Fixed Penalty Notice being applied for from Nottinghamshire County Council.*
 5. *The attendance lead and family support worker will make regular contact via phone and text to continue to offer help/support and to keep communications open.*
- Pupils have shown a significant improvement in their attendance are given improved attendance certificates to take home to ensure the importance of good attendance is positively reinforced.

For all children who are in receipt of Pupil Premium funding:

- The attendance of all pupil premium children is monitored each week by our attendance officer (Miss Smythe) and Pupil Premium Lead (Mrs Staley).
- The individual needs and vulnerabilities of all our pupils is of great importance to us and taken into consideration when monitoring attendance. Working with members of SLT, the pupil premium lead and family support worker, we seek to proactively engage with pupils who have poor attendance.
- Tailored support and rewards are given to pupils who need an extra incentive to support with creating good attendance habits.

Attendance Procedures

Attendance falls below school target of 96%

1. When attendance falls below school target of 96%, Letter 1 (declining attendance) is sent to parents/ carers.
 - To inform parents that their child's attendance is below the school target and share the current attendance figure.
 - To raise awareness about the importance of regular attendance.
 - To offer support and open communication with families if there are any barriers affecting attendance.



Attendance falls below 93% - at risk of becoming persistently absent

- 2) If the child's attendance falls below 93%, this will trigger letter 2 to parents.
 - To inform them that their child's attendance has not improved and that it will be monitored.
 - To inform them that 10 sessions of unauthorised absence within a rolling 10-week period will result in a fixed penalty notice.
 - To identify and address barriers to attendance by working collaboratively with families to improve regular school attendance.
 - To remind parents of their legal responsibility regarding attendance and explain potential consequences while emphasising support and partnership to avoid escalation.



Attendance falls below 90% - Persistently Absent

- 3) If there is no improvement, and parents/carers do not arrange a meeting to see how school can support with the child's attendance, a further letter (*Letter 3*) will be sent.
 - To formally inform parents that their child is now classed as persistently absent and outline the seriousness of continued unauthorised absences.
 - To require attendance at an Attendance Action Plan meeting to identify barriers, set clear expectations and agree actions to improve attendance.
 - To explain the legal responsibilities and potential consequences of continued irregular attendance while emphasising the need for partnership and immediate improvement.



4) If parents/carers fail to attend the meeting and/or there is no further improvement in attendance:

A fixed penalty notice letter (*Letter 4*) will be sent informing them:

- To formally inform parents that a Fixed Penalty Notice has been requested due to continued unauthorised absences meeting the statutory threshold.
- To explain that action has been taken in line with legal guidance following previous warnings and opportunities for support.
- To reinforce the importance of improving attendance moving forward and encourage continued communication and engagement with school support.



- 5) SLT and the inclusion team will make regular contact via phone and text to offer help and support and to keep communications open. This will be logged via CPOMS.

For school refusers/non-attenders, see separate flowchart.

GUIDANCE FOR HEAD TEACHERS AND BUSINESS MANAGERS WHERE CHILDREN ARE AT RISK OF MISSING EDUCATION

Child / young person is on roll but not attending	Child moving out of county	Family indicate they are moving abroad	School Allocations intake or in-year admissions rounds
School/Academy to attempt to make contact with parent/carers no later than day 3, best practice day 1. Follow your internal school attendance procedures. Days 0-10, School/Academy should continue to make efforts to engage the family; recording their contact: telephone conversations, texts, e-mails, letters, home visits. Liaising with professionals who may be involved. School/Academy should consider what action to take if attendance is 10% unauthorised.	Request from the family their new address and details of new School/Academy. If obtained please share with: admissions.ed@nottscc.gov.uk Hopefully the new school will make contact with you, if not, make contact with them to confirm on roll.	School must request and record details of the new family address and school. You can't remove from roll without this. If obtained please share with: admissions.ed@nottscc.gov.uk http://www.languageshop.org/ (translation support) If school does not receive the above a referral should be made to: Children Missing Officer (CMO)	If allocated and there is not an acceptance/agreed start date best practice is for school to make attempts to engage (telephone, text, e-mail, welcome letter, home visit (where appropriate)). If a child/young person has been allocated a place at your school/academy and they do not arrive you must inform the CMO within 10 days evidencing efforts to engage. If an application to transfer school during the year (outside of the normal intake process), the leaving school should keep them on roll until it has been confirmed by the new school that they have arrived and have been taken on roll. Places must be taken up by the start of the next half term after the place has been allocated. For places allocated in the summer term 2018, the place must be taken up before the end of the summer term. For children admitted through first admissions round please refer to your summer term guidance. A child should be placed on roll at the point of acceptance by parent or arriving on the first day.
Whereabouts confirmed to be known but not attending education or engaging with School/Academy. Child and family meet the threshold for Early Help through the Family Service (level 3 Pathway to Provision). Make a referral to the Early Help Unit via an EHAF evidencing the actions you have taken. Absence meets the threshold for enforcement action as outlined in the Nottinghamshire Code of Conduct, make a referral to the Early Help Unit via an EHAF <u>Child stays on roll.</u>	Whereabouts unknown evidencing reasonable efforts to locate/make contact with the family. Referral is made to: Children Missing Officer (CMO) No later than day 10 when there is no explanation for absence and above checks have been completed. Details of how to refer are on page 2, please clearly state any safeguarding concerns you may have. DO NOT remove from your roll until CMO has completed initial checks and confirmed that they can be removed.	If without a new school within 10 days, a referral should be made to: Children Missing Officer (CMO) providing the families new address, contact details and a summary of efforts made by school to engage the family. Child is of statutory school age but not applied or on roll of a School/Academy Direct referral to: Children Missing Education (CMO) Providing child's name / DOB / address and details of parent / carers.	Looked After Children (LAC) If a LAC is moving placement and no longer attending, school should liaise with the Virtual School and the child's Social Worker. DO NOT remove from roll.
Parent/Carers indicate they wish to Home Educate (EHE) Request must be made in writing, following a conversation between school and parent/carers, with a copy of the letter placed in the pupil file and a copy of the letter forwarded securely to EHE. School/Academy to return the EHE 1A and 1B forms to the EHE Administrator. Remove the learner from your roll. DO NOT remove from your roll if stated without confirmation from the LA. School file to be sent to EHE at County Hall via secure mail.	Child permanently excluded LA to be notified on the day of exclusion via e-mail. The LA will respond and continue to work with you through the process. DO NOT remove from your roll until advised.	Independent / Residential Schools The same procedures should be followed as those in School's / Academies Gypsy/Roma/Traveller If a Traveller family indicate they are to travel for work purposes School/Academy should request details of where they will be travelling and when they aim to return. If they do not return within 4 weeks of the expected return date please follow attendance procedures.	If allocated children do not arrive PLEASE FOLLOW UP, DO NOT ASSUME they will have gone elsewhere or remained at their previous School/Academy!!
Child not in full receipt of education (25hrs) Information should be shared with the Fair Access Team. Levels of provision will be closely monitored and scrutinised.	Truancy – School/Academy to inform parent/carers that their child/young person is not in school. School/Academy risk assess before considering a Police response. (prior checks to be completed and evidenced upon calling the police, unless immediate risk evident). Please be mindful of missing and hidden missing where young people's whereabouts are not known to parent/carers. This can be discussed with the CMO.	Own admission authorities must inform the admissions team of any enquiry/application and outcome. This helps identify any vulnerable child requiring a place and avoids a child being out of education for an undue length of time. All academies must notify the local authority via admissions.ed@nottscc.gov.uk within five days of adding a pupil's name to the admission register.	Family indicate they are returning home for family, cultural or health reasons School/Academy need to consider the circumstances of the absence in deciding which code to use. Parents should provide school with a return date. If the family do not return on this date attendance procedures should be followed.
SAFEGUARDING - Every child should be accounted for, their whereabouts should be known or a referral made to the appropriate service. Please be mindful that the MASH is for level 4 safeguarding concerns with children believed to be at risk of or actual harm. The Early Help Unit will support with early intervention/attendance. It is important that concerns are risk assessed by school. All referrals should indicate the level of concern and previous actions taken. A referral made to the correct service will help for support to be in place in a timely fashion. If unsure please seek guidance prior to referring.			
Useful links: http://www.nottinghamshire.gov.uk/schoolportal/local-authority/attendance (Nottinghamshire Schools Portal) http://www.nottinghamshire.gov.uk/carechildrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision (P2P) http://www.nottinghamshire.gov.uk/media/109754/factsheet-summer-born-final-2.pdf (Summer Born) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550418/Children_Missing_Education_-_statutory_guidance.pdf (CME) http://www.nottinghamshire.gov.uk/carechildrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision/early-help-assessment-form (EHAF)			
GUIDANCE FOR REMOVING A CHILD FROM THE SCHOOL ROLL			
PLEASE DO NOT REMOVE A CHILD FROM YOUR ROLL UNLESS YOU HAVE RECORDED AND SHARED THE FOLLOWING WITH THE LA: - the full name of the pupil, - the full name and address of any parent with whom the pupil normally resides, - at least one telephone number of the parent, - the pupil's future address and destination school, if applicable, and the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A). This will need to be clearly recorded when updating your systems as you will need to inform the LA. All other deletions breach statutory guidance			
Health Related Education If a child has been out of school for 15 days or more due to illness please liaise with the School Nurse and then a referral can be made to: Health Related Education Team (please contact the Health Related Education Team to discuss a request for their involvement)			

8. Authorised and Unauthorised Absence

Authorised Absence

- A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.
- We define 'exceptional circumstances' as rare, significant, unavoidable and short.
- Legitimate reasons include illness, medical appointments (only where they cannot be made outside the school day) and some family circumstances.
- Only the school can make an absence authorised.
- The school may choose not to authorise in some of these circumstances where the child's education may be adversely affected by ongoing absenteeism.

Unauthorised Absence

Absence from school is likely to be recorded as an unauthorised absence when:

- There is no parental explanation.
- The school is not satisfied with the explanation for an absence.
- You have received a letter stating that no further time off ill will be authorised without medical evidence.

The Law states that for your child to be considered to attend school regularly they must be at school every day they are required to be there by the Head Teacher. Therefore, you have to get permission from the Head Teacher if you want to take your child out of school during term time.

You can only do this if you make an application to the head teacher in advance (as a parent the child normally lives with). This must be with a minimum of 4 weeks notice. The head teacher will consider the application and decide whether this is marked as authorised or unauthorised in the attendance register.

- Head Teachers are no longer permitted to agree a Leave of Absence during term time unless in exceptional circumstances.
- This includes where parents decide to take their children out of school for a family holiday during term time.
- If a parent intends to take their child out of school for a leave of absence during term time, they must have requested this in advance and had their request agreed by the Head Teacher.
- Failure to do this could result in a fine or prosecution.
- It is at the discretion of the head teacher to determine how many days your child can be away from school if leave is granted.

Persistent lateness

Learning begins as soon as pupils arrive at school; therefore, arriving at school in time for the start of the school day is vitally important. We have a drop off window between 8:35 and 8:45 in the morning. By 8:45am, we expect all pupils to be in class ready to begin the school day.

Please also note, unauthorised absences will now include being late after the close of the register at 8:50am and will be included in counting towards unauthorised absences from school, which may result in fines or prosecution.

9. Holidays During School Term Time

Holidays during school time are not permitted. In Nottinghamshire, you could be fined if your child has either:

- 5 days (10 sessions) of unauthorised absence over a rolling 10-week period
- First Offence - The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be £160 per parent, per child paid within 28 days. Reduced to £80 per parent, per child if paid within 21 days.
- Second Offence (within 3 years) - The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: £160 per parent, per child paid within 28 days.
- Third Offence and Any Further Offences (within 3 years) - The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court.
- If you're prosecuted and attend court because your child hasn't been attending school, you could get a fine of up to £2,500.

Parents who decide not to pay a fine and contest the matter in court should seek legal advice before doing so.

If you decide that you wish to take your child for an unagreed Leave of Absence, please do complete a form informing us of this. This means we will not have to undertake daily phone calls to you, all your contacts, conduct home visits or refer to external agencies as we know where your child is.

Where a pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 days, schools should follow Nottinghamshire County Council's Attendance Flow chart.

10. Strategies for promoting attendance

We want to reward pupils for high attendance. We do this in the following ways:

- Excellent attendance is celebrated in assembly.
- Regular attendance themed posts on Class Dojo.
- Attendance postcards sent home for pupils with high or improved attendance.

11. Legal Action

Whilst our primary response to low attendance is to offer support to parents/carers whose child has low attendance, under the new national framework, all schools will be required to consider legal action when a child has missed 10 or more sessions (5 days) for unauthorised reasons. ***(Please note, as outlined above, in most cases, we will not authorise absence for illness when a pupil's attendance is below 90% without medical evidence being provided).***

If the school has evidence that a parent has removed a child from school for the purposes of a holiday during term time without authorisation and the level of absence is in excess of 5 days (10 sessions) in total over a 10-week rolling period, then the school will request the Local Authority to issue Penalty Notices to each parent for each child to whom unauthorised absence applies.

Fixed Penalty Notices (Fines) for missing school

First Offence - The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be £160 per parent, per child paid within 28 days. Reduced to £80 per parent, per child if paid within 21 days.

Second Offence (within 3 years) -The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: £160 per parent, per child paid within 28 days.

Third Offence and Any Further Offences (within 3 years) - The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court.

If you're prosecuted and attend court because your child hasn't been attending school, you could get a fine of up to £2,500.

Money raised via fines is only used by the local authority to cover the costs of administering the system, and to fund attendance support. Any extra money is returned to the government. **Please note, the school does not receive any money from the fines.**

12. Supporting Pupils Not Attending

Refusal to Attend

- Where a child refuses to attend school, parents must contact the school office to inform them on the first day of absence.
- Parents should explain that their child is refusing to attend; school will aim to work with parents to support their child in returning to school.
- In the first instance an appointment should be made with the attendance champions or a member of our pastoral team to see if reasons for the refusal to attend can be identified and addressed.
- School will then work with parents to offer to support. This may include:
 - Referral to the schools Family Support Worker Home visits
 - Nurture support
 - Referral to outside agencies
- As a school, we use the ATTEND framework to support with pupils who are not coming to school. It aims to identify all of the contributing factors when attendance is low. The ATTEND Framework is not intended as an open checklist but a way to frame a conversation, or series of conversations, with a family within a trusting and collaborative relationship.

Long Term Illness

- When children have an illness that means they will be away from school for over five days, the school will do all it can to send material home if parents request it and feel that it is appropriate.
- Parents/carers should inform school staff of any such absence and the school will support them as much as possible.
- If the absence is likely to continue for an extended period, or be a repetitive absence, the school may contact targeted support services where appropriate.

Part time timetables

- It may be agreed that pupils will only attend school on a part time basis to ensure their individual needs are being met.
- This absence must be recorded as authorised and must take appropriate steps for a leave of absence
- If a pupil receives off site direction to another school or setting, this should be recorded as a C2 on the attendance register. This is in line with the working together to improve school attendance

13. Changing Schools or off rolling

It is important that if families decide to send their child to a different school that they inform Leamington Primary Academy as soon as possible. It is extremely important that children are only off rolled where there a clear destination for the child.

A pupil will not be removed from the school roll until the following information has been received and investigated:

- The date the pupil will be leaving the school and starting the next.
- The address of the new school.
- A new home address if appropriate.

The pupil's school records will then be sent to the new school by CTF within 15 school days of the pupil ceasing to be registered at the school.

In the event that the school has not been informed of the above information, the family will be referred to the local authority.

Appendix 1

Leamington Primary Academy Graduated Response to Attendance Guidance

At Leamington, we believe that excellent attendance is everyone's responsibility. Regular attendance is fundamental to children's academic achievement, wellbeing, sense of belonging and future life chances. Attendance is therefore promoted through a culture of high expectations, strong relationships, proactive early intervention, and collaborative partnership with families.

The four stages of this graduated response reflect the increasing level of risk associated with declining attendance and the corresponding level of support required. They have been developed in line with the Department for Education's Working Together to Improve School Attendance guidance and the expectation that schools adopt a proactive, support-first approach to improving attendance.

This approach is further supported by the Education Endowment Foundation (EEF), which identifies attendance as a multifaceted issue requiring schools to develop a holistic understanding of children and families, build a strong culture of belonging, communicate effectively with parents and provide targeted support that responds to individual barriers and needs. The EEF highlights that sustainable improvements in attendance are most likely to be achieved through whole school approaches that combine positive relationships, effective monitoring and tailored intervention rather than isolated actions or punitive measures alone

Persistent Absence is defined nationally as attendance of 90% or below, whilst Severe Absence is defined as attendance of 50% or below.

- Stage 1 focuses on prevention, early identification, and the establishment of positive attendance habits before concerns become entrenched. This reflects both DfE guidance and EEF evidence, which emphasise the importance of creating a positive culture of attendance, fostering a sense of belonging and identifying barriers at the earliest opportunity.
- Stage 2 provides targeted intervention for children whose attendance is declining and who may be at risk of becoming Persistently Absent.
- Stage 3 provides increasingly personalised support for children who are Persistently Absent or whose attendance concerns require coordinated intervention to prevent further deterioration.
- Stage 4 begins at 70% attendance because children at this level have already missed a significant proportion of their education and often require intensive, multi-agency and safeguarding-informed support. Although Severe Absence is nationally defined as 50% or below, the school escalates intervention earlier to maximise opportunities to remove barriers, re-engage children and prevent attendance from declining further.

At Leamington, our attendance strategy is built around the four DfE attendance pillars of effective practice: Expect, Monitor, Listen and Understand, and Facilitate Support. These pillars underpin every stage of the graduated response and ensure attendance concerns are identified early, understood fully and addressed through timely and proportionate support.

Expect

We promote a culture where excellent attendance is valued, expected and recognised as essential for children to achieve, belong and thrive. Attendance expectations are communicated clearly and consistently to all stakeholders and are embedded throughout the school's ethos, curriculum and daily practice.

Monitor

Attendance is monitored rigorously to identify patterns, trends and emerging concerns at the earliest opportunity. Our Attendance team, consisting of an Attendance Assistant (Stacey Westwood), Child and Family Support Worker/ Attendance Officer (Ciara Smythe) and Senior Attendance Champion (Charlotte Staley) uses:

- Daily attendance and punctuality monitoring.
- Internal weekly attendance tracking to identify children requiring early intervention.
- The school Attendance Dashboard to monitor individual, group and whole-school attendance trends.
- Analysis of attendance for vulnerable groups, including disadvantaged children and those with additional vulnerabilities.
- DfE View Your Education Data (VYED) and Compare Schools reports to benchmark attendance against local and national figures.
- Regular reviews by the Attendance Team and Senior Leaders to evaluate the impact of attendance strategies and interventions.

This ensures attendance concerns are identified early, and support is targeted effectively before absence becomes persistent or severe. This approach reflects the EEF's recommendation that schools use attendance data strategically to build a holistic understanding of pupils and families and to identify attendance concerns before they become embedded patterns of non-attendance. Early monitoring enables schools to respond swiftly, implement proportionate interventions and evaluate the impact of support over time.

Listen and Understand

We work collaboratively with children and families to understand the barriers that may be affecting attendance. Through positive relationships, pupil voice, family engagement and a compassionate approach, we seek to understand each child's unique circumstances before concerns become entrenched. This aligns with EEF evidence which highlights the importance of understanding the specific drivers of absence and tailoring responses to individual needs, recognising that attendance barriers vary considerably between children and families.

Facilitate Support

Support is provided at the earliest opportunity and increases in intensity according to need. Through personalised interventions, reasonable adjustments, multi-agency working and targeted support, we seek to remove barriers, improve attendance and secure positive long-term outcomes for children and families. Research suggests that attendance interventions are most effective when support is personalised and responsive to identified barriers. Consequently, interventions are designed around the individual child and family, drawing upon school-based expertise and external agencies where appropriate to remove obstacles to attendance and promote long-term engagement with education.

The school's graduated response reflects these four pillars at every stage, ensuring that attendance concerns are addressed through a balanced approach that combines high expectations, effective monitoring, genuine partnership and timely support. Statutory interventions will only be considered where support has not secured sufficient improvement, where families do not engage with support, or where safeguarding concerns require further action.

The Four Stages of the Attendance Graduated Response

Stage 1 Early Identification and Prevention through Universal Support

Emerging Attendance Concerns

Bands 1 (95% – 97.9%) and 1+ (98%+)

Expect • Reinforce whole-school attendance expectations • Promote attendance through assemblies, curriculum, and family communication • Celebrate positive attendance and punctuality	Monitor • Review attendance patterns and emerging concerns • Analyse absence trends and punctuality • Implement routine attendance tracking
Listen and Understand • Engage with children and families, using home visits where applicable • Explore emerging barriers • Gather pupil voice where appropriate	Facilitate Support • Signpost support • Provide early advice and guidance • Implement low-level attendance support strategies

Stage 2 Targeted Attendance Support

Preventing Persistent Absence

Bands 2 (90.1 to 92%) and 2+ (92.1% to 94.9%)

Expect • Reiterate attendance expectations and responsibilities • Strengthen home-school partnership • Establish attendance improvement targets where appropriate	Monitor • Increase frequency of attendance reviews • Track improvements and emerging patterns closely • Monitor the impact of interventions
Listen and Understand • Undertake attendance review meetings • Gather child and parent voice • Explore barriers using structured attendance conversations	Facilitate Support • Develop attendance support plans • Implement targeted interventions • Signpost and coordinate additional services where appropriate

Stage 3 Intensive Attendance Intervention Securing Attendance Improvements through Personalised Intervention Bands 3, 4, 5 and 6 (70% - 90%)	
Expect • Maintain high expectations for attendance • Establish clear attendance improvement targets and responsibilities • Review attendance expectations through formal meetings	Monitor • Weekly attendance monitoring and analysis • Formal review points through Attendance Support Plans • Senior leader oversight of attendance concerns
Listen and Understand • Use home visits, attendance reviews, and pupil voice to develop a deeper understanding of barriers • Consider SEND, wellbeing, safeguarding, health, and family factors • Review attendance alongside wider inclusion needs	Facilitate Support • Implement Individual Attendance Pathways • Coordinate Team Around the Child processes • Involve Education Welfare and other specialist services • Implement personalised support and reintegration strategies

Stage 4 Severe and Complex Attendance Needs Coordinated Intervention for Children Experiencing Complex Barriers to Attendance Bands 7-11 (Below 70%)	
Expect • Maintain high aspirations and attendance expectations • Ensure children remain connected to school and learning • Promote belonging and inclusion through all interactions	Monitor • Frequent attendance reviews with senior leaders • Intensive monitoring of attendance, welfare and safeguarding concerns • Multi-agency review of attendance data and impact
Listen and Understand • Continue to seek and understand the child's and family's lived experience • Review barriers through regular multi-agency meetings • Ensure attendance planning remains child-centred and responsive	Facilitate Support • Deliver intensive family support • Coordinate multi-agency intervention • Implement personalised reintegration planning • Consider statutory attendance processes where support has not secured improvement • Ensure safeguarding oversight remains central to all decision making

Early identification, consistent monitoring and timely intervention are fundamental to securing positive attendance outcomes. In line with the Department for Education's Working Together to Improve School Attendance guidance, attendance will be monitored from the first day of the academic year and reviewed regularly to identify emerging concerns before absence becomes entrenched. The Education Endowment Foundation highlights that successful attendance improvement is rooted in understanding children and families, strengthening communication, fostering a sense of belonging and implementing targeted support that addresses individual barriers to attendance.

At Leamington, attendance data is scrutinised from the outset of each academic year to identify patterns, trends and children who may be at risk of disengagement. In keeping with DfE guidance, the school will not wait for children to reach Persistent Absence thresholds before taking action. Instead, early conversations, attendance reviews and, where appropriate, written communications with families may commence from around the third week of the autumn term where attendance concerns emerge or positive attendance habits have not been successfully established. These communications are intended to strengthen partnership working with families, reinforce expectations and ensure support is offered at the earliest possible stage.

Progression through the graduated response will be informed by attendance data, professional judgement, safeguarding considerations and a comprehensive understanding of the child's individual circumstances. Consistent with EEF evidence, the school recognises that children are most likely to attend regularly when they feel safe, valued, connected and supported within their school community. By applying the appropriate stage of support at the right time, utilising the knowledge and expertise of school staff and partner agencies, and maintaining a relentless focus on prevention and early intervention, the school aims to secure sustained improvements in attendance, prevent escalation and ensure that every child can achieve, belong and thrive.

Leamington Primary Academy Graduated Response to Attendance

		Role of Teachers and School	Role of Parents and Carers	Role of External Agencies	Role of Children
Universal Approach	Band 1 + (96%+) 0 - 4 days	Established Attendance Team consisting of an Attendance Assistant, Child and Family Support Worker/ Attendance Officer and Senior Attendance Champion. Admissions arrangements reviewed annually by the Headteacher and are aligned with Local Authority guidance and statutory expectations. Admission procedures used proactively to welcome families, establish positive attendance expectations, identify potential barriers and signpost support at the earliest opportunity. Tours of the school for potential new starters are completed by the Headteacher or SLT. Transitions including enhanced transitions are carefully planned for new children and families to ensure children settle quickly and establish positive attendance habits from the outset (The First 20 Days Process). The Senior Attendance Champion and Attendance Officer meet half-termly with the Education Welfare Case Manager	Encourage your child/ren to attend school every day and arrive on time. Help build positive attendance and punctuality habits that support learning and success. Work with school staff to ensure your child has a positive start and end to each school day. Take part in attendance information sessions and workshops where possible. Become familiar with and support the school's Attendance Policy.	Support the school's universal attendance approach through collaborative working where appropriate. Quality assure the school policy and identified Graduated Response to Attendance. Contribute to transition planning for identified children. Share relevant information promptly to support engagement.	Attend school every day and arrive on time. Take pride in being part of the Leamington, following rules and expectations. Participate fully in all aspects of school life, giving maximum effort. Talk to Leamington staff if they are worried about coming to school. Celebrate attendance achievements and successes.

		(Lyndsay Andrews) to review attendance trends, identify emerging concerns and agree priorities for support. School calendar planning, including INSET days, is carefully considered to minimise avoidable attendance challenges and reduce the impact of fragmented weeks. A progressive, engaging, and ambitious, enquiry curriculum is delivered consistently, ensuring children are motivated to attend and participate every day. Excellent attendance explicitly taught through the PSHE curriculum, assemblies and personal development opportunities as an important life skill that supports learning, wellbeing and future success. High quality enrichment opportunities including Hook Days and authentic outcomes are strategically planned at the beginning and end of each term to promote children's engagement, belonging and to maximise attendance. Annual Wider Opportunities timetable is carefully organised to maximise participation and attendance, including visitors, educational visits, clubs and special events. Family engagement opportunities, including family learning events, are strategically planned during periods where attendance may traditionally decline, such as the final weeks of term (family picnic on the last day of term). Monthly Headteacher Newsletters provide families with advance notice of key events, learning opportunities and reinforce key attendance messages. The Attendance Policy is reviewed annually at the beginning of the academic year, updated in line with current statutory guidance and shared with all stakeholders. Inclusion policies are reviewed together at the beginning of the academic year and reflect the school's commitment to relational practice, consistency and early support. A dedicated attendance section on the school website is updated by the Senior Attendance Champion, outlining Local Authority guidance, school expectations, attendance procedures and available support pathways for parents and carers.	Keep up to date with school communications, including newsletters, attendance celebrations and Class Dojo messages. Attend coffee mornings, Hook Days and Authentic Outcomes to strengthen home-school relationships and celebrate learning. Share any concerns with school staff so that we can work together to support your child. Let the school know as soon as possible if your child is absent and provide any required information or evidence. Attend Parents' and Carers' Evenings to discuss your child's progress and next steps. Contribute your views through Parent and Carer Voice opportunities to help shape and improve our school community. Support your child with transitions into school, including soft-start arrangements or enhanced transition programmes where needed. Join us in celebrating school life by attending productions, performances, graduations, assemblies, fairs, discos, and other special events. Celebrate and praise your child's attendance and	Promote positive messages regarding attendance, wellbeing and inclusion. Attend review meetings where attendance forms part of wider support planning, including caseload management.	
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		NHS guidance regarding common childhood illnesses is routinely shared with families and staff through induction processes, the school website and as part of weekly attendance updates on Class Dojo. Attendance focused CPL is delivered to all staff at the start of each academic year, with regular updates during staff meetings and briefings to reinforce expectations, responsibilities and the school's graduated response. Attendance is promoted visibly across the school through displays, banners on school gates, during assemblies, within newsletters and Dojo communications with families. Senior leaders maintain a visible presence at the start and end of each school day as families enter and exit the school, promoting a welcoming and inclusive culture. Teachers and support staff greet children positively on entry to school each day at the classroom door and foster strong, trusting relationships with children and their families. Children requiring a softer start to the school day arrive between 8:35am – 8:50am through the school hall and are greeted by two members of staff to support a smooth transition into the classroom. School provide a universal Magic Breakfast offer where all children are provided with free breakfast upon arrival. Enhanced transitions agreed with parents and carers and external agencies are initiated for identified children where appropriate, with a focus on over coming barriers, being greeted by a familiar member of staff and ensuring a positive start to the school day. Class teachers complete registers accurately and punctually. Attendance is monitored daily by teachers and the Attendance Officer, with concerns communicated and addressed promptly. First day absence procedures are implemented consistently by the school office. Unexplained absences trigger the school's Day 1 response procedures, including welfare checks and home visits where necessary by The Child and Family Support Team.	punctuality achievements at home.		
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		Attendance data is tracked weekly by the Attendance Officer to identify patterns, trends, and opportunities for early intervention. All holidays during term-time will be unauthorised and referred to the Local Authority. Any potential exceptional circumstances will be reviewed by the Headteacher and Education Welfare Case Manager (Lyndsay Andrews). Parents and carers receive regular attendance updates through the Arbor App to promote awareness and encourage positive attendance habits. Attendance discussed routinely during termly parent/carer meetings as part of wider conversations about wellbeing, engagement, and achievement. End of year attendance is reported to parents and carers through the annual report. Where a child has identified SEND, attendance is discussed through Team Around the Child and review meetings where appropriate, with strategies identified to address any barriers. Positive attendance as well improved attendance (Attendance Recognition) are recognised through weekly Friday celebration assemblies, led by the Headteacher. Half-termly attendance certificates acknowledge children who demonstrate excellent attendance and recognition awards are also issued for significantly improved attendance. Attendance recognition displays updated regularly and used as teaching tools during assemblies and within class to reinforce the importance of attending school every day. Teachers promote a relational approach in line with the Positive Behaviour policy to nurture a sense of belonging, participation and success recognising that positive relationships are central to attendance.			
	Band 1 (93% to 96%) 5 – 9 days	Universal strategies continue, in addition to: Fortnightly SLT Inclusion meetings review attendance concerns alongside Safeguarding, Behaviour, SEND and wider inclusion to ensure support is timely, coordinated, and impactful.	Partner with the school to support and improve attendance, working together to understand and address any challenges that may be making regular attendance difficult.	Provide advice and guidance to the Attendance team where attendance concerns are identified through existing involvement.	Discuss any worries or challenges affecting attendance with trusted adults. Work with Leamington staff and parents/carers

		Termly Pupil Progress Meetings include a review of attendance alongside attainment, progress, engagement, and wellbeing to identify any emerging barriers to learning. Initial attendance concern letter (Letter 1) is identified by the Attendance Officer and issued by the Attendance Assistant where attendance falls below 96%, ensuring families are informed at the earliest opportunity and supported to improve attendance. A supportive telephone conversation is undertaken by the class teacher using the Band 1 Attendance Script to explore barriers, reinforce expectations, strengthen home, and school partnership as well as understand and address the root causes. Attendance patterns reviewed by the Attendance Officer, including recurring days of absence, punctuality concerns, term-time leave requests, illness patterns and attendance following weekends or holidays. Parents and carers are signposted to appropriate support where attendance barriers are identified (school and community). Where appropriate, the Class Teacher / Attendance Officer gathers pupil voice to understand any factors affecting attendance and to identify supportive strategies.	Make use of the support, guidance, and resources available to help your child attend school regularly and achieve their full potential.	Share information regarding emerging barriers impacting attendance. Support early identification of need and contribute to preventative strategies where appropriate.	to overcome any barriers. Continue to engage positively in learning and all aspects of school.
Targeted Approaches Days Lost 10-19 days annually Early Targeted Intervention	Band 2 + (92.1% to 93%) 10 - 15 days	Universal approaches continue, in addition to: The Attendance Officer reviews attendance data weekly to identify children at risk of persistent absence and to enable timely intervention. Class teachers continue to monitor daily attendance patterns, identifying emerging concerns including recurring days of absence, patterns of illness, punctuality concerns, and changes in attendance over time. Letter 2 issued where attendance continues to decline (93%), informing parents/carers of the concern and inviting them to an Attendance Review meeting (Push and Pull Factors) with the attendance officer, class teacher and support staff where appropriate. Push and Pull Factors document is completed in person to explore barriers to attendance and identify appropriate support.	Take part in Attendance Review Meetings and work in partnership with the school to explore any challenges and identify positive solutions together. Encourage and support your child to follow agreed strategies that will help them attend school regularly and confidently. Recognise and celebrate your child's attendance successes, reinforcing the value of being in school every day to learn, grow, and thrive.	Provide targeted support where concerns align with their area of involvement. Contribute relevant information to attendance review meetings. Support families to access services and resources that may improve attendance.	Share their views about school attendance honestly with school. Engage with agreed support strategies and attendance targets.

		Agreed strategies are implemented and coordinated by the class teacher and wider school staff where appropriate. Parents and carers are signposted to relevant services and support agencies where barriers extend beyond the school's provision. Attendance is monitored by the Attendance Officer for all Letter 2 issued families over a four-week period, with ongoing communication maintained between school and home. The Attendance Officer notifies the Senior Attendance Champion and class teacher when attendance continues to decline and further strategies are implemented. Improvements in attendance are recognised and celebrated by the class teacher and during assemblies where appropriate to reinforce positive attendance habits and maintain engagement (Attendance Recognition Certificates).			
	Band 2 (90.1 to 92%) 15 - 19 days	Universal and Band 2+ approaches continue, in addition to: A formal Attendance Review Meeting is held with parents/carers by the Senior Attendance Champion to discuss attendance concerns, identify barriers, gather the child's voice where appropriate, and agree expectations and support strategies moving forward. A four-week Attendance Support Plan (Cycle 1) is developed collaboratively with the family, detailing agreed actions, responsibilities, support services and review dates, while attendance is monitored weekly by the Senior Attendance Champion with weekly family contact throughout the review period. Where attendance concerns coincide with SEND, wellbeing, safeguarding or emerging inclusion needs, attendance is discussed through relevant multi-agency or Team Around the Child processes. This is coordinated through the SLT Inclusion meetings by the Inclusion Lead and Senior Attendance Champion. Attendance improvements within the support plan are recognised through assemblies, direct communication with families in the form of Attendance Recognition certificates.	Take an active role in your child's Attendance Support Plan, working alongside the school to complete agreed actions and support positive attendance habits. Recognise and celebrate your child's attendance successes, helping them understand the value of attending school every day and making the most of every learning opportunity.	Attend or contribute to Attendance Review Meetings where appropriate. Support implementation of agreed actions within Attendance Support Plans. Work collaboratively with school and family to reduce identified barriers.	Contribute to the Attendance Support Plan, where appropriate (age and understanding). Work with staff and parents/carers towards agreed attendance goals. Engage positively with any support offered.
	Band 3 (85 to 90%)	Universal and targeted approaches continue, in addition to:	Continue to engage with Attendance Support Planning	Undertake assessments or reviews where attendance	Share their school experience and identify

Bespoke Approaches Persistent Absence (90% or below) Days Lost 20 – 94 days annually Severe Absence (50% or below) Days Lost 95 days + Band 3 - Persistent absence Band 4 - Personalised Attendance Pathway Band 5 - Education Welfare involvement Band 6 = Multi-Agency coordination 7 Band 7 = Intensive attendance support 8 Band 8 = Enhanced multi-	20 - 28 days	Letter 3 is issued when attendance falls below 90%, informing parents/carers that the child has reached the Persistent Absence threshold. A second Attendance Support Plan is led by Senior Attendance Champion and Inclusion Lead (if applicable) to review attendance, identify barriers and agree targeted support. The Senior Attendance Champions meets weekly with the parents/carer to review the Attendance Support Plan, recognising improvements and reinforcing agreed attendance targets. Child may be placed on the Monitoring and Concern Register where applicable to reflect barriers identified and attendance being a concern. This decision with finalised at the fortnightly Inclusion meetings. Targeted attendance interventions are implemented alongside wider school-based support, such as ELSA and Emotion Coaching, with the child's views gathered and used to inform and adapt support and intervention planning. Additional Attendance interventions are implemented where appropriate, including referrals to the Education Welfare Case Manager (Lyndsay Andrews) and school-based or external agency support services. Attendance support plan improvements continue to be recognised and celebrated in the weekly assemblies through Recognition of Attendance Certificates.	where applicable, completing identified actions. Engage with services and support identified. Celebrate improved attendance and promote the importance of excellent attendance.	concerns form part of wider needs. Provide targeted intervention linked to wellbeing, SEND, health or family circumstances. Work jointly with school staff to monitor impact and progress. Attend Attendance Reviews where appropriate.	what helps them to attend school. Participate in attendance support and intervention programmes. Work with identified staff to achieve agreed attendance targets.
	Band 4 (80% to 84.9%) 29 – 37 days	Universal, targeted and persistent absence approaches continue, in addition to: Home visits are prioritised by the Attendance Officer and Child and Family Support Worker following identified absences, particularly where concerns regarding engagement, wellbeing or vulnerability are evident. The child will be placed on the Monitoring and Concern Register where applicable. A third Attendance Review Meeting and formal Attendance Support Plan is initiated by the Senior Attendance Champion and Headteacher to review attendance, identify barriers and agree targeted support.	Positively engage with Home Visits where applicable, working collaboratively with the school to improve attendance. Continue to engage with Attendance Support Planning where applicable, implementing identified strategies and completing any actions. Engage with school communications working proactively with identified	Participate in Team Around the Child discussions where required. Coordinate support alongside school-based interventions. Advise on personalised strategies, reasonable adjustments and reintegration support. Support home visits and engagement activity where appropriate.	Contribute to personalised attendance planning, where appropriate. Engage with agreed support strategies and transition arrangements. Maintain communication with identified staff regarding difficulties and successes.

agency and reintegration planning 9 Band 9-11 = Severe absence / statutory and specialist intervention		Weekly formal parent/carer meetings with Senior Attendance Champion to review Attendance Support plan, maintaining regular communication to reinforce agreed targets and support strategies. Multi-agency Team Around the Child is considered in SLT Inclusion meeting where barriers are complex or longstanding, ensuring families receive coordinated support from relevant services. Where attendance remains a significant concern despite sustained intervention and support, the school will implement the Local Authority Escalation Pathway, considering statutory interventions where appropriate. The class teacher continues to promote a sense of belonging, maintain strong relationships with the child and family, and recognise any improvements in attendance to encourage continued progress. Attendance support plan improvements continue to be celebrated through Attendance Recognition certificates in weekly assemblies.	school staff to improve attendance. Celebrate improved attendance and promote the importance of excellent attendance.		
	Band 5 (75% to 79.9%) 38 – 47 days	Universal, targeted, and persistent absence approaches continue, in addition to: Further Attendance Support Plan cycles are initiated to address barriers and promote attendance; this continues to be led by the Senior Attendance Champion and Headteacher. This can also be a review meeting. The class teacher maintains planned weekly contact with the family to review the Attendance Support Plans, sustain positive relationships and reinforce attendance expectations. LA Attendance Team continues to be actively involved where attendance continues to decline despite sustained intervention and formal escalation procedures implemented where appropriate.	Continue to work in partnership with the school through Attendance Support Planning, helping to put agreed strategies into place. Access and engage with any additional support or services that may benefit your child and family. Recognise and celebrate your child's progress in attendance, helping them build positive habits and understand the value of being in school every day.	Education Welfare and Local Authority Attendance Teams actively support attendance improvement. Monitor attendance plans and review progress. Ensure support remains proportionate and responsive to identified barriers. Provide challenge and support where attendance does not improve.	Take an active role in reviewing attendance goals. Engage with support services and interventions. Celebrate progress and recognise improvements in attendance.
	Band 6 (70% to 74.9%) 48 - 56 days	All previous approaches continue, in addition to: Consideration of whether the child remains on the MAC register or should be on the SEND register where appropriate.	Work in partnership with the school through Attendance Contract planning, helping to put agreed strategies into place.	Attend Team Around the Child meetings regularly. Coordinate specialist support through a multi-agency approach.	Continue to be actively included in all aspects of life at Leamington regardless of attendance level

		A Team Around the Child (TAC) meeting established to develop a Formal Attendance Contract with the family, coordinate multi-agency support, and agree clear expectations, actions, responsibilities, and outcomes to improve attendance. Attendance Contract reviewed fortnightly by the Attendance Team, with progress, support, and any required adjustments subsequently reviewed on a half-termly basis through the TAC meeting, supported by regular involvement from relevant agencies, including the LA Attendance Team where appropriate. Statutory attendance interventions continue to be considered in line with Local Authority procedures where support has not secured improvements. Attendance contract improvements are celebrated through Attendance Recognition certificates in weekly assemblies.	Continue to access and engage with any additional support or services that may benefit your child and family. Recognise and celebrate your child's progress in attendance, helping them build positive habits and understand the value of being in school every day.	Clarify agreed actions, responsibilities and intended outcomes. Monitor effectiveness of interventions and review support plans. Provide advice and support regarding statutory attendance pathways where appropriate.	Attend meetings where appropriate and contribute their views. Work towards targets agreed through the Attendance Contract. Engage with specialist support and intervention programmes.
	Band 7 (65% to 69.9%) 57 – 66 days	All previous approaches continue, in addition to: The Attendance Contract continues to be reviewed weekly by the Attendance Team and Class Teacher, with targets and actions adapted as required. Clear attendance milestones and timescales are agreed with the family, and progress is formally reported into the half-termly Team Around the Child (TAC) meetings. Attendance recognised as a significant inclusion concern, with the impact of attendance interventions, support plans, and the Attendance Contract subject to robust review through fortnightly Senior Leadership Team (SLT) TAC meetings to ensure accountability, oversight, and timely escalation where progress is limited. Additional transition support considered by Inclusion Team following periods of absence to reduce anxiety and remove barriers to returning to school. Curriculum adaptations, reasonable adjustments, and personalised support reviewed where appropriate. LA Attendance team's involvement remains active and statutory intervention processes continue where required	Continue to work closely with the school, attendance team and any other professionals involved, attending meetings and reviews to support your child's attendance and wellbeing. Support agreed attendance strategies at home by maintaining routines, encouraging regular attendance and helping your child work towards their attendance targets. Share any concerns or difficulties as early as possible and engage with any support offered, so that barriers to attendance can be addressed quickly and your child can successfully attend and engage in school.	Provide intensive intervention in line with identified needs. Support reintegration following periods of absence. Contribute to risk assessments, attendance monitoring and safeguarding reviews. Work collaboratively with school to prevent further deterioration of attendance.	Engage with personalised attendance and reintegration plans. Work with adults to identify strategies that support successful attendance. Attend school regularly and celebrate attendance successes.
	Band 8 (60% to 64.9%)	All previous approaches continue, in addition to:	Attend all planned attendance review and TAC meetings,	Maintain regular participation in multi-agency	Contribute to reviews and planning

	67 – 75 days	Class Teacher works closely with Inclusion staff to implement highly personalised attendance and engagement strategies, including the development and review of associated plans where appropriate, to address identified barriers and promote sustained school attendance. Multi-agency Team Around the Child (TAC) meetings continue half-termly. The Attendance Contract remains under weekly review by the Attendance Team and Class Teacher, with attendance targets, actions and timescales refined as necessary. Progress and impact are formally reported into monthly TAC meetings to ensure accountability and coordinated oversight. Where attendance remains a significant concern, reintegration planning is prioritised following periods of absence, and the school maintains a robust balance of challenge and support.	working collaboratively with the school and other professionals to support improved attendance. Follow and support the agreed attendance and reintegration plan at home, including established routines, transition arrangements and strategies to help their child attend school regularly. Maintain regular communication with the school and share any concerns promptly, enabling barriers to attendance to be identified and addressed quickly.	planning and review meetings. Ensure interventions remain coordinated and responsive. Support family engagement and attendance improvement efforts. Contribute to contingency and reintegration planning.	discussions, where appropriate. Follow agreed reintegration and attendance strategies. Continue to communicate barriers, concerns and successes with identified Leamington staff.
	Band 9 (55% to 59.9%) 76 – 85 days	All previous approaches continue, in addition to: The Senior Attendance Champion undertakes a comprehensive review of the case and graduated response to evaluate the effectiveness of support, identify and implement any further actions required, and ensure interventions remain appropriate and impactful, with progress and outcomes monitored through fortnightly SLT Inclusion meetings.	Continue to work closely with the school, Local Authority and other professionals, attending all meetings and reviews and taking an active role in helping your child achieve and maintain regular attendance. Continue to prioritise your child's attendance by consistently supporting agreed plans at home, encouraging daily school attendance, and working with the school to address any difficulties quickly so that attendance improves and is sustained over time.	Attendance recognised as a significant vulnerability requiring intensive multi-agency oversight. Review risks relating to education, wellbeing and safeguarding. Support implementation of statutory attendance processes where appropriate. Coordinate specialist services with school and monitor impact.	Engage with all available support. Continue working towards achievable attendance targets, celebrating success.
	Band 10 (50.1% to 54.9%) 86 – 94 days	All previous approaches continue, in addition to: Attendance identified as a significant risk to educational achievement and wellbeing. A formal Attendance Case Study is completed and reviewed through fortnightly SLT Inclusion meetings to evaluate impact and determine further action.	Continue to work closely with the school, Local Authority and other professionals, attending all meetings and reviews and taking an active role in helping your child achieve and maintain regular attendance.	Attendance recognised as a significant vulnerability requiring intensive multi-agency oversight.	Engage with all available support. Continue working towards achievable attendance targets, celebrating success.

			Continue to prioritise your child's attendance by consistently supporting agreed plans at home, encouraging daily school attendance, and working with the school to address any difficulties quickly so that attendance improves and is sustained over time.	Review risks relating to education, wellbeing and safeguarding. Support implementation of statutory attendance processes where appropriate. Coordinate specialist services with school and monitor impact.	
	Band 11 (50% or below) 95 days +	All previous approaches continue, in addition to: Attendance recognised as a critical safeguarding, inclusion, and educational concern. Severe absence closely monitored by the Attendance Officer. Senior Leaders maintain oversight through fortnightly SLT Inclusion meetings, ensuring attendance, welfare and statutory responsibilities rigorously reviewed. A highly personalised programme of support agreed and implemented by the Inclusion team, including tailored timetables, reintegration planning and reasonable adjustments, with progress reviewed fortnightly to maximise engagement and support a return to full-time education. The Class Teacher maintains regular contact with the child to sustain connection, belonging and engagement with school, while attendance improvements, however small, are recognised and celebrated to encourage sustained positive change.	Continue to work closely with the school, Local Authority and all professionals involved, attending all meetings and engaging fully with agreed plans to support your child's return to and engagement with education. Continue to prioritise and promote daily attendance by working with the school to overcome barriers, supporting all agreed strategies at home, and taking an active role in helping your child re-engage with learning and achieve sustainable improvements in attendance.	Attendance recognised as a significant safeguarding, welfare and educational concern. Multi-agency partners coordinate intensive intervention and oversight. Specialist services contribute to comprehensive assessment and planning. Statutory and safeguarding procedures are implemented where necessary. Support remains focused on re-engagement, safety, inclusion and successful return to education.	Remain connected to the Leamington family. Share their feelings, needs and aspirations to inform support. Celebrate all attendance gains and progress towards attending school every day.