



# ELMS FARM PRIMARY SCHOOL ATTENDANCE POLICY

**THIS DOCUMENT IS** a statement of the aims, principles, and procedures for attendance at Elms Farm Primary School.

**IT WAS DEVELOPED** in Autumn term 2023

**IT WAS APPROVED** by the governing body in February 2024.

**REVIEW:** Annually

## STATEMENT OF INTENT

Elms Farm Primary school believes that to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

Attendance is essential to our key value of 'Ambition'. We provide a climate where pupils understand the importance of good attendance in realising their own ambitions and achieving well.

We are committed to support our school community through high expectations and supporting those through positive relationships and understanding of our local context. Elms Farm Primary School values all children. As set out in this policy we will work with families to identify the barriers to achieving and maintaining excellent attendance and offer the right service at the right time to try to resolve any difficulties.

The Attendance Leader and Senior Leadership Team will monitor attendance and use attendance data to identify any patterns of concern, whilst also celebrating success! Attendance concerns will be raised with parents if reasons are not known by the school, e.g. a long period of illness, this information may be shared with the Local Authority following concerns. Where we have concerns, or lack of engagement from families to improve attendance, we will follow the schools escalated approach to improving attendance. The schools escalated approach is child-centred and prioritises support and developing strong working relationships with families. We will use the early help process to provide support prior to escalation and consider how we can work with families to enable your child to access their right to education.

Our aim is to always to work in partnership with parents and any referral for consideration of a penalty notice is deemed to be a last resort. Attendance figures for each child will be reported to parents as part of the annual report, we will also share a child's attendance profile if we have concerns regarding a child's attendance. Throughout the school year the Attendance Team will report on the overall attendance figures for children's groups, this will be closely monitored for support and reported to the Governing Body.

To support good attendance, we are committed to:

- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability, and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.



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- Ensure the school is welcoming and every child feels a sense of belonging and connectedness.
- Ensure the school site is open at the stated times.
- Ensure the regular, efficient, and accurate recording of attendance is complete by every class teacher each day. This further supports our approach to safeguarding within the school.
- Take safeguarding seriously and we will always contact parents & carers on the first day that your child is absent from school. If your child arrives late after the close of registration, we will record their arrival at reception and transition the child to class.
- Consider any requests for leave in term time individually. This will be aligned to the Local Authority code of conduct.
- Notify the Local Authority within 5 days if a new child is joining the school roll.
- Inform the Local Authority of children whose parents have notified the school in writing and have opted for Elective Home Education.
- Work closely with the School Attendance Support Team.
- Notify the Local Authority of Children Missing in Education – aligned to the DfE 2022 Attendance paper.
- Promoting and modelling good attendance behaviour.
- Ensure equality and fairness of treatment for all.
- Implementing our policies in accordance with the Equality Act 2010.
- Early intervention and working with other agencies to ensure the health and safety of our pupils.
- We work with families to lead to improvements in attendance through pastoral support.

## 1.0 LEGAL FRAMEWORK

1.1 This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. We adhere to the following key attendance acts in the UK:

- Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.
- Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.
- Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.



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- **School Attendance Code of Practice:** The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.
- **Local Authority School Attendance Guidance:** Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.
- **Department for Education (DFE) Guidance:** The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance and follow any recommendations or requirements outlined in these documents.
- **Child Employment Legislation:** Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.
- **Children Missing Education (CME) Statutory Guidance:** This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

## 1.2 This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Behaviour & Anti-Bullying Policy
- SEND Behaviour Policy
- Safeguarding Policy
- Children in Care Policy
- Children Missing in Education Policy
- Pupils with Additional Health Needs Attendance Policy



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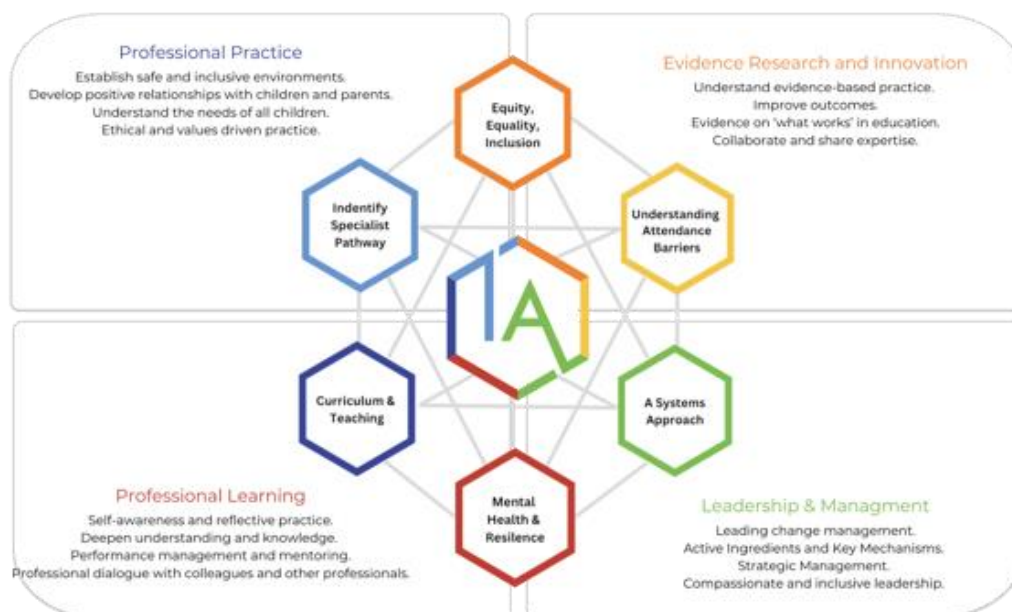
## 2.0 A WHOLE SCHOOL APPROACH TO ATTENDANCE

2.1 Securing good attendance cannot be achieved in isolation, and effective practices for improvement will involve working closely with other Leaders within the school. The Attendance Leader will work alongside the Curriculum Leader, SENDCo and Senior Leadership Team to facilitate a whole school approach. This is reinforced by our school Mantra:



## 2.2 Strategic Approach: Inclusive Attendance

Our attendance approach is fundamentally guided by the Inclusive Attendance professional development model. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.

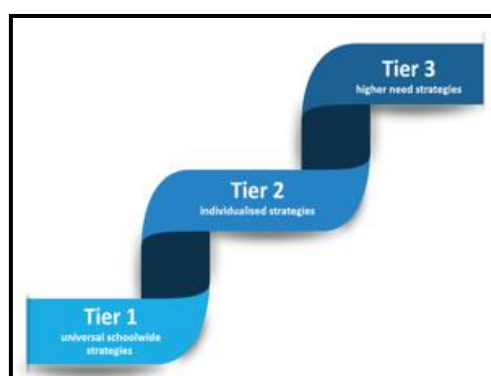




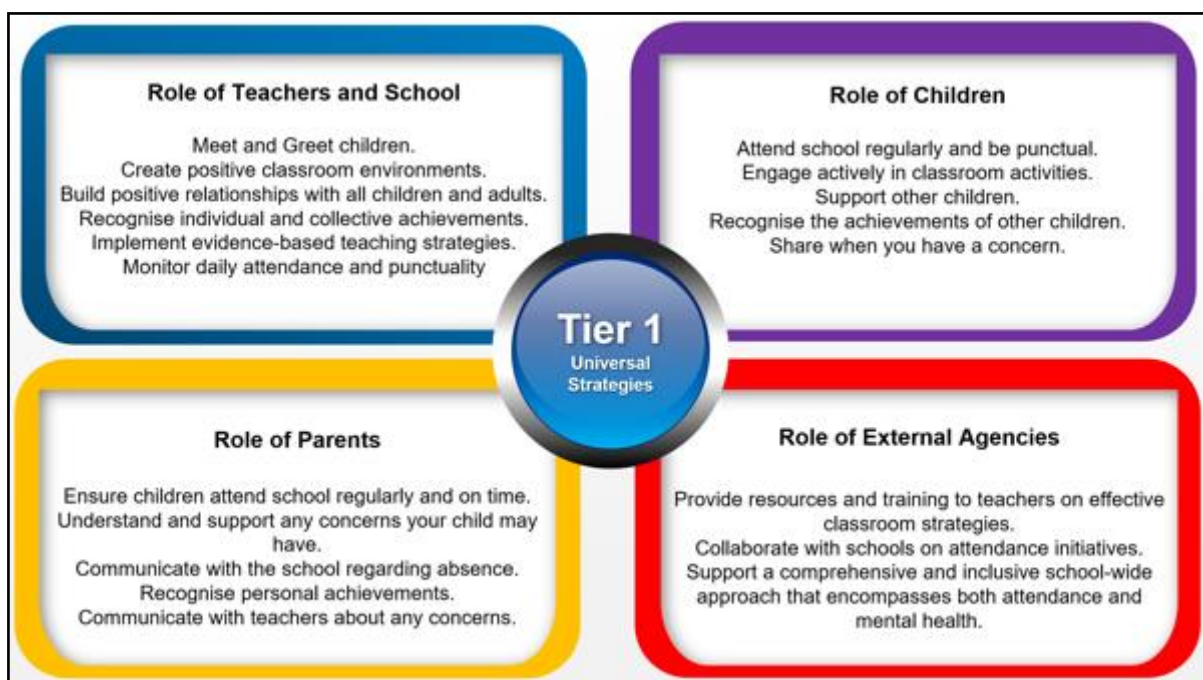
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## 3.0 MULTI-TIERED SYSTEM OF SUPPORT

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



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

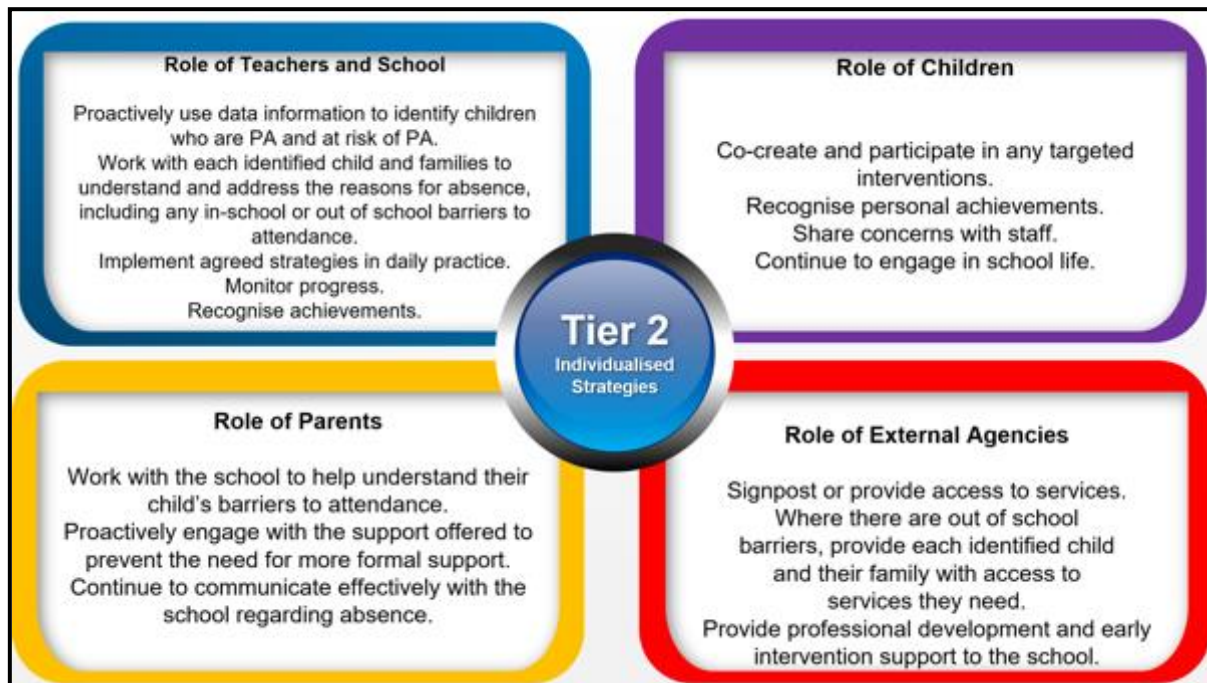




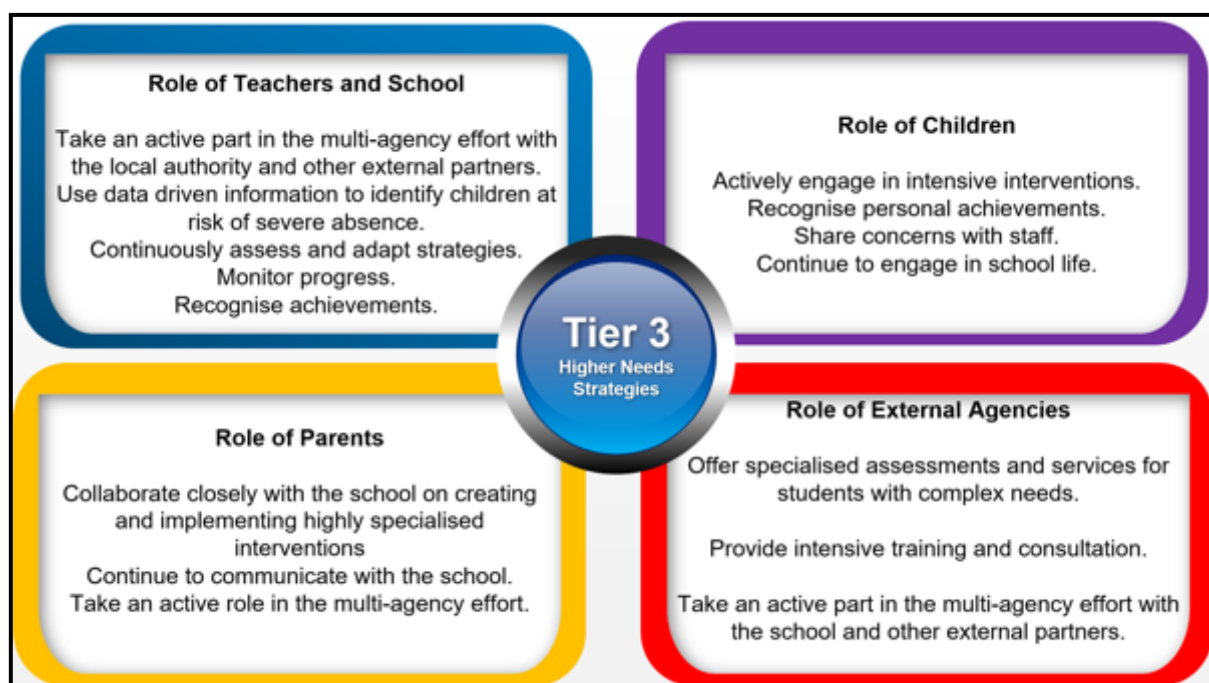


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3.2 Tier 2 - Individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



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





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## 4.0 A RECOGNITION-BASED APPROACH

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

## 5.0 THE 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 future prospects, making it an indispensable aspect of any educational system.

- **Academic Achievement:** Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- **Knowledge Acquisition:** School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- **Social Development:** School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- **Building Routine:** School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- **Teacher Interaction:** Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- **Preventing Knowledge Gaps:** Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- **School Engagement:** Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- **Legal and Parental Responsibility:** Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- **Community Well-being:** High levels of school attendance contribute to the overall well-being of communities.



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## 6.0 FACTORS INFLUENCING ATTENDANCE:

-Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.

-Family Circumstances: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.

-Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.

-Transportation Issues: Difficulty in accessing transportation to school, especially if housed in areas some distance away, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.

-Socioeconomic Factors: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.

-Special Educational Needs (SEN): Students with special educational needs may require additional support and accommodations to attend school regularly. Failure to provide appropriate support can lead to absences.

-School Climate: A positive and inclusive school climate can encourage attendance, while a negative or unwelcoming environment can have the opposite effect. Students who feel disconnected or unsupported at school may skip classes or stay home.

-Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may skip school.

-Academic Challenges: Students facing academic difficulties or feeling overwhelmed by curriculum work may avoid school. They may fear falling behind or failing in their studies.

-Attendance Policies: Schools' attendance policies and practices, including punitive measures for non-attendance, can affect students' decisions to attend or skip school. Excessive punitive measures may deter some students from returning to school.

-Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.





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-COVID-19 Pandemic: The COVID-19 pandemic has had a significant impact on school attendance, with periods of lockdowns, remote learning, and concerns about health and safety affecting students' ability to attend school regularly.

6.1 To address attendance issues effectively, schools and local authorities often implement strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children is crucial for developing targeted interventions and support systems to improve attendance rates.

## 7.0 EFFECTIVE INTERVENTIONS AND SIGNPOSTING:

7.1 The Attendance Leader is responsible for implementing attendance plans to support pupils & their families. The support/interventions provided are bespoke to individual needs. Interventions may include:

- Family Worker Support including financial support, access to charity applications and the foodbank.

- Early Help assessments to access an external support worker or support purchased by school from Malachi.

- SEND support from external agencies: SALT, Educational Psychology, Occupational Therapy. P.S.S. or the Communication Autism Team.

- 1:1 or small group work from Learning Mentors-this may include friendship groups, social skills, social/emotional support or ELSA sessions.

- Individualised rewards for improved attendance and target plans.

- Animal or Art Therapy.

- In school responsibilities such as Ambassador roles.

- Signposting to external agencies.

- Teaching staff also provide interventions to support learning. These may include adaptive teaching approaches, intervention groups or tutoring.



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## 8.0 ROLES AND RESPONSIBILITIES:

**8.1 All staff:** In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children.

-Monitoring Attendance: All staff are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.

-Promoting Punctuality: Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

-Early Intervention: Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the pupil, their parents or guardians, and relevant support services.

-Maintaining Communication: Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.

-Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

-Setting Expectations: Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.

-Creating a Welcoming Classroom Environment: Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

-Identifying Barriers: Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.

-Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.

-Attendance Records: Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).



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-Collaboration: Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.

-Supporting Positive Behaviour: Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

-Safeguarding: Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.

-Professional Development: Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.

-Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

**8.2 Teaching Assistants and Learning Mentors:** Teaching Assistants (TAs) and Learning Mentors (LM) in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being.

-Monitoring Attendance: All staff often work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.

-Positive Relationships: All staff can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.

-Attendance Support: All staff can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.

-Reinforcing Expectations: All staff can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.

-Communication: All staff can maintain open lines of communication with children's parents or guardians. They can inform parents of any attendance concerns and collaborate with them to find solutions.

-Attendance Interventions: Attendance Team can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.



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-Supporting Students with Special Needs: TAs/LMs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.

-Identifying Patterns: TAs/LMs can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.

-Promoting Engagement: TAs/LMs can engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.

-Safeguarding: TAs/LMs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.

-Role Modelling: TAs/LMs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.

-Professional Development: Continuous professional development can enhance TAs/LMs skills in addressing attendance issues and supporting children effectively.

-Collaboration: Collaborating with teachers and other school staff is essential. TAs/LMs can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.

-Recognition of Attendance: TAs/LMs can participate in recognising children's attendance.

**8.3 Attendance Leader:** The role of an Attendance Leader in improving children's attendance in UK schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Leaders have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates.

-Developing and Implementing Attendance Policies: Attendance Leaders work closely with school leadership and staff to develop and implement effective attendance policies and procedures.

-Data Analysis: Attendance Leaders collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

-Early Intervention: Recognising that early intervention is crucial, Attendance Leaders identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.



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- Supporting Families: Attendance Leaders work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.
- Mentoring and Coaching: Some Attendance Leaders offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.
- Providing Resources: Attendance Leaders may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.
- Monitoring and Reporting: Attendance Leaders continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
- Interventions and Incentives: Attendance Leaders design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.
- Staff Training: Attendance Leaders provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance. **(Inclusive Attendance Modules)**
- Legal Compliance: Attendance Leaders are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.
- Safeguarding: Attendance Leaders are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.
- Community Engagement: Attendance Leaders may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.
- Continuous Improvement: Attendance Leaders regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.
- Promoting a Positive School Culture: Attendance Leaders contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.



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**8.4 Governors:** School governors play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

-Policy Development: Governors/trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

-Statutory Compliance: Governors/trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.

-Strategic Oversight: Governors/trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

-Monitoring Attendance Data: Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

-Accountability: Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

-Policy Implementation: Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

-Setting Targets: Governors/trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

-Reviewing Interventions: Governors/trustees assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

-Parental Engagement: Governors/trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.

-Training and Development: Governors/trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

-Safeguarding: Governors/trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.





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- Community Links: Governors/trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.
- Challenge and Support: While supporting school leadership in attendance improvement efforts, governors/trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.
- Continuous Improvement: Governors/trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

**8.5 Senior Staff:** Senior staff in UK schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

- Leadership: Senior staff, including the headteacher/principal and deputy headteacher/vice principal, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.
- Policy Development: Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.
- Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.
- Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.
- Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.
- Early Intervention: Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.
- Parental Engagement: They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.
- Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.



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- Supporting Vulnerable Students: They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.
- Recognising Attendance: They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.
- Enforcing Policies: Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.
- Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.
- Continuous Improvement: They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.
- Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

**8.6 Parents:** Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

- Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
- Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.
- Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
- Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.
- Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.
- Be Involved in Homework: Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.



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- Attend Parent-Teacher Conferences: Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
- Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.
- Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.
- Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.
- Lead by Example: Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.
- Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.
- Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.
- Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.
- Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.
- Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

**8.7 Children:** Children also play a significant role in attending school regularly and ensuring their educational success. Here are some key roles and responsibilities that children can take on to support their attendance in school.

- Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future. This is reflective of our school's value of Ambition.
- Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.



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- Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.
- Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.
- Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates. This reflective of our school's values of 'Community & Equality'.
- Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school. They should also share their views of school through our E.F.P.S. Ambassadors.
- Safety Awareness: Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.
- Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.
- Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.
- Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.
- Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.
- Ownership of Learning: Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.
- Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.



# ELMS FARM PRIMARY SCHOOL ATTENDANCE POLICY

## 9.0 SAFEGUARDING CHILDREN

9.1 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 their well-being.

9.2 Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

9.3 We follow *Keeping Children Safe In Education* guidance to ensure safe practices.

## 10.0 REMOVAL FROM ROLL

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

10.1 Removing pupils from roll: The Education (Pupil Registration) (England) Regulations 2016 requires schools make a return to the Local Authority with information relating to a pupil being deleted from the school's register in all circumstances in which a pupil is removed from the register (except at the completion of year 6 or compulsory school age). The information must include, amongst other things, any new address at which a pupil will be living and any new school which a pupil will be attending.

10.2 Elective Home Education: An application must be made to the head Teacher in writing to register your child for home schooling. Letters from parents must state they wish to Elective Home Educate the child/ren 'Under section 7 of the Education Act'. The school will then complete an EHE referral form and submit to the Local Authority

10.3 Parents/ Carers must complete a 'Pupil Movement Form' stating the new setting that the child will be enrolled and send to the Head Teacher. On completion, this will be provided for the new setting with whom we will make contact with prior to, and on the date of admission. A CTF record will then be sent with confirmation from the new school on download.

10.4 All new admissions, pupil movement or EHE will be recorded on the Impulse system.

## 11.0 SCHOOL TIMES OF THE DAY

11.1 The school day begins at 9:00am: Gates open at 8.45am with registers closing at 9.05am. The school ends at 3:30pm.

11.2 Children are expected to arrive on time and attend all scheduled lessons and activities everyday school is open.



# ELMS FARM PRIMARY SCHOOL ATTENDANCE POLICY

## 12.0 CODING OF ATTENDANCE

12.1 Attendance will be recorded using the DFE's statutory attendance codes, please refer to the appendix for coding.

### 12.2 Requesting Absence Leave

- Parents or carers must request leave of absence for their child in writing at least 7 days school days in advance.
- Leave of absence during term time will only be authorized in exceptional circumstances.

### 12.3 Reporting a Child's Absence

- Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence.
- 1<sup>st</sup> day contact by 9:30am via the attendance mobile/landline, voicemail/text message or Class DOJO.

## 12.4 HOLIDAY REQUEST

12.4.1 Holidays during term time will not be authorised unless there are exceptional circumstances.

12.4.2 Holiday requests must be made in writing, and a decision will be communicated to the parents or carers.

## 13.0 DEFINITIONS

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues. Here are their definitions:

### 13.1 Persistent Absence (PA):

**Definition:** 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 all children during the academic year this will amount to 19 days absence.





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### 13.2 Risk of Persistent Absence:

**Definition:** 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. We identify 18 days to 12 days as risk of PA.

### 13.3 Non- attenders (KCSIE)

**Definition:** The term "Persistent Absence" is used to describe the most serious cases of non- attendance.

**Threshold:** Focus should be given by all partners 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.

### REVIEW

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary



# ELMS FARM PRIMARY SCHOOL ATTENDANCE POLICY

## APPENDIX 1:REGISTRATION CODES

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

- / = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Authorised absence
- E = Excluded but no alternative provision made
- H = Authorised holiday
- I = Illness
- M = Medical or dental appointments
- R = Religious observance
- B = Off-site education activity
- G = Unauthorised holiday
- O= Unauthorised absence
- U = Arrived after registration closed
- N = Reason not yet provided
- X = Not required to be in school
- T = Gypsy, Roma and Traveller absence
- V = Educational visit or trip
- P = Participating in a supervised sporting activity
- D = Dual registered – at another educational establishment
- Y = Exceptional circumstances
- Z = Pupil not on admission register

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