



# OWLSMOOR PRIMARY SCHOOL ATTENDANCE POLICY

September 2025



## Document Control

<b>Document owner:</b>	Chief Executive Officer
<b>Executive responsible for review and update:</b>	Director of Education
<b>Approver:</b>	Chief Executive Officer
<b>Trustee Committee with oversight:</b>	Educational Outcomes Committee
<b>Reviewed:</b>	Ali Brown
<b>Approved:</b>	Ginny Rhodes
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<b>Category of policy:</b>	This Policy is an <b>Adapt and Adopt Policy</b> which means it must be amended, with the prior agreement of the Director of Education, adopted by each Headteacher for their school.
<b>Adapted by Headteacher:</b>	Simon Cope
<b>Agreed by Director of Education:</b>	Ali Brown
<b>Date agreed:</b>	9 July 2025
<b>Required on website:</b>	Yes



## Document Change History

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Version	Section	Details of Change
October 2024	Various	Updated to reflect Working together to improve school attendance 2024. This includes updating responsibilities to reflect the the <a href="#">Summary table of responsibilities</a> .
September 2025	Throughout	Refreshed to take account of <a href="#">The School Attendance (Pupil Registration) (England) Regulations 2024</a>  Following the introduction of a new local governance model with effect from September 2025, references to Local Advisory Board (LAB) and Local Advisors removed and policy to be approved by Director of Education, once adapted by a Headteacher and before adoption by the school.



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## Aim of this policy

- 1.1 The Circle Trust is committed to promoting excellent attendance for all pupils, recognising that regular attendance is essential to unlocking each child's full potential.
- 1.2 The Trust strives to create a school environment that upholds the highest standards of education, inclusion, and well-being.
- 1.3 This policy is informed by the Department for Education's [Working Together to Improve School Attendance](#) and reflects an unwavering commitment to providing every pupil with access to a rich, inclusive, and well-rounded education.
- 1.4 By supporting strong attendance, the Trust aims to ensure that all pupils benefit from high-quality teaching, cutting-edge facilities, and the resources they need to thrive both academically and personally.

## Key principles

- 2.1 The Circle Trust is dedicated to fostering a culture in all school where high levels of attendance and punctuality are both promoted and celebrated, supporting each pupil's journey toward reaching their full potential. The trust believes that it is the shared responsibility of every member of each school community to uphold these standards, and when attendance or punctuality does not meet expectations, each school will take proactive steps to address it, including applying fair and consistent measures in line with the behaviour policy.
- 2.2 Understanding that some pupils face unique challenges in attending school, we work closely with pupils, families, and local partners to identify and eliminate barriers. A designated staff member will take the lead in building strong, supportive relationships with families, ensuring that each pupil receives the encouragement and tailored support they need to thrive and engage fully in school life.

## Roles and responsibilities

- 3.1 The Board of Trustees will provide strategic oversight of the Attendance Policy, ensuring it supports the Trust's vision for high standards of education, inclusion, and pupil well-being.
- 3.2 The Chief Executive Officer (CEO) will:
  - 3.2.1 Approve and keep under review the Attendance Policy, ensuring it aligns with the core values and strategic objectives of The Circle Trust;
  - 3.2.2 ensure consistent and effective implementation of the policy across all Trust schools;
  - 3.2.3 regularly evaluate the impact and effectiveness of the policy, using attendance data, stakeholder feedback, and updated statutory guidance to inform any necessary or appropriate revisions.
- 3.3 The Headteacher will:



- 3.3.1 adapt the policy to reflect the specific processes and procedures of the school, ensuring alignment with the Trust-wide framework and submit to, and secure the approval of, the Director of Education to the adapted policy prior to adoption;
- 3.3.2 ensure full operational implementation of the Attendance Policy and that all staff understand, promote, and consistently follow its procedures;
- 3.3.3 provide regular updates to the Director of Education on the school's attendance strategy, including the effectiveness of monitoring and intervention, and any related staff training;
- 3.3.4 promptly alert the Director of Education to any emerging concerns relating to individual pupils, families, attendance trends, or broader school-level issues;
- 3.3.5 embed attendance as a core element of the school's wider improvement strategy, with clear links to attainment, behaviour, SEND, wellbeing, and safeguarding;
- 3.3.6 ensure full compliance with statutory requirements and Trust expectations, including the timely and accurate recording of attendance in line with DfE guidance and Trust policy;
- 3.3.7 maintain admission and attendance registers in accordance with the [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#);
- 3.3.8 provide any attendance-related information required by the Secretary of State for Education, in accordance with the school's funding agreement and the Education Act 1996, including the submission of termly absence data;
- 3.3.9 build a school culture that promotes high attendance by fostering a strong sense of belonging, emotional and physical safety, and inclusive practice; adopt a relational approach that recognises and supports individual pupil needs, in line with the Equality Act 2010 and the UN Convention on the Rights of the Child;
- 3.3.10 regularly analyse attendance data to identify patterns, implement targeted interventions, and work collaboratively with families and external agencies to address barriers to attendance—particularly for pupils at risk or returning from absence;
- 3.3.11 keep families well-informed about attendance expectations and concerns, ensure staff receive appropriate training, and use data to inform goal-setting and continuous improvement;
- 3.3.12 maintain secure systems for managing attendance data and actively promote the benefits of regular attendance to pupils and families.

## Registers

- 4.1 All schools are legally required to maintain an admission register and an attendance register. Every pupil, regardless of age, must be included in the admission register and have their daily attendance recorded in the attendance register.
- 4.2 The admission register (also referred to as the school roll) must include key personal details for each pupil, including:



- 4.2.1 full name;
  - 4.2.2 date of birth;
  - 4.2.3 date of admission or re-admission;
  - 4.2.4 parent/carer details;
  - 4.2.5 name and address of the last school attended.
- 4.3 A pupil's name can only be removed from the admission register where one of the conditions set out in Regulation 9 of [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#) is met.
- 4.4 The attendance register must be taken at the start of each morning session and once during each afternoon session on every school day. For each session, the register must indicate whether a pupil is:
- 4.4.1 present;
  - 4.4.2 absent;
  - 4.4.3 attending an approved educational activity (as defined in Regulation 6(4));
  - 4.4.4 unable to attend due to exceptional circumstances (as defined in Regulation 6(5)).
- 4.5 Where a pupil is recorded as attending an approved educational activity or absent due to exceptional circumstances, the nature of the activity or circumstance must also be recorded.
- 4.6 Schools must also record whether the absence of a pupil of compulsory school age is authorised or unauthorised. Only designated school staff may make this decision in line with national guidance and Trust procedures.
- 4.7 Schools must use the national attendance and absence codes issued by the Department for Education. These codes ensure consistency in monitoring and reporting and support the collection of national attendance statistics through the School Census. This data helps schools, local authorities, and the DfE better understand patterns of absence and the effectiveness of educational delivery, in line with the DfE's [Working Together to Improve School Attendance](#) guidance.
- 4.8 All Trust schools will use Arbor, an electronic management information system (MIS), to record and maintain attendance and admission registers. Arbor enhances accuracy, simplifies data analysis and reporting, and facilitates statutory returns to local authorities and the DfE.
- 4.9 Registers are legal documents, and all entries in either the admission or attendance register must be retained for three years from the date of entry. Amendments to the attendance register should only be made when the reason for an absence becomes known after the register was taken. In such cases, the school must ensure that:
- 4.9.1 the original entry remains visible;
  - 4.9.2 the amended entry is clearly shown;
  - 4.9.3 the reason for the amendment is recorded;



- 4.9.4 the date of amendment is noted;
- 4.9.5 the name and title of the person making the amendment is recorded.
- 4.10 The admission register must be kept up to date and amended promptly whenever changes occur. Schools should encourage parents and carers to notify them of any changes to contact details or other relevant information as soon as possible.
- 4.11 Deletion of a pupil's name from the admission register is only permitted under the circumstances outlined in Regulation 8. Removing a pupil for any other reason constitutes off-rolling, which is unlawful.
- 4.12 In accordance with Regulation 13(4), schools must notify the Local Authority when a pupil's name is to be removed from the admission register for any of the Regulation 8 reasons. Notification must occur as soon as the decision to remove the pupil has been made, except where the pupil has completed the final year of education at the school (e.g., Year 6), unless requested by the Local Authority.
- 4.13 When notifying the Local Authority under Regulation 13(4), schools must provide the following information:
  - 4.13.1 the full name of the pupil.
  - 4.13.2 the full name and address of any parent the pupil normally lives with;
  - 4.13.3 at least one emergency contact number for a parent the pupil normally lives with;
  - 4.13.4 if applicable, the full name and address of any parent the pupil is going to live with, and the date this change will take effect;
  - 4.13.5 If applicable, the name and start date of any new school the pupil will be attending;
  - 4.13.6 The specific Regulation 9 reason for removal from the admission register.

## **Management of attendance**

- 5.1 Schools must have robust and consistent systems in place to promote good attendance, prevent absence, and respond swiftly and effectively when issues arise.
- 5.2 Schools will systematically analyse attendance data to identify trends, patterns, and pupil groups requiring additional support. This data will inform strategic planning and targeted interventions, and will be used to collaborate effectively with the local authority and other relevant partners to overcome barriers to attendance.
- 5.3 All schools must implement and rigorously apply daily procedures for tracking, monitoring, and addressing absence and poor punctuality. As a minimum, these procedures must include:
  - 5.3.1 clear processes for managing lateness, including specifying—within the school's attendance procedure (to be appended to this policy)—how long the register will remain open. This must be consistent across sessions and must not exceed either:



- (i) 30 minutes after the start of the session, or
  - (ii) The duration of form time or the first lesson in which registration occurs.
- 5.3.2 expectations that parents/carers contact the school on the first day of their child's absence to provide a reason. Where no reason is received, the school must make prompt contact with parents to establish the reason for absence. Persistent unexplained absence must be escalated in line with safeguarding procedures;
- 5.3.3 daily identification of any unexplained absences for each session, with immediate contact made with parents/carers (and, where appropriate, foster carers and/or social workers) to determine the reason and expected return date. Where a reason is provided, the appropriate attendance code must be applied within 5 working days;
- 5.3.4 the collection and maintenance of more than one emergency contact number for each pupil, where reasonably possible, to improve the school's ability to contact a responsible adult when needed;
- 5.3.5 regular communication with parents regarding their child's attendance. This communication should avoid headline percentages and instead present information in clear, accessible terms (e.g., days or hours of learning missed and the impact on academic progress);
- 5.3.6 regular meetings with the parents/carers of pupils who are persistently or severely absent, or who are identified as vulnerable, to discuss barriers to attendance and agree strategies for improvement;
- 5.3.7 early identification of pupils requiring additional support from external agencies, with timely referrals made to the appropriate services;
- 5.3.8 compliance with all statutory data return requirements, including those to the Department for Education and the local authority; and
- 5.3.9 support for pupils returning to school following a prolonged or unavoidable absence, including personalised plans to rebuild confidence, close learning gaps, and support reintegration into the school community.

## Granting leave of absence

- 6.1 In accordance with the [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#), leave of absence during term time may only be granted in exceptional circumstances.
- 6.2 Each request for leave must be considered individually, taking into account the specific facts, background context, and circumstances provided by the parent or carer.
- 6.3 Where leave of absence is granted, it is the Headteacher's responsibility to determine the duration of the authorised absence.
- 6.4 As a general principle, family holidays during term time do not constitute exceptional circumstances, and it is therefore highly unlikely that such requests will be approved.



## Analysis of attendance data

- 7.1 Persistent poor attendance is often habitual and cumulative. Therefore, early identification, intervention, and prevention are essential. This relies on regular and strategic analysis of attendance data to:
- 7.1.1 identify pupils or groups requiring immediate support;
  - 7.1.2 recognise historic and emerging patterns;
  - 7.1.3 inform whole-school strategies to address attendance concerns.
- 7.2 To achieve this, all schools are expected to:
- 7.2.1 monitor and analyse attendance patterns on a weekly basis, identifying trends at the individual, group, and cohort level (including punctuality). This analysis should go beyond headline percentages and consider context, protected characteristics, and barriers to attendance, in line with the school's responsibilities under the Public Sector Equality Duty.
  - 7.2.2 where appropriate, particularly in secondary schools, examine patterns of lesson-by-lesson attendance to ensure pupils are present in all timetabled sessions, not just registered at the beginning of the school day.
  - 7.2.3 use attendance analysis to produce regular reports for:
    - (i) class teachers or tutors, to inform discussions with pupils;
    - (ii) senior leaders, including SENDCos, Designated Safeguarding Leads, and Pupil Premium Leads, to support targeted interventions.
  - 7.2.4 identify pupils in need of support and develop individualised and targeted interventions in line with paragraphs 34–39 of the DfE's [Working Together to Improve School Attendance](#) guidance;
  - 7.2.5 conduct thorough analysis of attendance data half-termly, termly, and annually, to identify patterns in:
    - (a) individual pupils and cohorts;
    - (b) the use of attendance codes;
    - (c) days of the week associated with low attendance;
    - (d) curriculum areas (where lesson-level attendance data is available).
    - (e) benchmark attendance performance at whole-school, year group, and cohort levels against local, regional, and national averages to identify gaps and priorities for improvement.
  - 7.2.6 develop and implement specific strategies to address identified areas of concern, such as:
    - (a) Year groups with higher-than-average absence;



- (b) Disadvantaged pupils (e.g., those eligible for free school meals) whose attendance lags behind their peers;
  - (c) Pupils with additional vulnerabilities or protected characteristics.
- 7.2.7 continuously monitor the impact of whole-school attendance strategies, using the data to evaluate their effectiveness and adapt future approaches accordingly;
- 7.2.8** provide detailed attendance reports that include analysis of attendance for:
- (a) different year groups;
  - (b) pupils with special educational needs or disabilities (SEND);
  - (c) pupils with a social worker or those looked-after by the local authority;
  - (d) pupils eligible for free school meals (FSM);
  - (e) pupils from groups within the school community (e.g., ethnic, religious, belief-based, or LGBTQ+ backgrounds) whose attendance is, or has historically been, lower than that of their peers.

## **Communicating with parents/carers, children and young people regarding Attendance**

### **8.1 Expectations of Parents and Carers:**

Parents and carers play a vital role in supporting good attendance. They are expected to:

- 8.1.1 ensure their child attends school every day, arrives on time, wearing the correct uniform, and equipped with the necessary materials for learning;
- 8.1.2 promote the importance of regular school attendance at home and avoid absences that are not essential;
- 8.1.3 follow the school's absence reporting procedures, including contacting the school on the first day of absence and each subsequent day, providing a clear reason and expected return date;
- 8.1.4 keep the school informed of any factors that may impact their child's attendance and ensure the school has more than one up-to-date emergency contact number;
- 8.1.5 arrange medical or other appointments outside of school hours wherever possible;
- 8.1.6 refrain from taking holidays during term time, recognising that such absences are unlikely to be authorised;
- 8.1.7 notify the school in advance of any changes to the child's address, including details of the parent/carer the child will live with;
- 8.1.8 attend school meetings when requested, particularly when their child is identified as vulnerable, persistently absent, or severely absent, to work collaboratively on improving attendance;



- 8.1.9 fulfil their legal responsibilities in accordance with the DfE's [Working Together to Improve School Attendance](#) guidance.

## **Persistent absence and severe absence from school**

- 9.1 Whilst every pupil has a right to a full-time education and high attendance expectations should be set for all pupils consequently this policy will be applied fairly and consistently but in doing so schools should always consider the individual needs of pupils and their families who have specific barriers to attendance.
- 9.2 Persistent absence is when a pupil misses 10% or more of school, severe absence is when a pupil is missing 50% or more of school
- 9.3 In the first instance, all schools are expected to:
- 9.3.1 support pupils and parents by working together to address any in-school barriers to attendance;
  - 9.3.2 where barriers are outside of the school's control, all partners should work together to support pupils and parents to access any support they may need voluntarily. As a minimum, this should include meeting with pupils and parents at risk of persistent or severe absence to understand barriers to being in school and agreeing actions or interventions to address them. This may include referrals to services and organisations that can provide support. These actions should be regularly discussed and reviewed together with pupils and families;
  - 9.3.3 when planning for how to support vulnerable pupils, schools will have particular regard to pupils who have previously been persistently or severely absent at any point during the totality of their education. Data will go beyond utilising the current term's attendance data from day one of a new term. Schools will access to children's or young people's previous education, suspension, exclusion and attendance history so that they can plan proactively, even before the start of a new term or joining a new school.
- 9.4 Where absence intensifies, so should the support provided, which will require the school to work in tandem with the local authority and other relevant partners:
- 9.4.1 if the needs and barriers are individual to the pupil this may include provision of mentoring, careers advice, college placements, 1-2-1 tuition or out of hours learning, or where appropriate an education, health and care plan or alternative provision;
  - 9.4.2 where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.
- 9.5 Where engagement in support is proving challenging, schools should hold more formal conversations with the parents (and pupil where they are old enough to understand). This is likely to be led by the senior leader responsible for attendance and may include the school's point of contact in the local authority School Attendance Support Team. These meetings should clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in future, but should also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.



- 9.6 Where voluntary support has not been effective and/or has not been engaged with all schools should work with the local authority to:
- 9.6.1 put formal support in place in the form of a parenting contract or an education supervision order;
  - 9.6.2 Local Authority to issue a fixed penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change the parents' behaviour.
  - 9.6.3 intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance);
  - 9.6.4 Local Authority to prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support;
  - 9.6.5 make use with the Local Authority of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. Where they are used, it should be clear that it will change parental behaviour and in making the decision to use an intervention, headteachers and local authority officers should have regard to their safeguarding duties as set out in the statutory guidance on [Keeping Children Safe in Education](#). It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family. These are:
    - (i) Parenting contracts.
    - (ii) Education supervision orders
    - (iii) Attendance prosecution
    - (iv) Parenting orders
  - 9.6.6 Fixed penalty notices- Please note, the decision about whether the criteria are met for issuing a fixed penalty notice will be made by the Education Welfare Service (EWS).
- 9.7 In all cases, the school should monitor the impact of any intervention(s) and adjust where necessary in discussion with the pupil, parents and any other partners involved as part of any whole family plan or team around the family. Where interventions are failing, all parties should work together to identify the reasons why and either adjust or change the approach.

## Staff training

- 10.1 Improving attendance requires knowledge of guidance and regulations but also expertise in working with families to remove barriers to attendance and safeguard pupils. Just as those barriers are regularly evolving, so too is the training that school staff require to address them.
- 10.2 Training on attendance must be included in the school(s)' continued professional development offer for all staff, and that attendance is covered as part of induction. As a minimum this should include all staff understanding:



- 10.2.1 the importance of good attendance and that absence is almost always a symptom of wider circumstances
- 10.2.2 the law and requirements of schools including on the keeping of registers, o the school/trusts' strategies and procedures for tracking, following up and improving attendance
- 10.3 The Trust's strategies and procedures for tracking, following up and improving attendance the processes for working with other partners to provide more intensive support to pupils who need it.
- 10.4 Dedicated attendance training must be provided to any staff with a specified attendance function in their role, including administrative, pastoral or family support staff and senior leaders. In addition, this should include:
  - 10.4.1 the necessary skills to interpret and analyse attendance data,
  - 10.4.2 and any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance.
- 10.5 One of the most successful approaches to improving attendance is the sharing of effective practice between schools. The Circle Trust will provide regular opportunities to bring together staff from different schools to learn from each other's attendance expertise and share effective interventions. As a minimum this includes:
  - 10.5.1 sharing exemplar resources and documents such as communications to pupils and parents, regular networking or Q&A sessions;
  - 10.5.2 topical best practice training or webinars.
- 10.6 Engagement with local authorities providing opportunities to schools of all types within a geographical area to come together to share effective practice

## **Pupils with medical conditions or special educational needs and disabilities**

- 11.1 Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil. That said, in working with their parents to improve attendance, schools should be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education. This should include:
  - 11.1.1 having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed. Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support;

- 11.1.2 working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, schools should work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Please see further details on SEN support and the school's SEN policy which is published on the school's website;
  - 11.1.3 establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements;
  - 11.1.4 ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance;
  - 11.1.5 ensure data is regularly monitored for these groups including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.
- 11.2 Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. Please see further information on supporting pupils with medical conditions on the Trust's policy for supporting pupils with medical conditions at school.
- 11.3 In all cases, schools should be sensitive and avoid stigmatising pupils and parents and they should talk to pupils and parents and understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual pupil's specific needs.

## **Part-time timetables**

- 12.1 All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.
- 12.2 A part-time timetable should not be used to manage a pupil's behaviour.
- 12.3 A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend fulltime, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.
- 12.4 Share information and work collaboratively with other schools in the area, local authorities and other partners when absence is at risk of becoming persistent or severely absent.



- 12.5 All schools should work with the local communities (including voluntary and community groups) to help remove the barriers to attendance that families experience. In some cases, families will experience the same or similar barriers to attendance for multiple children who attend different schools in the area. As such, it is of mutual benefit for such schools to work together where possible. This will be particularly beneficial in supporting transition between feeder schools.
- 12.6 Schools will work jointly and share data on individual cases where it is of benefit to the pupil (e.g., health services where there are medical conditions or the police where there are extra-familial harms). Local authorities and schools (of all types) are expected to have a regular Targeting Support Meetings at least termly. Further, to facilitate timely collaborative working across partners, all schools are also legally required to share information from their registers with the local authority. As a minimum this includes:
- 12.7 Every time a pupil's name is to be added to, or deleted from, the school admission registers outside of standard transition times (including the statutory reason for deletion). For deletions this must take place before the deletion, and for additions it must be no later than 5 working days after the addition.
- 12.8 The name and address of any pupil who fails to attend school regularly or has missed school for 10 days or more without the absence being recorded as authorised. Local authorities should agree the frequency this must be shared with all schools in their area. This should be no less frequently than once per calendar month.
- 12.9 Local authorities may seek, and schools are expected to provide, more frequent or comprehensive sharing of data than the statutory minimum where it is essential to fulfilling their obligations under the Education Acts. To avoid any unnecessary burdens for schools this should always be automatic from school registers and not require additional manual data collection/ returns (e.g., through a data aggregator directly from management information systems). This collaboration allows local authorities to facilitate quicker, more efficient joint working and better target their area wide attendance strategy.
- 12.10 Similarly, whilst the law provides access to registers of maintained schools for local authority officers who need access to fulfil their obligations under the Education Acts, all schools, regardless of whether or not they are covered by that legislation, are still expected to provide the local authority with access to support joint working between schools, trusts and local authorities.

## **Attendance procedures**

- 13.1 The position of The Circle Trust is clear, an individual school in the Trust's unique ethos should be preserved in perpetuity. Consequently, attendance procedures must be in line with this policy but appropriate for their cohort of children or young people.
- 13.2 Each school attendance procedures will be set out in three parts:
- 13.2.1 PREVENTION of poor attendance through strong and effective whole school attendance management
  - 13.2.2 EARLY INTERVENTION to reduce absence before it becomes habitual or severe
  - 13.2.3 TARGETED reengagement of persistent and severely absent pupils



13.3 Each school's attendance procedures will set out:

- 13.3.1 The attendance and punctuality expectations of pupils and parents, including start and close of the day, register closing times and the processes for requesting leaves of absence and informing the school of the reason for an unexpected absence.
- 13.3.2 The name and contact details of the senior leader responsible for the strategic approach to attendance in school.
- 13.3.3 Information and contact details of the school staff who pupils and parents should contact about attendance on a day-to-day basis (such as a form tutor, attendance officer etc) and for more detailed support on attendance (such as a head of year, pastoral lead or family liaison officer etc).
- 13.3.4 The school's day to day processes for managing attendance, for example first day calling and processes to follow up on unexplained absence.

13.4 How the school is promoting and incentivising good attendance.

- 13.4.1 The school's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
- 13.4.2 The school's strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority.
- 13.4.3 The point at which Fixed Penalty Notices for absence and other sanctions will be sought if support is not appropriate (e.g., for an unauthorised holiday in term time), not successful, or not engaged with.
- 13.4.4 In developing and implementing their procedures, the school will consider the obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child
- 13.4.5 This policy must be easily accessible to leaders, staff, pupils and parents, including (but without limitation) published on the school website. Parents will be informed of the school's attendance procedures and policy with any initial information when pupils join the school and will be regularly reminded and when it is updated



## Appendix – Owlsmoor Primary School Attendance procedures

### Contact Details

Attendance Lead & Headteacher	Mr Simon Cope head@owlsmoorprimary.com
Attendance Officer	Natalia Ahmed Nahmed@owlsmoorprimary.com

### Attendance and Punctuality Expectations

At Owlsmoor Primary, our approach can be summarised as ‘Listen, understand, empathise and support – but do not tolerate’.

As a school, we promote attendance by:

- Having high expectations for every pupil’s attendance at school
- Communicating these expectations clearly, strongly and consistently to parents and to pupils
- Setting expectations about attendance from the outset – from Foundation Stage onwards
- Explaining to parents and pupils why good attendance is important and how it helps pupils to achieve
- Listening to parents carefully to find out why their children are not attending well enough so that they can act accordingly
- Challenging parents who do not make sure that their children attend, but also offer support where needed
- Having the right people in place to have these conversations with parents
- Ensuring that attendance is always recorded accurately
- Systematically analyse attendance information so that we can see patterns and trends
- Using this analysis to target our actions, both for individuals and at a whole-school level
- Making sure that attendance is ‘everyone’s business’ in school
- Understanding that good attendance does not happen in isolation – there is an interrelationship between attendance and the quality of the school’s curriculum, ethos, behaviour and inclusivity
- Identifying the right people to work with a family once attendance issue become a cause for concern
- Having a relentless push for whole-school improvement
- Seeing the process of securing good attendance for all pupils as an ongoing process, never something that is ‘finished’

### The School Day

	Gates Open	Registration	Registration Closes	Close of Day
Nursery	8:45	9:00	9:15	3:00
Years R-2	8:30	8:45	9:00	3:15
Years 3-6	8:30	8:45	9:00	3:15

### To request a ‘Leave of Absence’



- The parent/s or carer/s with whom the pupil normally resides must complete and submit a Leave of Absence (holiday) form at least one month in advance of the requested absence. Forms are available from the School Office or can be downloaded from the website.
- The attendance officer will consider the application and triage whether or not the application can be granted on the basis of 'exceptional' circumstances. This will then be discussed and signed-off by the headteacher as authorised or unauthorised.
- Each application will be considered on a case-by-case basis depending upon the specific circumstances of the particular application. School will endeavour to respond within 5 working days to the parent/s or carer/s who submitted the application.
- Where leave of absence is granted, the pupil's absence will be authorised.
- A one-off period of irregular attendance, such as an unauthorised period of leave in term time, can result in a referral being made to the Education Welfare Service and this may result in the issuing of a Penalty Notice in accordance with Wokingham Borough Council's Code of Conduct.

### **Unexpected Absence**

If a child is absent on a day or any subsequent days, the parents and carers are expected to:

- Contact the school office by 9.15 via:
  - the online form available on the school website,
  - email office@owlsmoorprimary.com )
  - the answer phone (01344 776642 select option 1) with an explanation and reason for the absence
  - Provide medical evidence where requested

There may be occasions where a parent/carer considers there are extenuating or compassionate reasons for an absence. In this instance, parents are asked to complete the 'Application for leave of absence during term time' via the website and this will be triaged by the attendance officer who will discuss this with the Headteacher. Leave of absence will be authorised if the circumstances are considered 'exceptional'.

### **Day to Day processes**

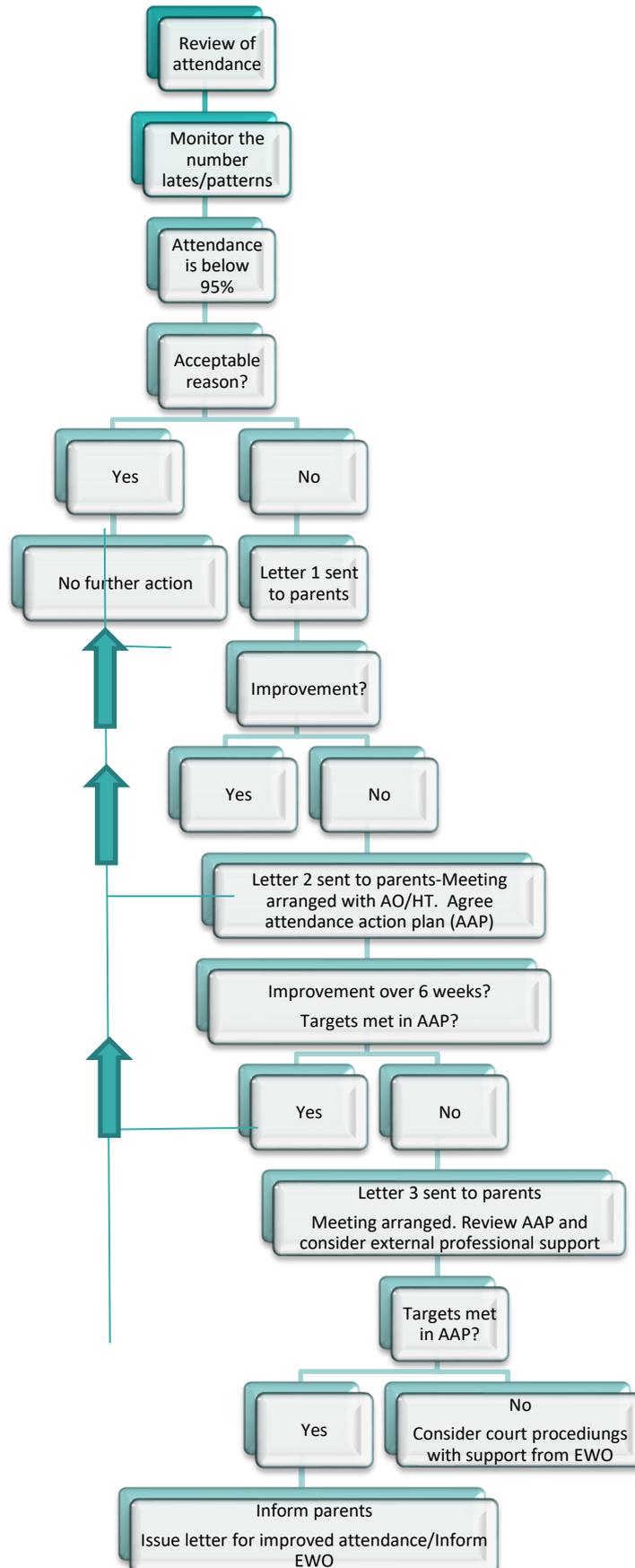
The school will follow up any unexplained absence on a daily basis and all information will be added to the Management Information System on a daily basis. If contact has not been made over several days, the school will endeavour and do all that it can to make contact. If all attempts have been unsuccessful, the headteacher will assess the situation and may request external support if appropriate.

### **Using Data**

The school uses data to:

- Record pupils' attendance daily
- Accurately codes each absence
- Identify patterns in order to act swiftly and support the family
- Quickly intervene or challenge if attendance drops

There are monthly analysis meetings where any concerns are identified and actions put in place as a result. The flow chart of actions is followed:





## Reducing Persistent or Severe absence

The school tackles persistent absence by:

- Ensuring that all the basics are in place to promote good attendance generally.
- Being analytical about what is stopping individuals from attending, particularly where persistent absence appears to be intransigent, there are often complex factors at play.
- Being persistent with 'Hard to reach' families and build relationships and offer support and clear communication channels
- Working with secondary colleagues to find out why issues are arising when pupils from the same family have poor attendance.
- Pass on key information when pupils move from one school to the next is important too when attendance is an issue.
- Celebrating any small improvement that is made for a child, even if the child is late but in attendance
- Managing a return carefully so that the correct support is in place for learning and also wellbeing
- Working with other professionals and agencies, such as social care, local authority educational welfare officers (EWO) and virtual school headteachers, as appropriate.

The aim is that the strategies above, help support an improvement in attendance; however, if this is not the case, formalised support between the school and local authority Educational Welfare Officer will be put in place to address and this may result in a penalty notice to parents/carers who are failing to secure their child's regular school attendance and are not engaging with supportive measures to improve attendance proposed by the school. Before a Penalty Notice is issued, parents are likely to be warned of their liability to receive such a notice.

If unauthorised absence continues, the school will engage with parents and carers and identify what improvements and actions need to be achieved over a fixed time frame (usually 6 or 8 weeks). This intervention may also be offered as an early intervention measure designed to ensure that appropriate action is taken to address school attendance concerns. If there is no improvement, the school will engage Education Welfare who may take parents/carers to court for failing to ensure that their child attends school regularly. Parents have a legal responsibility for ensuring their child attends school regularly. Where a parent fails in this responsibility and no improvement is brought about within the specified time frame, legal proceedings are initiated in the Magistrates' Court.