



**Beecroft
Primary School
and Nursery**
Kirkstall, Leeds

BEECROFT PRIMARY SCHOOL

ATTENDANCE POLICY

Academic Year 2023-24

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This Attendance Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Headteacher	School Attendance Champion (SLT)	Nominated Governor Attendance	Chair of Governors
2023-24	June Turner	Steven Campbell	Pat Gradys	Steve Harris

Policy Review date	Date Ratified by governors	Date Shared with staff
September 2024	September 2023	September 2023

School Name	Beecroft Primary School
Attendance Target	97%
School opens at	8.30am register (pupils can arrive at 8.20 and come in to the classroom for extra work and support)
Registers close at	8.40am (children will be marked late after this time until 9.10 when they will receive a U mark)

Beecroft Primary Attendance Policy

1. Contact List – September 2023

Role / Agency	Name and role	Contact Details
Headteacher/Principal	June Turner	june.turner@stf.beecroft.leeds.sch.uk
Attendance Champion SLT	Steven Campbell	steven.campbell@stf.beecroft.leeds.sch.uk
Attendance Officer	Lisa Craven	Lisa.jackson@stf.beecroft.leeds.sch.uk
Governor with responsibility for Attendance	Pat Gradys	Pat.gradys@stf.beecroft.leeds.sch.uk
Chair Of Governors	Steve Harris	Steve.harris@stf.beecroft.leeds.sch.uk
School Office	Lisa Craven	As above
Learning Mentor	N/a	
School Attendance Service (SAS)	Queries relating to attendance	0113 3785994 Schoolattendanceservice@leeds.gov.uk
Elective Home Education (EHE)	Queries around Elective Home Education	EHE@leeds.gov.uk
Children Missing Education (CME)	Referrals for children missing education	0113 378 9686 CME@leeds.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk

Attendance Policy

2. Policy Statement

Beecroft Primary School is highly aspirational. Attendance is the single most important piece in the achievement and attainment jigsaw. Research shows the decline in learning if pupils do not attend and if absence declines to below 95%. Good attendance is a whole staff responsibility. Good attendance and an expectation that all parents will support this when they accept a place at the school is part of the culture and ethos.

The attendance aim annually for the whole school is 96% minimum.

The school does not approve holidays/extended leave/time out of school. The messages are clear and communicated regularly in parent letters and mail. The policy sets out the expectations of parents and staff.

Beecroft Primary School does not expect low or persistently low attendance (90% and below). We see persistent absence as a **serious safeguarding concern**. It is dealt with using our 5 point plan. This includes School Attendance Panel Meetings, with the head, where we deal with the issue seriously.

Any parent choosing the school are doing so in full agreement with the policy set out below. They sign to that effect in a Home -School Contract or agreement.

By working in partnership with parents and other agencies, we ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students at Beecroft.

This attendance policy is part of broader suite of safeguarding policies and should not be viewed in isolation. Safeguarding policies include the Child Protection Policy, Anti-bullying policy and behaviour policy.

Parents' Responsibilities: In accepting a place at the school parents' are accepting the ethos of high expectations for good attendance

- **School Start Time: 8.30am (Pupils can arrive at 8.20am and come straight into the classroom for extra work and support**
- **Register Closes: 8.40am (The child is then Late 'L' or after 9.10 absent 'U' code)**
- **School Finish: 3.15pm**

*All pupils at Beecroft Primary are set an attendance target of **96% or above**.*

Parents, carers and families are therefore asked to ensure that their child/children are in school every day of term. Pupils arrive at 8.20 for a 8.30am start. (register closes at 8.40am)

3. Aims

Commitment

Beecroft Primary School is proud of the achievement and attainment of all pupils. The barrier to this is poor attendance and lack of support with attendance from some (a minority of) parents. The school wants to be positive but recognises that progress will not happen if children are out of school. All families should aim for 96%

Research proves that there is a very clear relationship between excellent school attendance and academic achievement. Year after year, the pupils with the best school attendance achieve the best results. We are passionate at Beecroft about providing pupils with the best possible life chances and as such, know they have to **'be here to get there.'**

Attendance at school is the law (statutory) so:

3.1 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their responsibilities with respect to Attendance and understand the correlation with safeguarding.
- Parents, carers, and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.
- Pupils who achieve attendance and punctuality targets throughout the academic year are recognised and rewarded.

3.2 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, parents, staff, and governors. It is fully incorporated into the whole school ethos and culture

4. How Does Beecroft Do Attendance?:

Attendance at school is the law.

The majority of our Beecroft parents ensure that their child attends every day the school is open and are absent only when there is a statutory reason (illness). However, the government's new guidance says all parents are expected to:

1. Book any medical appointments around the school day when possible. **(Not during lessons.)**
2. Only request leave of absence in exceptional circumstances and do so a month in advance. **(Not holidays/extended leave in term time – These must stop and parents taking these will be fined.) All leave/holidays will NOT be authorised.**
3. Notify the school office as soon as possible if their child has to be unexpectedly absent **(e.g. sickness)**

Number 1 and 2 can be improved upon by some of our parents, as leave for reasons other than illness is unacceptable. (At 20 days a child loses their place)

Pupils' attendance is monitored against our Traffic Light Group system:

Green	100% - 96% +	<p>It is important to celebrate pupils achievement of 100% attendance.</p> <p>They will receive half termly certificates/ end of year medals and entry into prize draws</p> <p>Pupils in this group have excellent attendance.</p>
Yellow	95% and below	<p>Pupils in this group are having too many days off and will need to work on their attendance.</p> <p>Their attendance will be monitored by the class teacher to avoid it dropping further along with phone calls from the attendance officer</p>
Amber	91%	<p>Pupils in this group are becoming a serious concern.</p> <p>They will receive a home visit .</p> <p>Parents will be invited in for a SAP meeting with the head to establish a way forward with improving your child's attendance</p>
Red	90% and below	<p>These pupils are a serious concern. This is classed as persistently absent.</p> <p>There will be a SAP meeting held in school with the Head/ Deputy/ attendance officer.</p> <p>If attendance does not improve the case will be passed on to Leeds City Council Education Welfare Officer which may result in:</p> <ul style="list-style-type: none"> - A penalty charge notice <p>A prosecution in either the Family or Magistrates Court.</p> <ul style="list-style-type: none"> - Loss of your child's place at Beecroft

Parent Attendance Process:

If a child is sick/ill telephone the school 0113 2618820 on the first day of absence before 9.00 am and provide a reason.

- If we do not receive communication, a parent will receive a phone call home from our Attendance Officer Mrs Craven.
- A home visit may be made depending on the child's attendance record and the nature of the absence.
- On returning to school parents must take responsibility to help the child catch up on work missed.

Home visits will be conducted by the Attendance Officer (Mrs Craven) and the Head/Deputy if a pupil's attendance is of concern. The purpose of making home visits is to have a conversation with families about their young person's attendance, complete a safeguarding check and offer support where applicable.

School Attendance Panel Meeting: SAP

Parents are invited into school to discuss attendance at 91% and 90% and below (Persistent absence). The discussion is to set targets for improvement and to ensure that things will improve quickly. Any barriers to good attendance are discussed. A parent contract will result.

Extended Leave and holidays in term time are not approved and this is often the cause of low attendance at Beecroft. (Visiting family in other countries is not an exceptional circumstance) 20 days leave will result in the child losing their place in school.

Please be aware that Beecroft Primary works closely with Leeds City Council and **will transfer any cases of persistently poor attendance for possible prosecution in either the Family or Magistrates Court**

The table below shows the importance of attendance to your child:

Yearly Attendance	Yearly Days Missed	Yearly Learning Hours Missed	Learning Hours Missed Over 5 Years
100%	0	0	0
97%	6	30	150
95%	10	50	250
90%	20	100	500
80%	40	200	1000
50%	100	500	2500

Staff Responsibility: Class Teachers and Non-Teaching staff

ALL staff are responsible for the attendance of every child in their class. Class teachers and support staff build up trust and knowledge of the families of the children in their class. Strong and trusting relationships enable difficult conversations and the right amount of praise when it is due. All staff have high expectations for attendance and punctuality and communicate these to all pupils. All staff are consistent in their communication with pupils and parents. Attendance is never solved – it is a daily issue. Staff will receive weekly attendance figures which highlight pupils of concern.

At the start of the day and session registers (legal document/ ipads SIMS) are filled in accurately – 8.40am is the close of register. Notes are put on the comments section.

Staff talk about the importance of both attendance and punctuality.

Class Teachers will:

- Discuss attendance daily when they do the register
- Set targets – we want to win the 100% trophy this week
- Remind about whole school challenges (e.g. prize draws)
- See individual pupils who are on attendance charts.
- Speak with parents and families about attendance. (Ring, speak)
- Discuss punctuality – it has the same status as attendance.
- Early response is particularly important in Reception and Nursery when the culture is being established.
- Look at the weekly data and understand the problems/achievements of their class.

It is expected, as part of the Teaching Standards, that class teachers ensure that a high level of attendance is expected from all. Class teachers must know their families and respond quickly and in a timely manner.

Class teachers also discuss problems with the Headteacher and Attendance Officers.

A class-teachers engagement and persistence with the attendance of their class will always be part of annual performance management review because any progress with the class is reliant on children being in school. Class-teachers engagement can be noted from the comments section of the register which they fill in and from the class and individual attendances.

Attendance Officer – Mrs Craven - has a clear route of procedures at every level of monitoring a child's attendance from daily phone calls to the instigation of trigger letters to parents. They discuss attendance with Mr Campbell (Deputy Head) and the Headteacher. There is first day calling to families who do not ring the school to explain their child's absence.

It is important that Attendance Officer is supportive of families where there are barriers to attendance yet are also clear about the expectations and why good attendance is important to their child's attainment, wellbeing and wider development. They communicate clearly the short and long term consequences of poor attendance. Children missing can also be a warning sign of a range of safeguarding issues.

Listen and discuss barriers to attendance and agree how all parties can work together to resolve them Attendance officers send home the half-termly traffic light letter to all pupils.

- **Facilitate Support:** Help parents and pupils to access the support they need.
- **Formalise Support:** Where absence persists and voluntary support is not working the Headteacher, Attendance Officer and outside agency will issue a parent contract or supervision order.
- **Enforce:** Prosecution will result if parents will not engage and all avenues have failed.
- Data is produced weekly and used by all – class teachers, HT and deputies.

Headteacher:

Attendance is discussed with the whole school at weekly assemblies. All pupils know the attendance target of 96%. An attendance trophy is presented weekly to the class with 100% attendance.

Pupils understand the reason for good attendance.

Newsletters and Headteacher updates include attendance percentages and take every opportunity to re-enforce the central messages about good attendance.

Praise and reward for good attendance is central in the work and ethos of the school This is done sensitively and without discrimination.

The Headteacher is part of the daily conversations at all levels regarding attendance. There is a very high expectation of every member of staff and the Headteacher lives this in her daily communication with pupils, parents, attendance officers, class teachers and senior staff.

The Headteacher is always present at School Attendance Panel Meetings. (SAP)
The Headteacher, along with senior staff look at attendance data on a weekly basis acting as a steer with parents and pupils.

Rewards For Good Attendance

- Attendance trophy weekly for class/es with 100% (Discussed in whole school assembly weekly by the Headteacher who praises and reinforces the messages about attendance)
- Attendance certificates termly for 100%
- Lucky dip rewards for those pupils on improvement charts when they attain a full week in school.
- Motivating and positive calls to parents where there is improvement.
- 100% trophies to all pupils who achieve an annual 100% (A special award for 7 years of 100%)
- Special prize draws for a half term of 100% (This includes those who may have low attendance and acts as an additional incentive.)

Use of Wider Support Services.

The school pays into the Leeds City Council Attendance Support Service for cases where the school's actions are not meeting success. This is particularly the case where parents will not engage with the school and attendance or punctuality is not improving.

Fixed Penalty notices will be sought in the cases where parents will not engage and where there is persistent absence.

Authorised and unauthorised and absence

Authorised absence:

Authorised absence is defined as:

- Genuine illness
- Medical or dental appointment (where possible routine appointments should be arranged out of school time)
- Bereavement – (Headteacher's discretion)
- Religious observance (The day must be exclusively set apart for religious observance by the religious body to which the parents belong)
- Approved leave in term time where there are exceptional circumstances, as agreed by the Headteacher.
- The pupil has a local authority licence to take part in a public performance and the school has granted leave of absence

Unauthorised absence:

Unauthorised absence is defined as:

- Being late after the registers have closed - 'U' code
- Staying at home to care for younger children or sick relatives
- Going shopping or having a haircut
- Where no explanation is offered by the parent or carer
- Where the school is not satisfied with an explanation offered
- Special occasions e.g. birthdays/weddings
- Holidays/leave in term time
- Taking the rest of the day off before or after a medical appointment
- Translating for family members
- Visiting sick relatives
- Exceptional term time leave longer than agreed by the Headteacher

Exceptional Leave

Holidays, visits to family who live abroad and time out is not considered exceptional leave. Beecroft Primary School has made a clear statement to **STOP** all such absence. Should it happen it will always be unauthorised and will result in a penalty notice fine - £60 per parent and per child. It may result in the child losing their place and if it is frequent – more than once in a time a child is in school it will be referred for a fast track fine and a charge resulting in court proceedings.

It may also result in a child losing their place in the school. (Places in the area are difficult to get so parents may find themselves travelling a distance to school)

If a parent considers they have an exceptional circumstance (for reasons other than the above) they must apply to the Headteacher one month in advance – the headteacher will decide if the case is exceptional and will specify the time allowed.

Serious Medical Needs

Ordinary medical appointments and visits to the dentist cannot take place in school time.

In cases where a pupil has a serious medical issue – backed up by doctor's notes and hospital information the school will work with the family to ensure full support.

This may be in half day attendance, provision of lap-tops and remote learning.

In all cases the school will encourage parents to get the child into school as much as possible – to help with wellbeing, friendships and achievement and attainment.

The school will ring parents during the day and send the pupil home if they cannot cope at any point.

Religious Observance

2 days allowed in total in any school year. Eid – (one day for each Eid Festival religious observance) If the date falls at a weekend no days are entitled out of school. The RO will be counted as authorised absence.

Data Analysis

Data is used weekly to inform class teachers, and senior staff. The data included significant groups – EAL, PP, SEND.

The purpose of the data is to inform immediate action around trigger points and not to allow slippage.

Punctuality

Punctuality is vital to avoid children missing valuable learning time. This will be monitored weekly, by class teacher, Deputy and Head. The school will operate a “ Late Gate” system where the SLT will meet pupils/parents on the gate and discuss this. The head will send letters to parents of children who are persistently late to invite them in for a meeting.

Registration

- Registration takes place each morning at 8.40 am and each afternoon at 1.15 pm.
- Class teachers will enter a present mark (/) on the ipad register for each pupil present and an absent mark for any pupil that is absent.

Responding to lateness

- Pupils arriving in the classroom after 8.40am when the register has been taken are deemed to be late and will be marked as L code.
- These pupils must enter school via the school office and minutes late will be input by office staff.
- After 9.10am and 1.45pm the pupil is deemed to be Late/absent. Any pupil arriving in school after these times will be marked U. In case of emergency the register shows the pupil is on the premises, but they will not receive a present mark toward their overall attendance.
- Parents/carers will be contacted by school if their child is persistently late.
- A member of SLT will meet parents/ carers on the gate each morning to discuss punctuality

5. Legislation and guidance

5.1 This policy is based on the Department for Education’s guidance, [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/working-together-to-improve-school-attendance) 2022

5.2 The Education Act 1996 states that:

- All pupils of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise.
- The Local Authority must provide school places to parents who wish their children to be educated at school.
- The school must complete attendance registers at the beginning of the morning session and during the afternoon session.
- The school must report to the Local Authority pupils who are absent for more than ten days without explanation.
- The Local Authority has a duty to ensure that parents fulfil their legal responsibilities.
- Failure by parents to ensure the regular attendance at school of a registered pupil is an offence punishable by law.

[Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/56/part-6) - Part 6

[Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/32/part-3) - Part 3

6 Partnership Expectations

What the school expects of our pupils
<ul style="list-style-type: none"> • That pupils attend regularly, on time and ready to learn
<ul style="list-style-type: none"> • Pupils are prepared for the day with appropriate equipment
<ul style="list-style-type: none"> • Pupils who arrive after registration time report to the office
<ul style="list-style-type: none"> • Pupils tell a member of staff if there is any problem which may prevent them from attending school
What the school expects of parents/carers
<ul style="list-style-type: none"> • Ensure that their children attend school regularly and on time to fulfil their legal responsibility
<ul style="list-style-type: none"> • Notify school on the first day of absence and provide reason for absence
<ul style="list-style-type: none"> • Complete a request form for absence in term time for exceptional circumstances
<ul style="list-style-type: none"> • Supply medical evidence when required
<ul style="list-style-type: none"> • Ensure all parental and child contact details are up to date
<ul style="list-style-type: none"> • Provide school with two emergency contact details
<ul style="list-style-type: none"> • Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending
What the parents/carers can expect from the school
<ul style="list-style-type: none"> • A broad, balanced education
<ul style="list-style-type: none"> • Encouragement and rewards for good attendance and punctuality at school
<ul style="list-style-type: none"> • Prompt action when a problem has been identified
<ul style="list-style-type: none"> • Efficient and accurate recording and monitoring of attendance
<ul style="list-style-type: none"> • Contact with parents and carers on the first day when absence is unexplained
<ul style="list-style-type: none"> • Liaison with officers from the Local Authority from a variety of teams to assist and support families where needed
<ul style="list-style-type: none"> • Regular communication with parents and carers

7 Roles and responsibilities

The Head (J Turner) is responsible for:

- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2023. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101321/Keeping-children-safe-in-education-2023.pdf)
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101321/Supporting-pupils-at-school-with-medical-conditions-2015.pdf)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and whole school attendance.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Ensuring all staff are aware of any potential safeguarding issues, ensuring joint working between the school,

Children's Social Work Services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.

- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, pupils, families, and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

The School Attendance Champion (S Campbell)

The School Attendance Champion is responsible for:

Implementing the policy with the Head.

- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis -
 - Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes, raising concerns with other agencies like children's social care and early help services which are working with families.
 - Robust school systems are in place which provide useful data at cohort, group, and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
 - children who have a social worker including looked-after children
 - young carers
 - children who are eligible for free school meals
 - children who speak English as a second language
 - children who have special educational needs and disabilities
 - Keeping the Head and all school staff informed of weekly attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures.
 - Compiling attendance data for the Head, the Governing Body and the Local Authority.
- Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents.

- If required, holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

Teaching staff

Teaching staff are responsible for:

- Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
- Implementing the policy and ensuring it is applied fairly and consistently.
- Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date.
- Reviewing class and individual attendance patterns.
- Informing the school attendance champion/line manager of any concerns.
- Emphasizing with pupils the importance of punctuality and good attendance.
- Reminding parents of their commitment to this policy.
- Building respectful relationships with staff, pupils, families, and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Communicating openly and honestly with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or who are persistently or severely absent to discuss attendance and engagement at school.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Modeling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
 - 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
 - handle confidential information sensitively
 - understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity
 - communicate effectively with families regarding pupils' attendance and well-being
- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasize the importance of attendance and its impact on attainment.
- Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.
- Promote rewards and celebrate progress but continue to outline sanctions.
- Apply rewards and sanctions consistently.

- Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Contact parents and carers regarding absence and punctuality.
- Review form or tutor group attendance weekly to share data, identify issues, intervene early, and help set targets.
- Periodically review practice and consistency both across and between departments.
- Proactively promote attendance practice as part of staff induction.
- Consider the individual needs and vulnerabilities of pupils.

Attendance and pastoral staff

- **Attendance Officer** has a clear route of procedures at every level of monitoring a child's attendance from daily phone calls to the instigation of trigger letters to parents. They discuss attendance with Mr Campbell (Deputy Head) and the Headteacher. There is first day calling to families who do not ring the school to explain their child's absence.
- It is important that Attendance Officers are supportive of families where there are barriers to attendance yet are also clear about the expectations and why good attendance is important to their child's attainment, wellbeing and wider development. They communicate clearly the short and long term consequences of poor attendance. Children missing can also be a warning sign of a range of safeguarding issues.
- Listen and discuss barriers to attendance and agree how all parties can work together to resolve them
- Attendance officers send home the half-termly traffic light letter to all pupils.
- Data is produced weekly and used by all – class teachers, HT and deputies.
- Undertaking home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
- Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
- Implementing children missing education (CME) procedures when appropriate.
- Where pupils have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

For pupils at risk of persistent absence

- Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes.
- Initiating and overseeing the administration of absence procedures.
This should include:
 - letters home
 - attendance clinics
 - engagement with local authorities and other external agencies and partners
 - working with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and finding methods that work and are understood
 - consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures
 - providing regular reports to leaders on the at-risk cohort
 - providing regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

For pupils who are persistently absent

- Developing and implementing persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines.
- Identifying tailored intervention which meets the needs of the pupil.
- Leading daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress.
- Liaising with school leaders (designated safeguarding, SENDco and pastoral leads) on referrals to external agencies and multi-agency assessments.
- Coordinating and contributing to multi-agency meetings to review progress and agree on actions.
- Working in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Providing regular reports to leaders on the impact of action plans and interventions.

Working with the Local Authorities School Attendance Service

- Beecroft works in partnership with the statutory School Attendance Service to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
- The Headteacher/Attendance Champion (SLT) and the Attendance school staff will meet with an Attendance Improvement Officer from the School Attendance Service when required, to discuss and improve attendance for persistently absent or severely absent pupils.
- Action plans will be developed for persistently and severely absent pupils.
- If parents/carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service.

Statutory intervention can include

- Penalty Notices
- Parenting Order
- Education Supervision Order
- Prosecution

8 Children Missing Education (CME)

A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#) and follow the Leeds Children’s Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.

