



Barnett Wood Infant School

Attendance and Absence Policy

Barnett Wood Infant School

Policy Impact Statement and Updates

Policy:	Attendance and Absence Policy
Date of review:	September 2024
Governor/s responsible:	Guy Bailey, Kelly Headen (Safeguarding)
Status / date of next review:	September 2026
How well has the policy achieved its purpose and outcomes?	
<p>This policy has been instrumental in working in partnership with the families at Barnett Wood to improve attendance. It clearly sets out the responsibilities of governors, the attendance lead (senior attendance champion), the headteacher, staff and parents/carers and the processes in which are used to monitor attendance. It provides clear communication, support mechanisms, legal compliance, and the promotion of a positive school culture.</p> <p>By implementing this policy effectively, we have enhanced pupil attendance, significantly reducing the percentage of persistent absentees (PA's), which has improved the outcomes for our children and their overall well-being.</p>	
Updates and/ or changes to policy:	
September 2024	Updated in line with new Statutory Framework 'Working together to improve school attendance' August 2024

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils and or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Barnett Wood Infant School

Attendance and Absence Policy

(Updated September 2024)

1. Statement of Intent

Barnett Wood Infant School is committed to the continuous raising of achievement of all our pupils. Regular attendance is critical if our pupils are to be successful and benefit from the opportunities presented to them. It is our aim to instil high aspirations in all of our pupils and to encourage them to become resilient, lifelong learners, who embrace challenges and continue to grow.

One of our basic principles is to celebrate success. Good attendance is fundamental to a successful and fulfilling school experience. We actively promote 100% attendance for all our pupils, through sharing attendance data with parents in monthly newsletters, celebrating the class with the lowest level of absence.

2. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

The Governors, Headteacher, and Staff in partnership with parents have a duty to promote full attendance at Barnett Wood Infant School.

3. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

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

- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)
- It also refers to:
- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

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5. Roles and Responsibilities

At Barnett Wood there is a whole school approach for improving school attendance, with specific staff taking individual responsibilities:

5.1 Role of the Governing Body

The Governing Body at Barnett Wood has the responsibility for:

-
- Setting high expectations of all school leaders, staff, pupils and parents
- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority

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

5.2 Role of the Headteacher

The Headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the Attendance Champion to be able to do so

- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
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5.3 Role of the Designated Senior Leader Responsible for Attendance

The designated senior leader (also known as the 'senior attendance champion' (Senior Attendance Champion) is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Monitoring and analysing attendance data (see section 11)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher

- Working with education welfare officers to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

The designated senior leader responsible for attendance is Becky Clements and can be contacted via the school office 01372 272701 or email info@barnett-wood.surrey.sch.uk.

5.4 Role of Class teachers

Class teachers are responsible for:

- Recording attendance for both morning and afternoon sessions on a daily basis, using the codes for present, late (L) or absent (N).
- Class Teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office by 8:45am and 1:15pm each day using the online MIS, Arbor.
- Contribute to and support the continued development of the warm, welcoming, exciting and safe environment for all children
- Welcome children who have been absent with warmth- “it’s great to see you- we have missed you and I am really pleased you are better/back” and never say “where have you been? You have missed so much learning...”
- Communicate with colleagues where necessary if there are any issues resulting from the absence that other staff should know (concern about work missed, response of other children, possible responses of colleagues) but also where there are possible safeguarding concerns reporting to the DSL or DDSL’s
- Notifying the Senior Attendance Champion, Mrs Becky Clements of children whose attendance is causing a concern.
- Notify the Headteacher if there is any suggestion of term time holiday.

5.5 Role of School Admin Staff

The school admin staff are responsible for:

- Taking calls/emails/voicemails from parents about absence on a day-to-day basis and record it on the school system (ArborArbor)
- Ensuring that attendance and lateness records are up to date on the electronic register, including the reason for absence and lateness, recording time of arrival on Arbor.
- Ensuring that if no reason for absence has been provided, parents are contacted on the first day of absence by phone call by 9:30am
- Notifying a designated safeguarding lead if no reason for absence has been provided and contact with parent/carers has not been made
- Keeping record of absence concerns on CPOMS where child has been identified as at risk
- Ensuring the correct attendance code is entered in the register (See appendix 1)
- Ensuring entries on the attendance register are kept for at least 6 years after the date on which the final entry was made.

5.6 Parental Responsibility

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents have a legal duty to ensure that their children attend school regularly and arrive on time. Regular attendance is essential to the all-round development of the child and they should be allowed to take full advantage of educational opportunities available to them in order to make good progress in their learning. High levels of absence undermines their educational attainment and progress and, sometimes, has a detrimental effect on developing their relationships and all round well-being.

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9:30am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Inform the school via email of medical or dental appointments during the school day, in advance unless it is an emergency appointment, in which case to inform the school as soon as the appointment is made.
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Mrs Becky Clements (Attendance Lead) or the Headteacher, who can be contacted via 01372 272701.

5.7 Pupils responsibility

Pupils are expected to:

- Attend school every day, on time.

6. Recording Attendance

We will keep an electronic attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent

- Unable to attend due to exceptional circumstances
- Any amendment to the attendance register will include:
 - The original entry
 - The amended entry
 - The reason for the amendment
 - The date on which the amendment was made
 - The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- For pupils of compulsory school age whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8:30am and ends at 3:05pm

Pupils must arrive in school by 8:35am on each school day.

The register for the first session will be taken at 8:40am and will be kept open until 9:00am.

The register for the second session will be taken at 1pm and will be kept open until 1:0pm

7. Attendance Management – Unplanned and Planned Absence

7.1 Unplanned absence

The pupil's parent/carers must notify the school of the reason for the absence on the first day of an unplanned absence by 9:30am, or as soon as practically possible, by calling the school office staff, and leave a message on our absence reporting line or by speaking to a member of the admin team on: 01372 272701. Parents can also use email to report absence on the first occasion (info@barnett-wood.surrey.sch.uk).

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

7.2 Planned absence

Dental and Medical treatments

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carers notifies the school in advance of the appointment.

Parents are required to email the school office on info@barnett-wood.surrey.sch.uk to request leave of absence for medical and dental appointments. This should be done in advance, unless it is an emergency appointment, in which case, the school should be informed as soon as the appointment is made. Evidence of the appointment may be requested.

7.3 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code.

Frequent lateness, after the register has closed will be discussed with parents. Strategies will be put in place to support the parents to overcome any identified barriers during the discussion.

7.4 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school will send an email and may conduct a visit to the pupils address or contact the police.
- Consider involving Children's Services, if the school feels there is a safeguarding or Child Protection issue about the child's absence.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- If by 10am on the second day of unexplained absence, there has still been no contact with the school, a home visit will be undertaken at the home address. The Headteacher will consider involving Children's Services with referral to C-SPA.
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (See section 8.2 below), as appropriate

7.5 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 4.7 above) about their child's attendance and absence levels:

- In monthly newsletters parents will be reminded to check their child's attendance through the 'parent portal' on Arbor where they will be able to view their child's attendance for the year to date.

- Parent consultations held in November and March
- They will receive a written report at the end of the academic year with their child's 'Record of Achievement'.

8. Authorised and unauthorised absence

8.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as situations that are unexpected, unavoidable, and outside of your control, and may include:

- Serious illness or medical emergency
- Family bereavement of a close relative
- Participation in a performance, competition or event that has been officially sanctioned
- Religious observances
- Emergency situations
- Mental health needs

A leave of absence must still be requested in advance by a parent/carer who the pupil normally lives with.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours. As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday. The school holiday dates are published a year in advance and we strongly advise parents/carers to book their family holidays during the school holidays.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for leave of absence. Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 7.2 and 7.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart

- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, barges (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

8.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

9. Strategies for promoting attendance

At Barnett Wood Infant School we promote good attendance in the following ways:

- Regular communication with parents about the importance of good attendance and advice to overcome barriers which have been identified in monitoring through monthly newsletters.
- Class attendance is celebrated in monthly newsletters.
- Set targets for the school and display these in the newsletter
- Our school environment is warm, inviting and safe, making pupils excited to attend.
- Forming close partnerships with parents to work together to improve individual pupils attendance.
- Deliver a stimulating and engaging curriculum that encourages children's enjoyment of school

- Attendance certificates for pupils who have 100% celebrated in assembly at the end of each term.

10. Supporting pupils who are absent or returning to school

10.1 Pupils absent due to complex barriers to attendance

Headteacher, Senior attendance champion, parents, class teacher and SENDCO will meet to identify the barriers to good attendance. If appropriate, the child's views will also be gathered

An attendance contract may be put in place to support progress towards improved attendance

School-based interventions may be offered: ELSA, soft starts, protected play, a time-limited part-time timetable so the child can build success and Emotionally-based School Avoidance resources.

External Interventions may be offered: referrals to Primary Behaviour Support, Educational Psychologist, CAMHS, Early Help/ Family Support Services

A home-school book may be established to maintain clear communication between the parents and the class staff

Well-being Buddy: a child who is in the child's class (well-being future leader) will be appointed as their Well-being Buddy. The Well-Being Buddy will support the child through the day with academic and social interactions.

10.2 Pupils absent due to mental or physical ill health or SEND

- Headteacher, Senior attendance champion, parents, class teacher and SENDCO will meet to identify the barriers to good attendance. If appropriate, the child's views will also be gathered
- If appropriate, the attendance policy will be implemented alongside the Children with Health Needs who cannot attend School and Children with Medical Conditions policies.
- Identify a key adult to work with the child and the family using Surrey County Councils Emotionally-based School Avoidance (EBSNA) resources to explore the positive and negative influences on absenteeism and build resilience.
- School-based interventions may be offered: ELSA, soft starts, protected play, a time-limited part-time timetable so the child can build success and Emotionally-based School Avoidance resources.
- External interventions may be offered: referrals to Primary Behaviour Support, Educational Psychologist, CAMHS, Early Help/ Family Support Services.
- A home-school book may be established to maintain clear communication between the parents and the class staff
- Well-being Buddy: a child who is in the child's class (well-being future leader) will be appointed as their Well-being Buddy. The Well-Being Buddy will support the child through the day with academic and social interactions.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

10.3 Pupils returning to school after a lengthy or unavoidable period of absence

As soon as parents have informed the school of the expected date of return:

- Class teacher will organise a welcome pack back for the child to receive before they return. It may include: messages from the class, timetable for their first day back, a reading book.

- Headteacher will meet with the parents (and child if appropriate) in advance of the first day to discuss expectations, reasonable adjustments and individual health care plans that may be in place
- Phased return: parents/child will be given the option to arrive through the school office, where the child will be welcomed by an adult known to them. Alternatively a fixed-term, part-time timetable will be put in place, which has been agreed by the Headteacher and the parents.
- Well-being Buddy: a child who is in the child's class (well-being future leader) will be appointed as their Well-being Buddy. The Well-Being Buddy will support the child through the day with academic and social interactions.
- A home-school book may be established to maintain clear communication between the parents and the class staff
- ELSA sessions will be available to support the child's return.

11. Attendance monitoring

11.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level. Specific pupil information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

11.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

11.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 9.4 below)
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and their families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding leads and pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

11.4 Procedures to address poor attendance

Attendance is monitored by the attendance lead, Mrs Becky Clements every half term. Pupils achieving between 96% and 100% are working within the expected range and would only be contacted by school if there was an unreported absence or the figure fell significantly. This is the range that most pupils achieve for their attendance.

If a pupil's attendance drops below 95%, an Early Concern Attendance Awareness letter will be shared with the parent. If attendance continues to fall below 90% parents will be contacted to attend a formal meeting with the Senior Attendance Champion. By meeting together, school can establish if there are any barriers to attendance and seek support from the School Nurse or Family Support advisor if necessary. Our aim is to set small, achievable targets we can work to improve a child's attendance before it reaches the level of 'persistent absence'.

Early intervention is far more successful in supporting children to improve their attendance. For cases that require intensive family support or Early Help, the school may make a request for support via Surrey C-Spa. Therefore, our aim is to work in partnership with home at this point and setting achievable targets can help improve attendance.

11.5 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 8.2, above)

11.6 Children missing education

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

- The date the pupil will be leaving this school and starting the next;
- The address of the new school;
- The new home address, if it is known.

The school will need written confirmation from the parent/carer.

The pupil's school will follow the LEA process for informing the new school as soon as possible. In the event that the school has not been informed of the above information, the family will be referred to the IS.

No child should be removed from the school roll without consultation between the Headteacher and the Inclusion Service when appropriate. Please see the circumstances below: -

Where a child is missing from education, Local Authority guidance will be followed, by completing a Child Missing Education referral for the following circumstances: -

- If the whereabouts of the child is unknown and the school has failed to locate him/her.
- The family has notified the school that they are leaving the area but no Common Transfer Form (pupil file) has been requested by another school.

12. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the senior attendance champion. At every review, the policy will be approved by the full governing board.

Policies linked to Attendance and Absence

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: Attendance Codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-

		time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention

Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2- Attendance leaflets for parents- EYFS

Parents can encourage good attendance by:

- having a regular bedtime and morning routine
- preparing for the morning routine by packing a bag the night before and setting out clothes
- talking together about all the fun their child will have at school
- arranging routine medical appointments, outings and holidays for the times their child does not attend school
- talking to their child's teacher or any member of the Reception team if there are concerns or anxieties
- working with their child to develop healthy hygiene practices.

If you are facing difficulties getting your child into school, it is important to discuss this with school at the earliest opportunity.

We are here to help



If we work together, we can ensure your child reaches their full potential.

Useful Contacts

Headteacher: Mrs Gibbard

Assistant Headteacher & Attendance Lead: Mrs Clements

EYFS Lead: Mrs Clements

SENDCo: Mrs Gregory

Telephone: 01372 272701

Email:

info@barnett-wood.surrey.sch.uk



ATTENDANCE IN THE EARLY YEARS

Good attendance is essential right from the start.

All parents want the best for their children. Having a good education is important to ensure that children have the best opportunities in their adult life. They only get one chance at school, and your child's future may be affected by not attending school regularly.

Good habits must be formed right from the start of their school life.



ATTENDANCE MATTERS

Children learn and develop more from birth to five years than at any other time in their lives and any gaps in their learning by the end of Early Years (Reception) will, on average double by the end of their primary years.

Benefits of good attendance:

Good habits

It builds in young children the ideas that getting up and going to school is simply what you do. Children who attend every day develop a feel for the rhythm of the week and gain a sense of security from regular routines.

Underachievement is often linked to lower attendance. For some older students this is linked to a steadily deteriorating trend in attendance which is traceable right back to Reception. Establishing good habits early is the key to future success.



Secure relationships

Young children find it easier to build and sustain a range of social relationships when they regularly attend school.

Self-esteem

Children who rarely miss sessions at school and arrive on time are more likely to feel good about themselves. Children who regularly miss sessions, or are generally late, can frequently experience a sense of having to try a little bit harder just to understand what is going on and what other children are talking about or doing.

Learning and Development

Children's learning develops quickly in the Early Years. For example, once Phonics begins in Reception, children are learning a new phoneme everyday. This means any time lost creates gaps in learning.



The more gaps there are, the harder it is for children to catch up to their peers. Good attendance ensures that children can develop at the right pace, gain confidence as they make progress and ultimately enjoy school as they see themselves succeed.

Every day lost= approx 6 hours of learning

Every week lost= approx 30 hours of learning

11 days lost= 94% attendance and 66 hours of learning time lost

19 days lost= 90% attendance, classed as persistent absentee and 114 hours of learning time lost.



Appendix 3- Attendance leaflets for parents- KS1

Parents can encourage good attendance by:

- having a regular bedtime and morning routine
- preparing for the morning routine by packing a bag the night before and setting out clothes
- talking together about all the fun their child will have at school
- arranging routine medical appointments, outings and holidays for the times their child does not attend school
- talking to their child's teacher or any member of the Reception team if there are concerns or anxieties
- working with their child to develop healthy hygiene practices.

If you are facing difficulties getting your child into school, it is important to discuss this with school at the earliest opportunity.

We are here to help



The world is run by those who turn up.

Attending school every day = 100% attendance

Attending 4½ days a week = 90% attendance
= 4 weeks missed per year

Attending 4 days a week = 80% attendance =
more than half a term missed per year.

An average attendance of 80% or less across a child's school career adds up to missing a whole 2 years from school.

Punctuality is just as important. Make every minute count!

Being late for school reduces learning time. If your child is 5 minutes late every day they will miss three days of learning each year. If your child is 15 minutes late every day they will miss 2 weeks of learning each year.



ATTENDANCE MATTERS

Regular school attendance is an important part of giving children the best possible start in life.

Attendance and Punctuality - The Facts



Why is it important for children not to miss school?

All parents want the best for their children and for them to get on well in life. Having a good education is important to ensure that they have the best opportunities in their adult life. They only get one chance at school, and your child's future may be affected by not attending school or alternative provision regularly.

If children do not attend school regularly they may:

- Struggle to keep up with school work. In a busy school day it is difficult for schools to find the extra time to help a child catch up.
- Miss out on the social side of school life. Poor attendance can affect children's ability to make and keep friendships; a vital part of growing up.

Setting good attendance patterns from an early age, from nursery through primary school, will also help your child later on in their life. Children who have a poor school attendance record may have less chance of securing a job when they are adults.

Why is punctuality so important?

Being on time is vital. Arriving late at school can be very disruptive for your child, their teacher and the other children in the class. It is important that children understand the importance of time keeping and being organised.

There may be times when parents are finding it difficult to ensure that their child attends school regularly. If this is the case, it is important to talk to school as soon as possible.



What might the impact of poor attendance be on your child?

In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. Parents can be very surprised at how quickly their children can accumulate 15 days absence within a year. Research has also shown that children who are not in school can become vulnerable. For example, children who play truant are more likely to be drawn into crime than those who do not.

What does the law say?

By law, all children of compulsory school age (between 5 and 16) must receive a suitable, full time education. As a parent, you are responsible for making sure this happens. Once your child is registered at a school you are responsible for making sure he or she attends regularly. If your child fails to attend regularly – even if they miss school without you knowing – the Local Authority may take legal action against you.

What happens if your child does not attend school regularly?

Your child's school is responsible by law for reporting poor attendance to the Local Authority. As a parent, you are committing an offence if you fail to make sure that your child attends school regularly.

You run the risk of being issued with a penalty notice or being taken to court. The LA may decide to prosecute a parent. If this happens:

Parents can be fined up to £2,500 or imprisoned for failing to ensure that their child attends school regularly; Magistrates can also impose a Parenting Order, which means that the parent has to attend a counselling and guidance programme, usually a parenting class.

If your child is going to be absent from school, it is essential that you follow school's absence procedures and contact school to provide a reason for their absence.

You should contact school before 9:30am on the first day of absence and each subsequent day.

