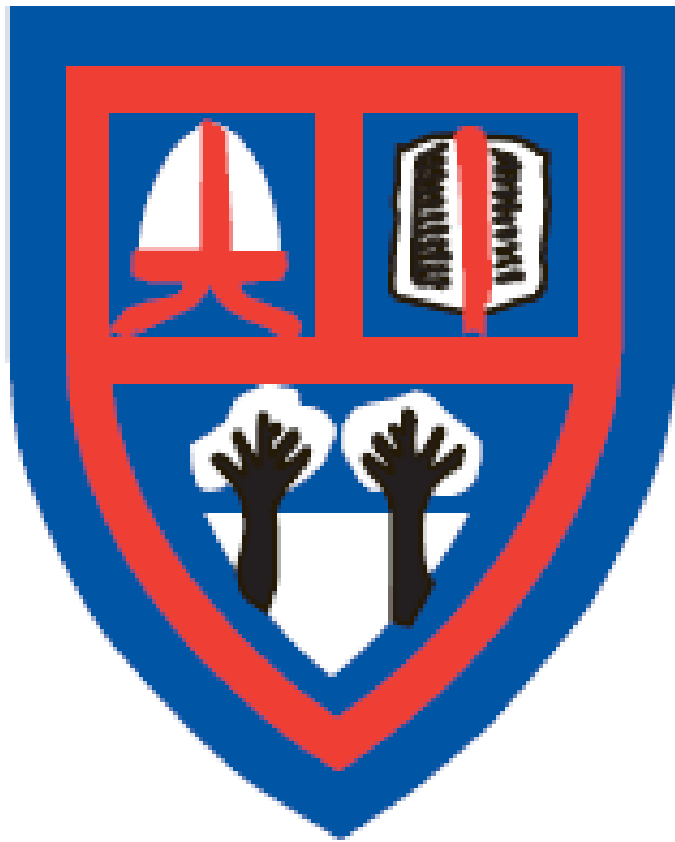


Launde Primary School



Attendance Policy

Adopted- September 2025

Review-September 2026

Our Rationale for Attendance

At our school, we firmly believe that regular attendance and punctuality are fundamental to a pupil's academic achievement and overall well-being. Our approach is built on a supportive culture that prioritizes collaboration with parents and carers to overcome any barriers to attendance. We aim to create a positive and welcoming environment where every pupil feels a sense of belonging and is excited to come to school.

Our rationale is directly aligned with the latest Department for Education (DfE) guidance, which advocates for a supportive, collaborative, and preventative approach to attendance. We understand that difficulties with attendance or punctuality can arise for a variety of reasons, and our primary goal is to identify these issues early and provide tailored support. By maintaining an "open door" policy and implementing robust systems for early identification, we ensure that we can address concerns before they escalate. This proactive strategy forms the basis of our partnership with families, built on trust and mutual respect.

Introduction

This policy has been written to adhere to the relevant Children Acts, Education Acts, Regulations and Guidance from the Department for Education in addition to guidance from the Local Authority. Parents/carers have the legal responsibility for ensuring their child's regular attendance and failure to do so is a criminal offence under Section 444 of the Education Act 1996.

At our school, we firmly believe that regular attendance and punctuality are fundamental to a pupil's academic achievement and overall well-being. Our approach is built on a supportive culture that prioritises collaboration with parents and carers to overcome any barriers to attendance. We aim to create a positive and welcoming environment where every pupil feels a sense of belonging and is excited to come to school. At Launde Primary School, we are committed to providing a full and enriching education for every pupil. We believe that regular school attendance is essential for academic achievement, personal development, and future success. Pupils are expected to attend school every day, and on time, if they are fit and healthy.

We actively encourage good attendance through clear procedures and strong partnerships with families. By working together, we aim to remove barriers and ensure every child feels supported and able to attend school regularly.

We believe that the most effective way to promote attendance is by fostering positive attitudes towards school. That's why we strive to make Launde a happy, safe, and rewarding place to learn—where every pupil feels proud to belong.

Our values guide everything we do:



Regular attendance is vital for your child's future. Pupils who miss school frequently may fall behind in their learning and face challenges in future lessons or formal assessments. Good attendance also demonstrates reliability to future employers and may reduce the risk of involvement in antisocial behaviour. Research shows that children who attend school regularly are more likely to thrive socially, emotionally, and academically.

Under the Education (Pupil Registration) Regulations 1995, the Governing Body are responsible for making sure the school keeps an attendance register that records which pupils are present at the start of both the morning and the afternoon sessions of the school day. This register will also indicate whether the absence was authorised or unauthorised.

We adhere to national guidelines in relation to school attendance (Please see the Department for Education's (DFE) Working Together to improve School Attendance statutory paper 2024).

School Attendance

Regular school attendance is crucial for educational success. Our attendance policy is designed to support pupils, parents, staff, and Governors in promoting and maintaining excellent attendance, which is vital for academic achievement and personal growth. Through this policy we aim to:

- **Create the Foundation for Lifelong Habits:** Regular attendance promotes discipline and commitment, establishing a foundation for lifelong habits of responsibility and punctuality.
- **Provide consistent Learning:** Excellent attendance allows pupils to fully engage with the curriculum, enhancing their understanding and academic progress.
- **Enable Social Development:** Regular school attendance supports the development of social skills and helps students build and maintain friendships, contributing to emotional growth
- **Reduce Learning Gaps:** Regular school attendance reduces the risk of falling behind, ensuring that pupils do not miss out on key lessons and activities that could lead to learning gaps.
- **Increase Confidence:** Being present and participating regularly in class boosts pupil's confidence in their abilities and encourages active participation in school life.
- **Enable strong Child-Adult Relationships:** Regular attendance at school allows students to build strong, trusting relationships with all staff members, which can positively impact their motivation and academic success.
- **Ensure all stakeholders have a clear understanding of our school tiered approach;** universal provision in place for promoting excellent attendance, support for families where a pupil is at risk of persistent absence and the targeted support in place for families where attendance is causing a concern.

Definitions

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

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of pupil absence from school that is considered to be a significant cause for concern.

Threshold: In England, a pupil is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a pupils attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe pupils whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

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

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Authorised absence

An absence is classified as authorised when a child has been away from school for a legitimate unavoidable reason and the school has received notification from a parent or carer. For example,

- If a child has been unwell and the parent telephones or message via Weduc the school to explain the absence. In line with ensuring the safeguarding of our pupils remains a priority at Launde, for all authorised absences of 4 days or more a home visit will be conducted by two members of school staff. Alongside ensuring the safety of the child we will also offer support and connectivity for child and family. This is referred to as a Safe and Well check at Launde.
- An absence for sickness for which the school has granted leave.

- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave.

Only the Headteacher can decide on whether an absence is authorised or not. Sometimes, even if absence is supported by a parent, an absence will be unauthorised.

Unauthorised absence

An absence is classified as unauthorised when a child is away from school without the permission of the school even if the absence is supported by the parent. For example,

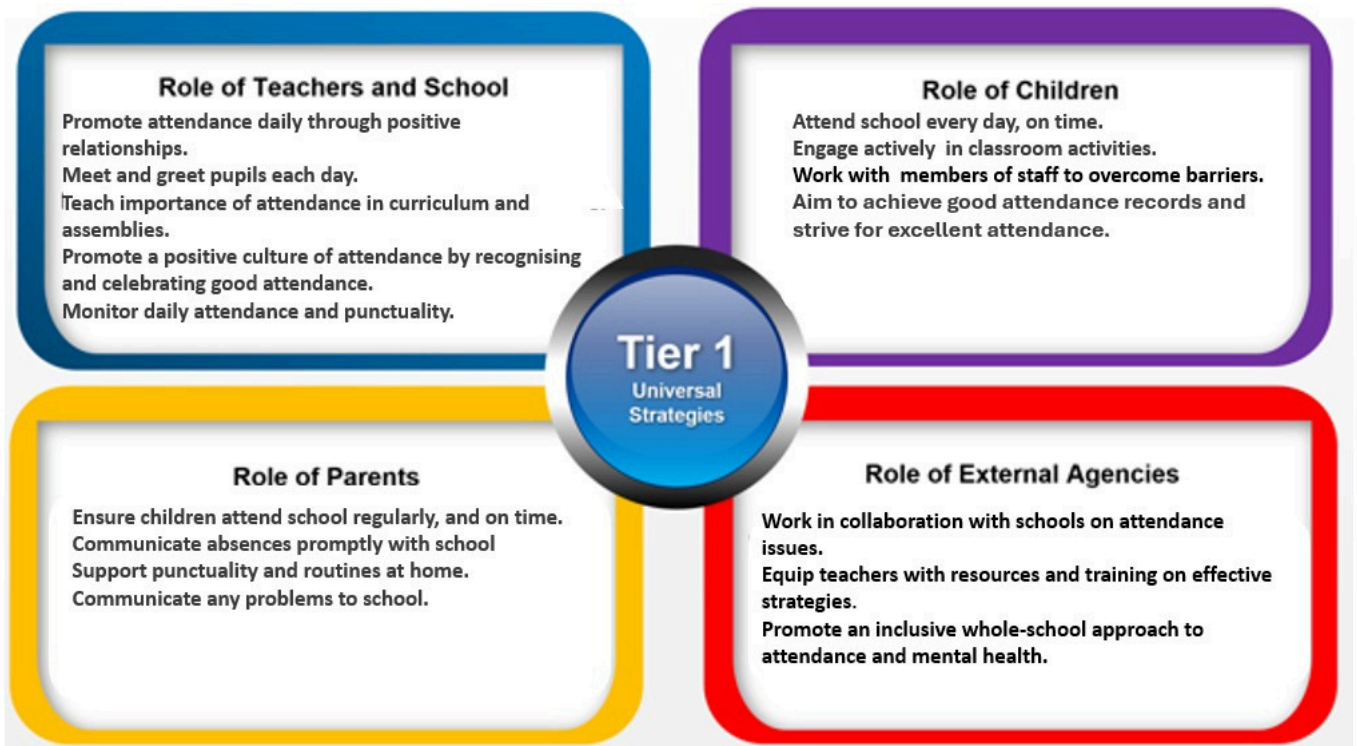
- Parents keeping children off school unnecessarily or without reason.
- Absences which have never been properly explained.
- Arrival at school after the register has closed (9:15am)
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Being collected from school for no reason during the day.

Our Procedures

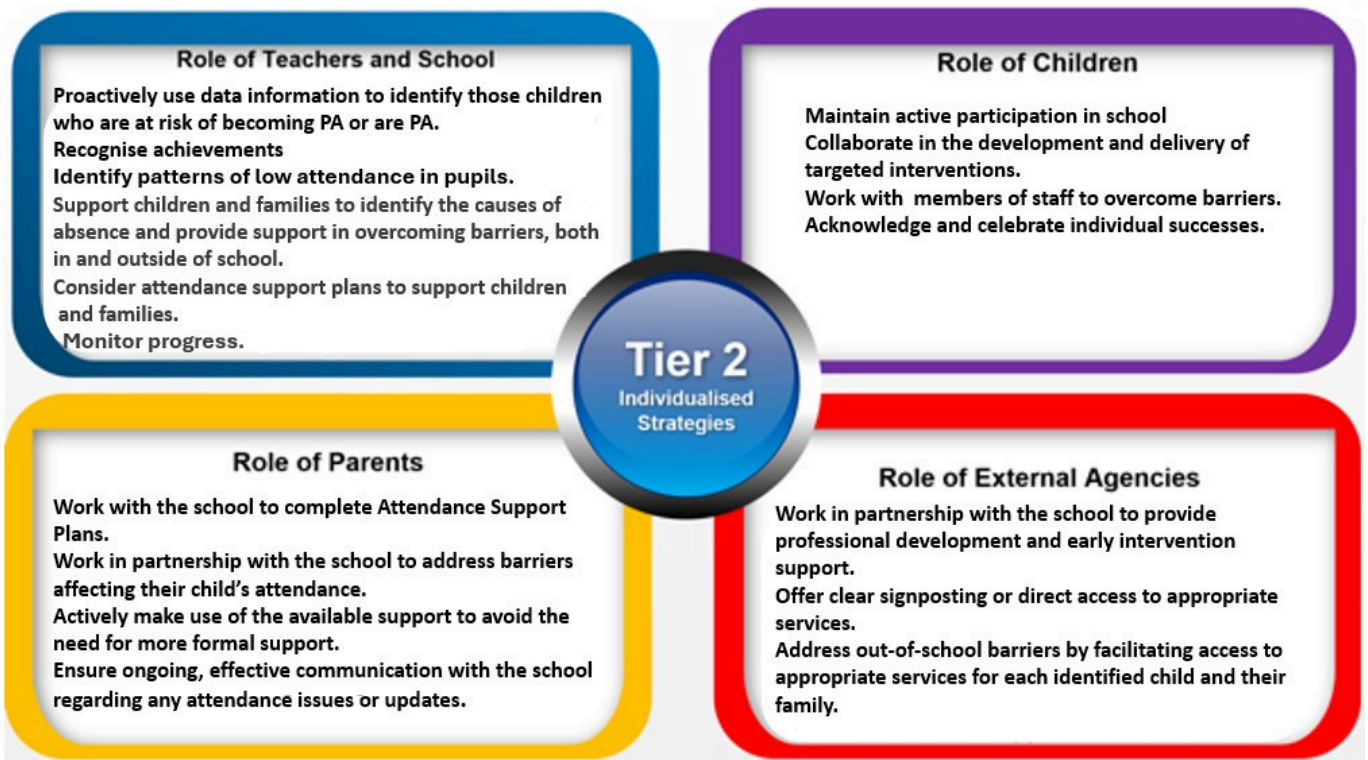
To guarantee a comprehensive approach to attendance, at Launde we implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, pupils, parents, and external agencies – including the Local Authority. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

Our school will undertake to follow the following procedures to support good attendance:

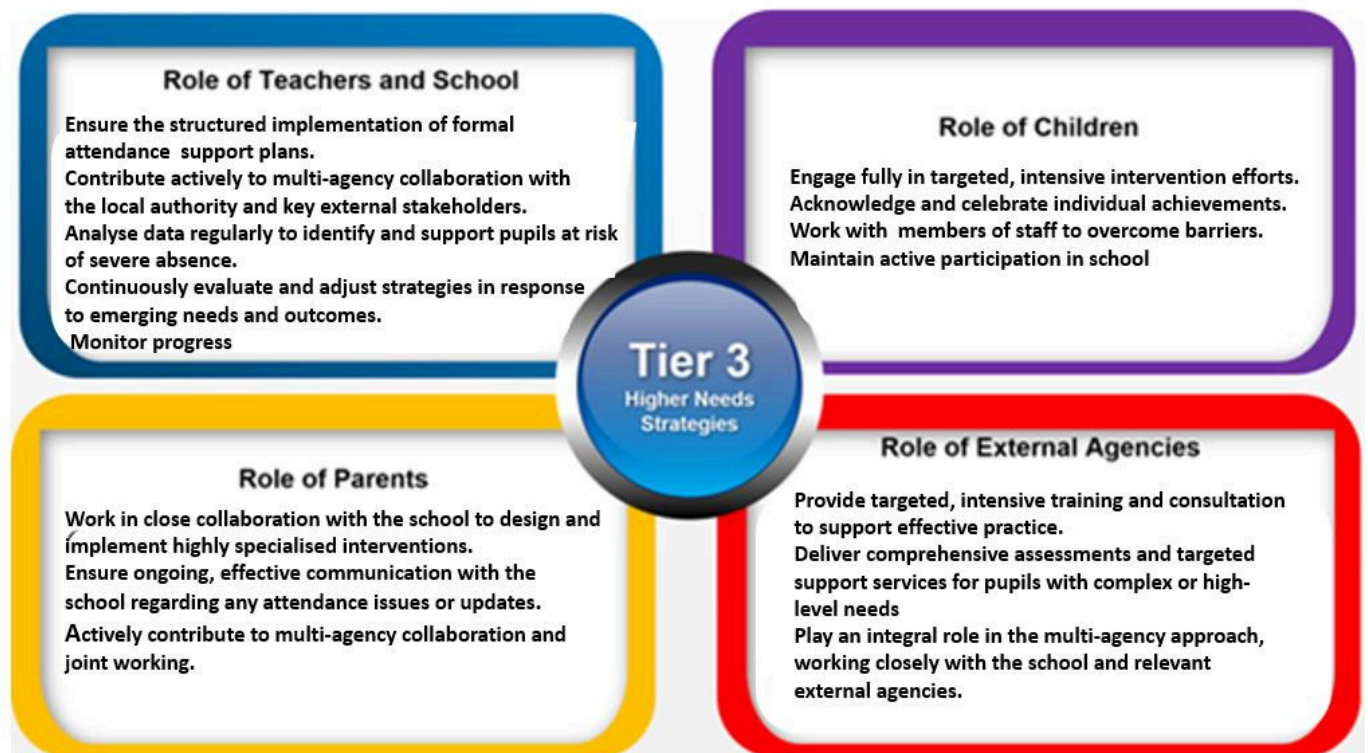
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all pupils.



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



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



In line with tiered approach, at Launde we will also provide the following:

Universal

- SLT positioned on external gates every morning and every afternoon to welcome parents / carers and to build positive relationships with our families.
- Individual Attendance recognition using Dojo's at the end of each week
- Class reward using the phrase 'Everyday Counts' - letter achieved if over 97% for the week
- Positive attendance shared and promoted on Weduc and social media
- Promoting attendance display in school hall, which is used as teaching aid during assemblies
- Home visit/well-being visits (where applicable)
- HT leads parent workshop promoting strong attendance and parents are invited if their child's attendance is dropping
- Teachers share attendance report as part of parent evenings
- Mental health support - 4 tiered approach – please refer to Mental Health Graduated Response
- Trips / enrichment activities planned on historically low attendance weeks and dates sent to parents at the beginning of the term.
- OPAL lunch time initiative set up to encourage play and excitement at lunchtime - often a time of the day pupils struggled with.
- Weduc Message sent to all pupils who have less than 95% attendance at week 4 of the Autumn term

Targeted / Individualised Strategies

- Daily, weekly, half termly and termly monitoring of attendance to identify trends or patterns
- We will use our first day absence procedures
- Proactively use data to identify children who are at risk of persistent absence
- Work with each identified child and family to understand and address reasons for absence, identifying potential barriers to attendance:
- A variety of attendance interventions to support children in coming into school.
- Letters sent out to parents to ensure they are aware of their child's attendance, with the encouragement to get in touch with the school to discuss any issues.
- We will support through informal and formal meetings to identify push and pull factors with families and attendance support plans are implemented.
- Breakfast club offered as a strategy for parents who have more than one school to attend in the morning.
- We will provide interventions to support the and families, working with external agencies, e.g.
- Education Welfare Officer and specific work provided in school through intervention and support.
- Attendance is an integral part of fortnightly DSL supervision meetings and our weekly SLT meetings for pupils at risk of Persistent Absence (PA) or who are currently PA.
- We will refer families for Early Help to support them where needed
- Fines will be issues in line with the National Framework for penalty notices

Our intention will be to work together to support families and prevent persistent absence.

Specialist (Persistent Absence)

School will use formal approaches that support and challenge in line with the National Framework for penalty notices. Formal Attendance Support plans, Team Around the Family approach, external agency support, interventions to support the pupils and the family.

Responsibilities

All members of school staff have a responsibility for identifying trends in attendance and punctuality. The following includes a more specific list of the kinds of responsibilities which individuals might have:

Name of Staff Member	Roles and Responsibilities
Shelley Meer & Sal Pallett	Attendance Team/DSL
Shelley Meer	Safeguarding Leader (DSL)
Nafeesa Katib	Governor for School Attendance.
Clare Johnston	Deputy Head Teacher, DSL
Alice Smith	Teaching and Learning Lead, DSL

Class teacher

Class teachers at Launde are responsible for:

- The day-to-day attendance of pupils in their class. They will be the first port of call for issues arising from attendance Providing academic and emotional support to pupils who may be experiencing attendance challenges and
- Identifying the root causes and addressing them proactively, can help improve attendance.
- Setting Expectations: Teachers can set clear expectations for attendance and punctuality in their classrooms.
- This includes communicating the importance of regular attendance for learning and academic progress.
- Monitoring the daily attendance of their pupils. They should maintain accurate attendance records, noting both present and absent pupils.
- Promoting punctuality - pupils to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.
- Taking Immediate Action: When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting one of the school's attendance team or designated staff member to report the absence.
- Identifying Barriers: Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.
- Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.
- Collaboration: Collaborating with other school staff, such as the attendance team, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting pupils.
- Safeguarding: Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.
- Liaising with families in the first instance of any attendance concerns.
- Ensuring that the whole class attendance initiative is carried out and EVERYDAY COUNTS letters are awarded every week for classes with 97% attendance or higher
- Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Headteacher

The Headteacher at Launde is responsible for:

- Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and pupils feel motivated to attend school regularly.
- Making sure SLT and Attendance Team are welcoming children at the gate each morning.
- Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior leaders use this data to identify pupils at risk of poor attendance and to measure the impact of attendance improvement strategies.
- Setting Expectations: Senior leaders establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.
- Recognising Attendance: They may implement incentives and recognition programmes to recognise pupils and reinforcing a positive attendance culture.
- Enforcing Policies: Senior Leaders enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to pupils and parents.
- Safeguarding: The Headteacher is alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.
- Headteacher will monitor penalty notices that the attendance lead has issued, where necessary

Attendance Team

The role of the Attendance Team in improving pupils' attendance in schools is critical in ensuring that pupils attend school regularly and achieve their educational potential.

The Attendance Team is responsible for:

- **Developing and Implementing Attendance Policies:** The Attendance Team include members of the school leadership team and work closely with staff to develop and implement effective attendance policies and procedures.
- **Early Intervention:** Recognising that early intervention is crucial, The Attendance Team identify pupils at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.
- **Supporting Families:** The Attendance Team work closely with parents and carers to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.
- **Providing Resources:** The Attendance Team may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.
- **Monitoring and Reporting:** The Attendance Team continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
- **Interventions and Incentives:** The Attendance Team design and implement interventions and incentives to motivate pupils or parents to attend school.
- **Staff Training:** The Attendance Team provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.
- **Legal Compliance:** The Attendance Team are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.
- **Safeguarding:** The Attendance Team are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary. Our Attendance Team are also our Senior Designated Safeguarding Lead and Deputy Lead.
- **Community Engagement:** The Attendance Team may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.
- **Continuous Improvement:** The Attendance Team regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.
- **Promoting a Positive School Culture:** The Attendance Team contribute to creating a school culture where attendance is valued, and pupils feel motivated and supported to attend regularly.

Parents

Parents/Carers are responsible for:

- Ensuring excellent attendance of their child at school.
- **Communicating with School:** Establish open lines of communication with our school. Inform the school office promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.
- **Setting Expectations:** Clearly communicate your expectations about attendance to your child. Emphasise the importance of attending school regularly and on time.
- **Monitor Progress:** Keep track of your child's progress and attendance through our WEDUC app. Be aware of any sudden changes in attendance patterns that may signal underlying issues.
- **Seek Support if Needed:** If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.
- **Collaborate with the School:** Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Pupils

Pupils also play a significant role in attending school regularly and ensuring their educational success

Pupils are responsible for:

- **Commitment to Learning:** Pupils should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.
- **Punctuality:** Pupils should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.
- **Positive Attitude:** Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Pupils should be open to new experiences and willing to engage in classroom activities.
- **Responsibility:** Pupils can take responsibility for their own education by completing homework on time. They should also ensure they have the necessary materials and supplies for school.
- **Peer Relationships:** Building positive relationships with peers can make school a more welcoming place. Pupils should be friendly, respectful, and inclusive in their interactions with classmates.
- **Participation:** Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.
- **Problem-Solving:** Encourage pupils to develop problem-solving skills to address any challenges they may encounter at school.
- **Healthy Lifestyle:** Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.
- **Attendance Awareness:** Pupils can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.
- **Seeking Support:** If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

Registration

The school gates open at **8:30am** with classroom doors opening at **8.40am and gates and classrooms closing at 8:45am**

At **8:55am**, the registers will be taken. Pupils must be seated by **8:55am**, this gives plenty of time for all pupils to come into their classroom and be ready to learn when lessons start.

All class registers must be completed by **9.00am**. Registers will be taken again in the afternoon. A full day counts as 2 sessions. Each class teacher has the responsibility for marking the attendance register at the beginning of the morning and afternoon session. All attendance records are documented using SIMS. Attendance registers are legal documents, and these must be kept secure and preserved in line with the relevant retention schedule.

Lateness

Pupils who are persistently late after the close of registers soon fall behind with their learning.

Any pupil who comes into school after **8:45am** will be marked as late. Records are kept of those pupils who are late; this is documented on the electronic register for each pupil (Attendance code L).

Any pupil who arrives for school later than **9.15am** will be marked as late after close of register (Attendance code U).

This is an unauthorised absence for the whole session and will affect your child's overall attendance percentage and can be used to calculate absence thresholds for legal decision making.

If a child is consistently late then a member of the attendance team will speak to the parent / carer to discuss if there are any issues and anything we can do to support at school. If after these conversations there are more than 6 additional lates, at this point they will have therefore missed 1 hour and 30 mins of learning, a letter will go home to parents inviting them into school to discuss further the issues and hopefully provide support.

As a school, we regularly monitor persistent lateness and will support and communicate with parents/carers to address this.

Medical Absence

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

Reporting Absence Parents are asked to make contact as soon as possible on the first day of absence, by telephone call, e-mail or WEDUC - informing the school of the reason for the absence and/or nature of any illness. They are also asked to inform the school if there is a likely return date. Parents are expected to call each day following the first day of absence to update school. Absences are noted as either authorised or unauthorised. If no contact has been made, the first day calling procedures will be followed to establish a reason for absence.

First Day Contact Where a pupil is absent from school and we have not received any contact from the parent/carer, then we initiate a first day contact process. Office staff and The Inclusion and Community Coordinator (I&CC) check all the registers each morning to identify those pupils who are absent without explanation and, as a safeguarding requirement, make contact with the parents/carers of these pupils by telephone.

We have a rigorous and robust system in place for first day absences of our pupils:

Parents/carers must inform the school by 8:55am each day if their child is going to be absent through one of the following methods:

Phoning the school office and leaving a message on 01162712261

Emailing the school office on office@launde.leics.sch.uk

Sending a WEDUC message

Once the register is closed at 9.15am, the I&CC will identify any pupils who we have no reason for their absence and a first text message will be sent to parents/carers to remind them they need to contact the school office.

For pupils who walk to school, a phone call will be made immediately to parents/carers.

Where necessary, the Headteacher may use their discretion and advise that text messages be sent outside the allotted times.

1st Text Message

"We have noticed that your child _____ is absent from school today and we have not received a message to explain the reason why. Please could you call the school office or send a message on Weduc ASAP to confirm and explain why they are not at school"

If no contact is made by 10:00am as a result of the first text message, school will make a phone call to the parent/carer of the pupil. If contact cannot be made to the parent/carer, school will call all available contacts of the pupil.

If no contact can be made through calling the parent/carer and all other available contacts, a second text message will be sent out to inform parents/carers that if contact is not made by 11:00am, this will trigger a safe and well home visit.

2nd Text Message

"We have tried unsuccessfully today to contact you regarding your child's absence. If we do not hear from you before 11:30am, we will conduct a safe and well home visit. Thank you"

If contact has still not been made by 11:30am, the office will inform all DSL's and SLT, and a home visit will be conducted.

Where necessary, the Headteacher may use their discretion and advise that text messages be sent outside the allotted times.

If no contact can be made from a home visit:

A home visit letter will be left at the house requesting contact as soon as possible.

If the pupil has a social worker, they will be informed that the pupil has not been in school today and that they have not been seen when a home visit was carried out.

If contact is not made, Social Care will be contacted for advice and to request a safe and wellbeing check. The police will also be contacted if required. Professional advice to be followed.

School will do all it can to contact the pupil each day and continue to follow professional advice. On day 10 of no contact, school will contact Children Missing Education.

Known Pupil Absence – Day 4 Procedure

- Where there has been contact with the parent/carer, but a pupil has been absent for 4 days, a home visit will be undertaken on the 4th day to check on the wellbeing of the pupil and to see whether there is anything school needs to be aware of.
- If the pupil is not seen, the HT/SLT will undertake a risk assessment to decide on level of concern.
- School will contact social care or the police for advice and to request a safe and wellbeing check. Professional advice to be followed.

Day 1 Absence Procedure

Parents/carers must inform the school by 8:55 am if their child is going to be absent.

Absence is coded in the register.

Parents contact the school office with the reason for absence.

1) If no contact is made by the time registers close at 9.15am, a first text message will be sent to parents/carers to remind them they need to contact the school office.

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

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

FOR PUPILS REGISTERED TO WALK TO SCHOOL

2) If no contact is made by 10.00am as a result of the first text message, school will make a phone call to the parent/carer of the pupil.

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

4) If there has still been no contact, a second text message will be sent out to inform parents/carers that if contact is not made by 11:00am, this will trigger a safe and well home visit.

5) If contact has still not been made by 11:00am the office will inform all DSL's and SLT. A home visit will be conducted.

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

7) If contact is not made, MASH will be contacted for advice and to request a safe and wellbeing check. The police will also be contacted if required. **Professional advice to be followed.**

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

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

Children Missing Education In order to safeguard pupils who may be at risk of missing education it remains

important for all staff in school to

take swift action. This will include the need to liaise with the relevant colleagues in safeguarding/education within Leicestershire County Council for pupils who are to be removed from the admission register and include circumstances where the pupil:

- Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g., home education – this will be communicated with the home elective education team.
- Does not arrive at the school as part of an admission process and we are not aware of their whereabouts.
- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school.

Applications for Leave of Absence in Term Time In September 2024 the government introduced new regulations making it clear that Headteachers must not give approval for any leave of absence during term time, including holidays, unless there are exceptional circumstances. Any requests for term time leave should be made on a Leave of Absence Request form available on Weduc and handed in 2 school weeks before the first date of the requested absence whenever possible. You must have received written authorisation before your child can be absent from school.

Parent/carers may be issued with a penalty notice fine or prosecution should leave of 5 days (10 sessions), or more be taken which is not authorised by the Headteacher, or where repeated incidents of leave in term time for less than 5 days (10 sessions) occur or where the unauthorised absence contributes to wider poor attendance that meets the legal threshold. (Attendance code G).

Addressing Attendance Concerns

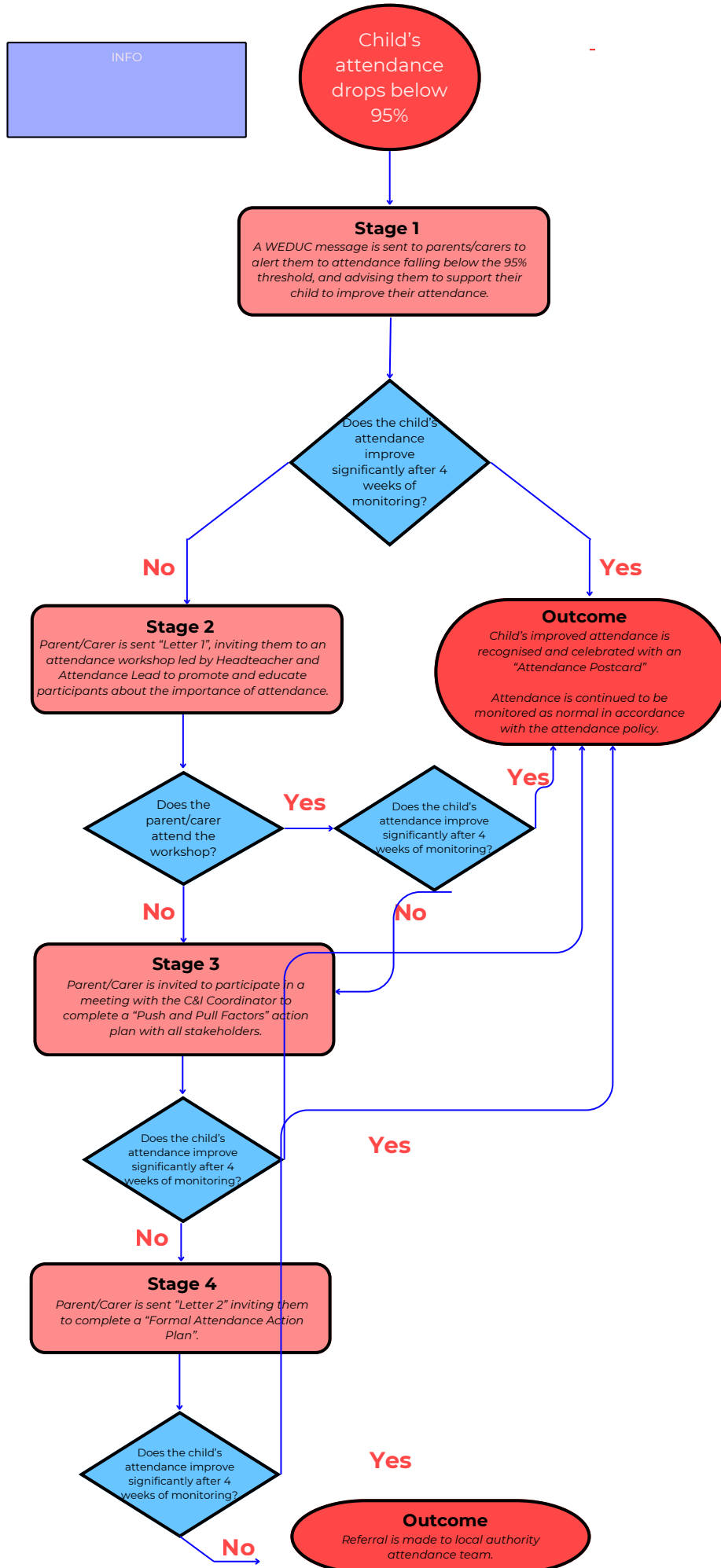
Launde Primary School expects attendance of at least 95%. It is important for pupils to establish good attendance habits early on in their school career. It is the responsibility of the Headteacher and the governors to support good attendance and to identify and address attendance concerns promptly. We rely upon parents to ensure their child attends school regularly and punctually and therefore where there are concerns regarding attendance parents are always informed of our concerns.

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

If a pupil's attendance does not improve and absences are unauthorised this may lead to consideration of further action, which includes the issue of penalty notice fines, or other statutory action.

Please see below for our full Attendance Procedure:

Launde Primary School Attendance Protocol



National framework for penalty notices

The new National threshold for consideration of legal action is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence, including lates after close of register (Attendance code U) and unauthorised leave in term time (Attendance code G / O). If your child's absence falls into this category, the school will decide if further offers of support is likely to improve the situation or if a request for legal action should be submitted to the Local Authority.

The new costs and process is outlined below:

- **First Offence** - The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: **£160 per parent, per child paid within 28 days. Reduced to £80 per parent, per child if paid within 21 days.**
- **Second Offence (within 3 years)** -The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: **£160 per parent, per child paid within 28 days.**
- **Third Offence and Any Further Offences (within 3 years)** - The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented **straight to the Magistrates' Court.**

Term time holidays

Pupils should not be taken out of school during term time unless it is unavoidable. Schools are required to consider requests for leave of absence in term time and should only approve the leave if there are exceptional circumstances. If a request for leave is denied and the pupil is absent for 5 days (10 sessions) or more then the school is expected to refer the case to the LA. The LA will issue a penalty notice with no requirement for a formal warning to be issued. Penalty notices can also be issued where a pupil is absent for repeated incidents of unauthorised leave in term time that fall below the 5-day threshold. In every case, the request for the Penalty Notice comes in from the school to the LA for the process to be completed.

Refusal to Attend

Where a pupil refuses to attend school, parents must contact the school office to inform them on the first day of absence. Parents should explain that their child is refusing to attend; school will aim to work with parents to support their child in returning to school. In the first instance an appointment should be made with the Head Teacher, Deputy Head Teacher or our Inclusion & Community Coordinator to see if reasons for the refusal to attend can be identified and addressed.

School will then work with parents to offer to support. This may include:

- Home visits
- Nurture support
- Referral to outside agencies

Changing Schools

It is important that if families decide to send their child to a different school that they inform Launde Primary School as soon as possible.

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

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

The pupil's school records will then be sent to the new school within 5 working days.

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

Review

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



LAUNDE PRIMARY SCHOOL

New Street Oadby Leicester LE2 4LJ

Tel: (0116) 271 2261 office@launde.leics.sch.uk


HEADTEACHER: Mrs Shelley Meer


Dear Parent/Carer,

We are writing to follow up on our previous communication regarding your child's attendance, which has fallen below 95%. Unfortunately, their attendance has not improved since our initial message. We know that sometimes absences are unavoidable, but regular attendance really does make a big difference to your child's progress and confidence in school.

To support families, we are inviting you to a Parent Workshop on Attendance, where we will share why attendance is so important and how we can work together to improve it.

 **Date:** [Insert date]

 **Time:** [Insert time]

 **Location:** Launde Primary School Hall (Enter via Reception)

If you are not able to attend the workshop, we will instead arrange an Attendance Review Meeting with our Parent Officer. This will give us the chance to set clear goals and work together to help your child's attendance improve.

Please let the school office know by [insert deadline] if you will be attending the workshop, or to book a review meeting.

Thank you for working with us to give your child the best possible start in their education.

With best wishes,
Mrs Meer
Headteacher

EVERY DAY COUNTS

School and future **success** starts with good **attendance**.

DAILY LATENESS EQUATES TO...



5 MINS LATE
=
3 DAYS
LOST

10 MINS LATE
=
6 DAYS
LOST

15 MINS LATE
=
10 DAYS
LOST

100%
Perfect

Our target for
all students

97%
Impressive

6 DAYS ABSENCE
36 hours of learning lost

95%
Concerning

10 DAYS ABSENCE
60 hours of learning lost

90%
Seriously
worrying

19 DAYS ABSENCE
114 hours of learning lost

Education is important - DON'T MISS OUT!



LAUNDE PRIMARY SCHOOL

New Street Oadby Leicester LE2 4LJ

Tel: (0116) 271 2261 office@launde.leics.sch.uk

HEADTEACHER: Mrs Shelley Meer

Dear Parent/Carer,

We are very concerned that your child's attendance has now fallen below 90%, which is considered **persistent absence**. This level of attendance has a serious impact on your child's education, well-being, and progress at school.

To address this, we would like to invite you to a Support Meeting with our Parent Officer and Headteacher. At this meeting, we will discuss the difficulties affecting your child's attendance and put in place a clear plan with greater levels of support to help improve it.

Please contact the school office by [insert deadline] to arrange this meeting. It is important that you attend so that we can work together to make a positive difference for your child.

Thank you for your cooperation in ensuring your child receives the full benefit of their education.

Yours sincerely,
Mrs Meer
Headteacher

EVERY DAY COUNTS

School and future **success** starts with good **attendance**.

DAILY LATENESS EQUATES TO...



5 MINS LATE
=
3 DAYS
LOST

10 MINS LATE
=
6 DAYS
LOST

15 MINS LATE
=
10 DAYS
LOST

Education is important - DON'T MISS OUT!

100%
Perfect

Our target for
all students

97%
Impressive

6 DAYS ABSENCE
36 hours of learning lost

95%
Concerning

10 DAYS ABSENCE
60 hours of learning lost

90%
Seriously
worrying

19 DAYS ABSENCE
114 hours of learning lost

Push and Pull Factor - informal support plan



Attendance Support: Identifying Push and Pull Factors

Name		Year Group		Class		Date	
Key Information (Context, Attendance data and trends, Behaviour and SEND)							

Stakeholder	Factors pushing towards school	Factors pulling away from school
Child		-
Parent/carer		-
Class Teacher	-	-
Class Teaching Assistant	•	
Completed by	Role	Date
XX	Class Teacher	XX.X.XX
XX	TA	
XX	Mum	
XX	Child	

Formal Support Plan

Launde Primary School

Attendance Support Plan

Name of Child	DOB	Class and teacher	Year Group	Other Specific Information	Current Attendance including any trends and patterns
Child's Views	Parent/Carer Views		School View		Date of Review
Attendance Week 1	Attendance Week 2		Attendance Week 3		Review

Barrier to Attendance	Strategies	Person(s) Responsible	When (Daily/Weekly/Monthly)

CHANGES TO PENALTY NOTICE FINES FOR SCHOOLS.

After 19th August 2024, the following changes will apply to Penalty Notice Fines issued under the new National Framework.

Per Parent, Per Child: There will now be penalty notices issued to parents for each child absent E.G. If three siblings were absent for term time leave, each parent would receive a fine for each absence.

5 consecutive days of term time leave: When Term Time Leave exceeds 5 or more consecutive days, penalty notices will be issued. Inset Training Days are school days and can be included in the 5 or more consecutive days, where there was intent to be absent for Term Time Leave.

10 sessions of unauthorised absence in a 10-week period: When 10 unauthorised absences are recorded in ten weeks, fines will be considered

First Offence: The first time a penalty notice is issued for term time Leave or Irregular Attendance Penalty Notices will be issued:

- £160 per parent, per child paid within 28 days.

Second Offence (within 3 years): After a second penalty notice for Irregular Attendance or Term Time Leave has been issued, the amount will be:

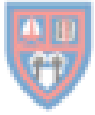
- £160 per parent, per child paid within 28 days

Third Offence and Any Further Offences (within 3 years): An offence for Term Time Leave or Irregular Attendance will not result in a penalty notice, but instead will be dealt with by the Magistrates' Court. A magistrate can impose fines up to £2500 per parent, per child.

When parents are found guilty of failing to safeguard their child's education in Magistrates' Court, the conviction will appear on their future DBS certificates.

Launde Primary School Graduated Response to Attendance

Tier 1 Universal Offer	Tier 2 Individualised Strategies At risk of PA 91-95%	Tier 3 High Needs Strategies 90% or below
Role of Teachers and School	Role of Teachers and School	Role of Teachers and School
<ul style="list-style-type: none"> Attendance policy reviewed annually and shared with all stakeholders Meet and greet all children positively and build genuine caring relationships with all children and adults SLT positioned on external gates every morning and every afternoon to welcome parents / carers and to build positive relationships with our families. Transitions into school carefully considered for children and parents Registers are led by class teacher and attendance is monitored Attendance recognition assemblies and class recognition awards Class reward – strap line or values - 'everyday counts' - 97% or above get a letter towards saying 15 mins extra break time etc. Positive attendance shared and promoted on class dojo and social media Promoting attendance display in school hall, which is used as teaching aid during assemblies Teachers deliver PSHE curriculum including aspects of mental health, community and relationships Deliver academic and pastoral interventions for identified children and families in line with provision maps as informed by Pupil progress meetings Absent child with no reason, day 1 absence procedure begins Home visit/well-being visits (where applicable) Monitoring of whole school cohort trends through weekly tracking Weekly attendance tracked and % addressed as part of weekly monitoring of persistent absence Graduated approach to message with declining attendance (WEDUC Message) Wider agencies signposted for parents (where applicable) HT leads parent workshop promoting strong attendance Half termly attendance report / newsletter sent to all parents and carers. Teachers share attendance report as part of parent evening Mental health support - <u>4 tiered</u> approach – please refer to Mental Health Graduated Response Penalty Notices referred if holiday request for more than 5 days and / or suspicion of holiday Trips / enrichment activities planned on historically low attendance weeks and dates sent to parents at the beginning of the term. 	<ol style="list-style-type: none"> Daily, weekly, half termly and termly monitoring of attendance to identify trends or patterns Proactively use data to identify children who are at risk of persistent absence Continue to identify children with falling attendance through daily registers Work with each identified child and family to understand and address reasons for absence, identifying potential barriers to attendance: <ul style="list-style-type: none"> Letter 1 – 2nd week back after October half term (following Weduc message) issued to advise of attendance continuing to fall below 95% within 5 weeks from the first message. Attendance review over phone initiated 4 weeks after Letter 1 where attendance is at 93% or below to identify barriers and provide support (with 4 week follow up) - using Push and pull attendance factor report. Monitor progress and follow up on celebrating achievements with the families (recognition of attendance) Breakfast club offered as an option in an attempt to reduce lateness or absence – often paid for through PP funding. Postcards awarded for those children whose attendance has improved following letter 1 	<ol style="list-style-type: none"> Daily, weekly, half termly and termly monitoring of attendance % to recognise attendance and identify any trends or patterns Monitor progress, assess and adapt strategies where appropriate <ul style="list-style-type: none"> Letter 2 issued to advise of attendance dropping below 90% and further attendance review Invite to formal support meeting conducted by C&I Coordinator and/or HT and formal support plan written with families, where appropriate. Shared with class teacher and reviewed every 6 weeks. Take an active part in multi-agency approach with local authority and other external partners through formalised Team around the Family meetings Use data driven information to identify children at risk of severe absence Apply Leicestershire Local Authority Escalation processes where appropriate in consultation with the Inclusion Support Advisory Teacher (ISAT) Provide interventions to support children where needed Continuously assess and adapt strategies and follow up on celebrating achievements with the families (recognition of attendance)
Role of Parents and Carers	Role of Parents and Carers	Role of Parents and Carers
<ul style="list-style-type: none"> Work alongside school staff to ensure the child is attending school regularly and on time Support school to continue to build strong attendance and punctuality Work in collaboration with school staff to ensure positive transitions at drop off and pickup times Engage with school communication including monthly newsletters, attendance celebration, expectations as well as social media/Weduc weekly updates Work with staff to support the child to address any concerns raised Communicate effectively with school regarding any absence providing evidence where required 	<ul style="list-style-type: none"> Work with school to identify barriers and/or challenges Proactively engage with support provided by school Continue to communicate with school effectively regarding absence providing evidence where required Celebrate improvements in attendance with family. Attend attendance workshop when invited throughout the year and to support the implementation of the school Attendance Policy Working with the school to complete an attendance review over the phone to identify barriers and targets moving forward. 	<ul style="list-style-type: none"> Work with school to continue to identify barriers and/or challenges to attendance Respond to communications with school and proactively engage with school support and external support, including formal plans Take an active role in resourcing additional support Celebrate improvements in attendance with family.
Role of External Agencies	Role of External Agencies	Role of External Agencies
<ul style="list-style-type: none"> Flying High Inclusion Support Team to review Attendance Policy Provide resources and training on effective classroom strategies Support the implementation of the Attendance and other Inclusion related policies Collaborate with school on attendance initiatives such as contributing to Attendance Workshops and Parents evenings Signpost parents to suitable agencies, where applicable Support school to utilise agencies that can support strong attendance in school 	<ul style="list-style-type: none"> Signpost to appropriate agency support, where applicable Support a comprehensive and inclusive school-wide approach that encompasses both attendance and emotional well-being Where there are out of school barriers, provide access to services and signpost to support. 	<ul style="list-style-type: none"> Provide professional development and early intervention to support school Support the formal TAF process and review meetings Signpost or provide access to services according to identified barriers Support the school with Derbyshire Local Authority Escalation procedures, where appropriate.
Role of Children	Role of Children	Role of Children
<ul style="list-style-type: none"> Attend school regularly, be punctual and engage positively in all areas of school life Support other children to be positive members of Team XX Celebrate the achievements of other children both in and out of celebration assemblies Speak to a trusted adult in school if you have any worries or concerns 	<ul style="list-style-type: none"> Co-construct and participate in any targeted interventions, where applicable Recognise personal achievements Continue to talk to an adult when/if there is a concern Continue to engage in all aspects of school life 	<ul style="list-style-type: none"> Actively engage in a range of interventions Recognise personal achievements Continue to engage in all aspects of school life Continue to talk to an adult when/if you have a concern



Breakfast Club Flowchart Example – Procedures For Non-Attendance

Parents book on to sessions Breakfast club session and Breakfast club lead is provided with an paper daily register for those booked on each day.



External gate locked and families buzz the intercom to be let in. A member of the Breakfast Club team will open the gate from the office and then Parent walk up to the office and ring the doorbell. A member of the breakfast club team will open front door to welcome the children. Families are expected to walk the children to the front door



7:45am – 8:40am: Register completed as the children enter the club



Breakfast club lead will notify office if any child has not arrived 20 mins after normal arrival time. Office to call the parents/carers of non-attendees immediately in line with school attendance procedures



Priority emergency contacts are contacted if parent/carers are unavailable



If contact cannot be made an immediate home visit will take place led by two members of staff.



If the child cannot be located, an immediate call to the police will be made