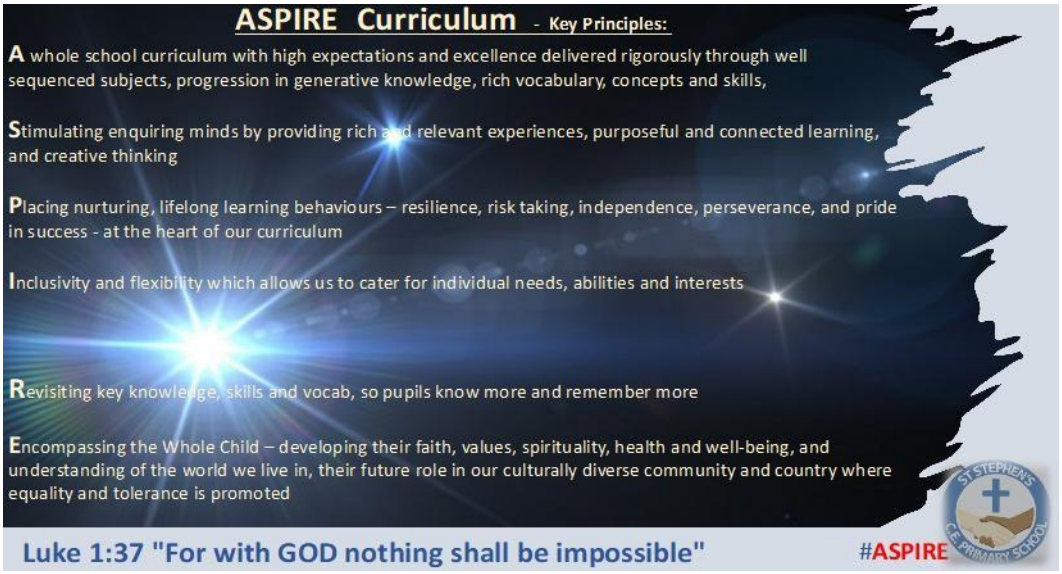
ATTENDANCE POLICY

Ratified by Governing Body: 1/ 09 /25

Review Date: 19/7/2026

At St Stephen's CE Primary School, our Christian values run through our school like a golden thread and enable our children to flourish and ASPIRE in life. Our Christian vision: *'for with God, nothing is impossible'* (Luke 1: 37), helps support and guide our whole school community in striving to beat our previous best endeavours.
Throughout the year, we re-focus on a Christian Value in order to keep God in the centre of our lives. By linking these to key events within the Christian calendar our children will all take turns in leading key collective worships for our whole school community at St Stephen's Church, once a year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thankfulness	**Respect**	**Hope**	**Forgiveness**	**Trust**	**Love**



The key principles of our ASPIRE vision support our decision-making process at St Stephen's CE Primary School for the curriculum. With these principles in place, our children are able to know more and remember more across development of our broad and balanced curriculum.
To inform why attendance is so important and how attendance is supported we have used the ASPIRE framework (below)

	How this area of our school community supports our ASPIRE school vision
A	Having a good education is vital in ensuring that children have the best opportunities to flourish and thrive. St Stephen's CE aspires to high standards of attendance from all pupils and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school. Research shows that regularly attending school has a positive impact on many aspects of a child's development and attainment as well as on future career success. We understand that children learn at different times and pace and are committed to ensuring all children access a curriculum that encourages them to be curious, actively engaged and interested and where all children can and want to be in school and ready to learn.
S	We strive to deliver purposeful curriculum opportunities that support all children wanting to come to school and engage in their lessons including promoting learning through exploration and feeling connected. A sense of belonging, engagement and participation in all that school has to offer can often be dependent on the relationship between the children and staff and between the children. Staff are committed to continue to build positive relationships between staff and pupils/ families and children and their peers - key factors in children wanting to/ feeling able to attend school.
P	Lifelong learning behaviours include 'resilience, feeling able to take risks, learning to persevere, to be equipped and resourceful, working within a team and taking pride in success. We learn best when we not being afraid to fail or make mistakes. So much of our learning in school builds on previous teaching.

	It is essential therefore that attending school each day is promoted, encouraged and celebrated and barriers to attending are sensitively addressed. With appropriate, compassionate support, scaffolding and adaptations, children experience success in their learning which builds a positive sense of self and can be a motivating factor for children to attend school.
I	Research shows that for the vast number of children, attending school has a positive impact on learning, wellbeing, engagement and attainment. For the most vulnerable children, regular attendance is also an important protective factor. Good attendance begins with children believing that school is a place where they are safe, heard, valued, well- supported and belong. Barriers to attending school are explored and identified, with bespoke plans tailored to meet the needs of individual children. We are adopting a whole school, hope-filled approach to improving attendance for all our children, including those who are anxious about coming to school, by strengthening relationships, listening to families and having an empathetic approach grounded in the belief of God's compassion and love for all people. We will assist pupils back into school following a lengthy absence and support with, build confidence, re-establish friendships and in bridging gaps in learning and development.
R	Children are reminded often of the importance of attending school to learn and to be with friends. They know that when they are absent, they are missed by peers and staff. The importance of coming to school and our high expectations we have for children's attendance is celebrated each week when the class with the highest attendance win a prize. Attendance improvement is a priority and is a weekly agenda item at Inclusion meetings. Attendance data is sent daily to all staff. Through ongoing training and concerted efforts, we as a school are further developing our understanding of the interrelationship between attendance and our ethos of inclusivity and being child centred, safeguarding, the quality of the curriculum, special educational needs -including medical conditions or disabilities, pastoral and mental health and wellbeing and understanding behaviour as a form of communication.
E	School's vision for attendance is rooted in the hope that children will experience life "in all its fullness" (John Ch 10 v10) and fulfil their potential. Our vision is for all relationships and interactions between children, families, staff, volunteers, governors and the wider St Stephen's family to be consistently respectful, trusting and non-judgemental within a culture that promotes kindness, compassion and feelings of safety -essential in children wanting to come to school. School attendance is crucial for academic achievement but also in supporting the holistic development as young citizens within school, church and the wider community. Our school values of Trust, Love, Thankfulness, Respect, Forgiveness and Hope are the foundations that relationships with our children and their families are built on. Creating an environment where children can flourish, feel valued, cared for and connected allows fears and worries to be shared and empowers our children to become loving, forgiving friends, generous and able to make wise decisions. Be kind and help one another, forgiving each other, as you are forgiven (Ephesians 4).

<u>Legal framework</u>
This policy has due regard to statutory legislation and guidance, including, but not limited to, the following:

- The Education Act 1996
- The Equality Act 2010
- Education (Pupil Registration) (England) Regulations 2006 (As amended)
- The SEND Code of Practice (2015)
- DfE (2025) 'Keeping children safe in education'
- DfE (2024) 'Working together to improve school attendance'
- The Education (Pupil Registration) (England) Regulations 2024
- Education (Penalty Notices) (England) (Amendment) Regulations 2024
- Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024

- DfE (2020) 'School attendance'
- DFE Guidance on Parental Responsibility Measures
- DFE Guidance on Children Missing Education
- DFE Guidance on Supporting Pupils with Medical Conditions at School
- DFE Summary of Responsibilities Where a Mental Health Issue is Affecting Attendance
- DFE Guidance on Suspensions and Exclusions
- DFE Guidance on Alternative Provision • Is my child too ill for school? – NHS

This policy will be applied consistently and fairly. In applying this policy, we will consider the needs of individual pupils and families.

This policy is supported by other school policies and procedures including admissions, safeguarding and child protection, anti-bullying, behaviour, special educational needs and disability and equality practices.

Definitions
For the purpose of this policy, the school defines:

"Absence" as: Arrival at school after the register has closed. – Not attending school for any reason.

An "authorised absence" as:
-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.
-An absence due to a family circumstance/emergency.

An "unauthorised absence" as:
-Parents keeping children off school unnecessarily or without reason.
-Truancy during the school day.
-Absences which have never been properly explained.
-Arrival at school after the register has closed.
-Absence, for instance, birthdays, day trips.
-Holidays in term-time which have not been authorised.
-Absence, for instance, for birthdays, day trips.
-Holidays in term-time which have not been authorised.
-Leaving school for no reason during the day.
-In some circumstances, where attendance is low and / or illness is frequent, illnesses that are not supported by medical evidence.

"Persistent absenteeism" as: Missing 10 percent or more of schooling across the year for any reason.

"Severe absenteeism" as Missing 50 percent or more of schooling across the year for any reason.

Aims of the Policy

This policy is intended to outline the expectations, procedures and key staff in relation to attendance as well as strategies and support in place to ensure pupils maximise their attendance at school so all children have full and equal access to the best education that we can offer for learning and wellbeing opportunities and future outcomes.
This policy will be reviewed annually. In line with the latest DFE Guidance on Working Together to Improve School Attendance, St Stephen's CE primary school, is committed to working in collaboration to:

Expect high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

M**onitor** attendance by rigorously using attendance data to identify patterns of poor attendance as soon as possible so all parties can work together to resolve them before they become entrenched.
Listen to and understand - When a pattern is spotted, school will listen to pupils and parents to understand barriers to attendance and punctuality and agree how we can work together to resolve them.
Facilitate support to remove barriers in school and to help pupils and families access appropriate support needed to overcome any barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues. (The Early Help Assessment is voluntary and a way of working with families. It involves listening to parents/ carers and child to find out the child's / family's needs, and what is working well for the family. An action plan, agreed with the parents/ carers is also put in place to make sure the right sort of is offered.)
Formalise Support - Where absence persists and voluntary support is not working or not being engaged with, partners will work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.
Enforce- Where all other avenues have been exhausted and support is not working or not being **Enforce-** Where all other avenues have been exhausted and support is not working or not being engaged with, to improve attendance enforcement through statutory intervention may be implemented: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

By fostering a culture of understanding, collaboration and continuous support, we aim to empower families and ensure that every child has equal opportunities to thrive academically whilst considering and supporting wellbeing. Our approach to securing good attendance is therefore based on the principles to first and foremost listen to understand, empathise and support whilst challenging low or falling attendance.
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Roles and Responsibilities
At St. Stephen's CE school, we believe that improving school attendance is the responsibility of us all - a shared responsibility by governors/IEB, school staff, parents, pupils, and the wider school community. We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos. Having strong attendance and punctuality are necessary for any child to succeed at school. Regular school attendance from the first day of starting school creates a culture about the importance of education and learning so that all can benefit equally.
On 6 April 2017, in the case of Isle of Wight Council v Platt [2017] UKSC 28, the Supreme Court ruled that the word 'regularly' means 'in accordance with the rules prescribed by the school.'
Every school day missed has an impact on learning and development. Persistent absenteeism means children fall behind significantly and are at risk of not achieving their full potential. We value the partnership between school and home in fostering the best possible learning environment for our pupils. In line with the DfE 'Working together to improve school attendance 2024', the foundation for good attendance is a strong partnership between the school, parents and the child, beginning from the early years and remaining across the whole of your child's education.

Expectations
Pupils
We expect that all pupils will:
-Attend school every day punctually at 8.50am
-Attend and engaged with the learning
-Discuss with a member of staff they feel comfortable talking to, any problems that may affect attendance, including wanting to come to school

Parents & Carers
We expect that all parents/carers will:
-Ensure regular school attendance and be aware of your legal responsibilities. The law (Section 444 of the Education Act 1996) entitles all children of compulsory school age to a full-time education that is suitable to their age, aptitude and any special educational need or disability they may have. Parents have a legal responsibility to make sure your child receives that education by attendance at a school unless they are home educated. Where parents have decided to register your child at school, they have an additional legal duty to ensure your child attends that school regularly. The school day is split into two sessions – a morning and an afternoon. This means your child must attend every day that the school is open unless an absence has been authorised by the Headteacher.
-Ensure that your child arrives at school punctually and prepared for the school day.
-Ensure that you contact the school daily to advice of any absence or if known in advance, whenever your child is unable to attend school.
-Contact school promptly whenever any problem occurs that may keep your child away from school.
-Notify the school of any home circumstances that might affect the behaviour and learning of your child

-Notify school immediately of any changes to contact details.
-Reinforce to your child the importance of education and how attending regularly leads to higher achievement.
-Support the school by becoming involved in your child's education, forming a positive relationship with school
-Ensure that any medical appointments are booked outside of school hours wherever possible to avoid unnecessary absences.
-Ensure that any leave of absence request is only made in the most exceptional of circumstances. Support your child's attendance (and therefore achievement) by not taking holidays during term time.
-Speak to your child's class teacher, SENDCo, Attendance Champion or Attendance Lead if barriers to your child attending school or arriving to school on time are beginning to arise/ any changes in circumstance that may impact on your child's attendance.
-Support your child in communicating to staff if they are experiencing difficulties at school or at home which may impact attendance/ wanting to come to school.
-Work in partnership with school staff and/ or the Education Welfare Officer (EWO) service to engage with any improvement plans for your child's attendance. Attend all meetings requested to discuss attendance issues.
-Establish effective routines at home to support good attendance. Having a good routine and being punctual helps children understand the significance of being organised and arriving promptly every day as they grow up and become ready for a life beyond school.

School

We expect that St Stephen's CE school will:

-Provide a welcoming atmosphere.
-Promote good attendance. It is our expectation that our pupils should only miss school when it is necessary and should aim for a minimum of 97% attendance over the course of a year.
-Reduce absence, including persistent and severe absence. We as a staff are committed to building strong relationships with families, ensuring pupils have the support in place to attend school on time and regularly. We will notice absence, follow this up and promote good attendance by working collaboratively with pupils and families to find the most supportive routes to facilitate this. Whilst we will show a sympathetic response to a child's or parent's/ carer's concerns, poor attendance and / or punctuality will be sensitively challenged.
-Act early to address patterns of absence.
-As a means of ensuring regular attendance, the Senior Leadership Team and all teaching staff work to ensure a high level of enjoyment and commitment to learning.
-Provide a safe learning environment.
-Contact parents/ carers if your child becomes unwell at school.
-Keep regular and accurate records of morning and afternoon attendance and punctuality, monitor individual child's attendance and punctuality.
-Contact parents/ carers when a child fails to attend and where no message has been received to explain the absence.
-Follow up all unexplained/ vague reason for absences to obtain explanations for non-attendance. Although parents/ carers may offer a reason, only the school can authorise the absence. In the case of long term or frequent/ sporadic absence due to illness, verifications from a GP or other relevant body may be requested.
-Encourage good / improved attendance and punctuality through a system of reward and recognition.
-Regularly inform parents/ carers of their child's percentage attendance.
-The school will work with / refer to Tameside's EWO service and / or partner agencies where appropriate, for multi-agency support, such as implementing an Early Help Assessment or to the police, where there are safeguarding concerns, to ensure all attendance problems related to safeguarding are monitored in accordance with the statutory guidance, including for joint enquiries made to establish the whereabouts of a child through 'Children Missing Education' procedures.
-Refer irregular attendance or noticeable patterns of attendance to EWO services.
-It is mandatory that schools inform the Local Authority (LA) where a pupil misses 10 school days in a 10-week rolling period.
-In line with guidance, the LA will be notified when any pupil misses fifteen school days and for pupils who it is believed will miss fifteen consecutive or cumulative days due to sickness during an academic year.
-Will notify EWO services after 10 days of unexplained absence.
-Notify LA of unauthorised leave of absences, including holidays taken in term time (dependent on the number of sessions missed) in line with LA stipulations.
-In line with LA stipulations, notify the LA if support interventions have failed. Failure by the family to comply with the planned support set by Education Welfare and school may result in further actions by the LA, e.g. a penalty notice, parental prosecution or an application for an Education Supervision Order.

Staff Member	Job Title	Role
Mr G Lovgreen	Headteacher	To oversee and monitor all issues of safeguarding in relation to non-attendance ensuring all safeguarding procedures are followed when concerns

		arise. Ensure that there are a strong culture and whole-school approach of promoting excellent attendance and a strategy which is led effectively. Authorise absences. Authorise the issuing of fixed-penalty notices, where necessary. Make the necessary statutory data returns to school governors and the Department of Education (DFE). Have an oversight of data analysis.
Ms A Doan	Attendance Champion	To oversee all issues of safeguarding in relation to non-attendance ensuring all safeguarding procedures are followed when concerns arise. Strategic leadership of whole school attendance including staff training, leading, championing and improving attendance across the school- having a strong understanding of absence data and oversight of absence data analysis. Regularly reviewing and challenging attendance data and working with school leaders to set goals /areas of focus for attendance. Ensure all school-based staff complete their attendance responsibilities in line with the school's policies and procedures. Make sure the school's attendance is aspirational for all pupils and that consistent support is provided for pupils who need it most by prioritising staff and resources. Liaise with EWO for any legal proceedings/fixed penalty notices. Build trusting and productive relationships with parents to discuss and tackle attendance issues. Create intervention or reintegration plans in partnership with pupils and parents/carers.
Mrs S Costin	Attendance Lead	To be vigilant to all issues of safeguarding in relation to non-attendance and follow safeguarding procedures when concerns arise. Provide attendance data to school staff and report concerns /complex cases about attendance to the Headteacher and Attendance Champion. Daily monitoring of attendance/ coding, ensuring each pupil is accounted for. Analyse attendance data to identify low attendance /barriers to attendance. Identify trends and areas of concern. Under the direction of the Attendance Champion, deliver targeted intervention /strategies and support to pupils and families to effectively improve attendance. For students with attendance causing concern or below 90%, create individualised attendance plans and provide support and interventions including supporting the Attendance Champion in meeting with families. To identify pupils who need support from wider partners as quickly as possible and liaise with the Attendance Champion and SENDCo in making the necessary referrals. Prepare regular attendance reports for meetings. Work with EWO at the LA to tackle matters of concern /persistent absence.
	Attendance & Office Admin Support	To be vigilant to all issues of safeguarding in relation to non-attendance and follow safeguarding procedures when concerns arise. To work with the Attendance Lead with the daily attendance and absence procedures, including contacting parents via phone calls (first and subsequent days as required). Taking calls from parents/carers about absence on a day-to-day basis and logging the information on the school system.
	Class teachers	To be vigilant to all issues of safeguarding in relation to non-attendance and follow safeguarding procedures when concerns arise. To complete the attendance register, for their class, at the start of each session promptly, accurately, completely and submit this information to the school office through the school information management system. To maintain contact with the child/ family for absences lasting longer than one

		day including second day phone calls (which are then logged onto school's reporting system) and an offer made to provide work and support resources etc, for education purposes, if the class teacher deems this necessary and appropriate. To promote good attendance and punctuality with their class and families, having initial conversations where necessary. To discuss attendance with each parent at consultation evenings, reporting the current attendance percentage.
	Support staff	To be vigilant to all issues of safeguarding in relation to non-attendance and follow safeguarding procedures when concerns arise. To amend the fire register when children arrive late/ leave early. To promote good attendance and punctuality with their class and families.
Ms K McCrindle	SENDCo	To be vigilant to all issues of safeguarding in relation to non-attendance and follow safeguarding procedures when concerns arise. To identify barriers associated with special educational needs and disability in attending school and to explore strategies to improving attendance. To make sure the school adapts processes to support to pupils' individual needs. To discuss attendance with each parent at SEND / 4+1 meetings/ reviews, reporting the current attendance percentage. To formally note attendance at annual and interim reviews and meetings and record on relevant documentation. To notify the SEND caseworker of a child with an Education, Health, Care Plan if attendance is deteriorating.
Governing Body/ IEB		Set high expectations of all leaders, staff, pupils, and parents so that children attend school every day and are safeguarded from harm. Ensure high aspirations are maintained for all pupils and support is tailored and adapted to the individual needs of pupils including those with long term illnesses, special educational needs and disabilities, pupils with a social worker and pupils from cohorts with historically lower attendance. Identify a member of the governing board/ IEB to monitor attendance matters and ensure that there is a named senior manager to lead on attendance. Ensure school leaders fulfil expectations and statutory duties by rigorously evaluating the effectiveness of the school's attendance procedures. Ensure the school engages and work effectively with Tameside LA and wider local partners and services to address barriers to school attendance. Regularly review attendance data, discussing, challenging trends and helping school leaders focus improvement efforts where required. Ensure all school staff receive adequate training on attendance and that relevant staff have access to opportunities to share and learn from good practice in other schools. Review the school's Attendance Policy on at least an annual basis, ensuring that the required resources are available to fully implement the policy.

<u>Daily routines: Arrival and registration:</u>
School side gate is opened at 8.40am until 8.50am to enable children to be in their classrooms and ready to start the day. (Main gates open at 8.30am). Members of staff will meet and greet our pupils and welcome them to school. All children (except for any Year 6 pupils who have written agreement/plan with the school to walk by themselves) should be brought into school and directly handed over to the care of school staff. This should, on all occasions, be by a responsible, known adult or sibling/ young person in Year 10 or above.

Children enter school and the register is taken without delay.
Children who arrive after 8.50am will be brought into school through the main office. A reason for lateness will be asked for and a late mark given. Children who arrive after 9.30am will be given an unauthorised absence mark (in school but arrived after the register closed). Pupils who are regularly late to school will be supported to understand the barriers to punctuality and a plan will be put in place to improve punctuality.

It is essential that children arriving and leaving school with a parent / guardian outside the normal school day hours are signed in or out at the office. The signing in / out register in the office is used to update the class registers codes taken by the class teachers. Registers are checked regularly by the EWO to ensure they are kept accurately by teachers and to assess the reasons and incidence of any absences.

Safeguarding:

Safeguarding is paramount at St Stephen's. Schools should investigate any unexplained absences as they have safeguarding duties under section 175 of the Education Act, 2002 and Keeping Children Safe in Education, 2025. It is our statutory duty to safeguard all our children and following up any attendance concerns falls within our safeguarding duty.

Where children are identified as vulnerable or who have a key worker, advice will be sought from relevant agencies/ key workers and a home visit will be conducted.

The attendance register is a legal document. Teachers are responsible for ensuring that it is accurately and promptly taken. School is committed to the accurate and complete attendance registers; incomplete or inaccurate registers are a safeguarding issue.

After the official morning registers have been taken, we add to the registers all illness / circumstance we have been informed about and all late arrivals, so we have an accurate picture of which pupils are present in school and that all children are accounted for. Calls from parents/ family members regarding absence are logged.

If a child is unable to attend school, parents should ring school by 9.15am to inform school of the reason for absence. There is an answering machine in the main office so a message can be left at any time. A verbal message from another pupil is not acceptable.

It is important that the cause of illness given is specific (e.g. 'vomiting' or 'fever' rather than 'unwell' or 'a bit under the weather') as this enables us to inform class teachers and track patterns of absence more effectively with individuals and particular groups of pupils, therefore enabling more effective support. When parents/ carers are considering whether your child is too ill to attend school, you may wish to consult NHS guidance- Is my child too ill for school? – NHS. First Day Calling is important because school absence and safeguarding are closely linked. Attendance Lead/ office staff will check if the pupil was previously marked/sent home with an infectious disease that requires a period of absence from school.

Depending on the child's attendance profile and/or the nature of the absence, a phone call may also be made to a certain whether the child could be brought to school.

For those children for whom we do not know the reason for absence, telephone calls are made to parents/ contacts of children- this forms part of our Child Protection procedure. A phone call will be made/ email sent to priority parent/carer contacts on the school system requesting a response. We endeavour to do this within an hour of the school day starting aside from in exceptional circumstances which may impact this (e.g. significant travel disruption). If no response is received, we will make phone calls to other priority contacts on the school system throughout the morning. if we have been unable to ascertain why a pupil is not in school, a home visit may take place to ensure the safety and wellbeing of the child. If it remains that we are unable to establish the reason a pupil is absent, where necessary, we may engage with external agencies such as the Police to request a welfare and well-being check and/ or Children's Social Care if we are concerned that a child may be at risk.

Home visits may also be conducted in cases where the school is not satisfied with the reasons provided for absence and also during an extended period of absence.

We understand that there may be underlying reasons for non-attendance and we want to work together with families to find effective solutions. Home visits are not meant to cause alarm, but rather to demonstrate our commitment to supporting your child's education and well-being, foster a sense for your child's sense of belonging to our school community and to provide support if needed.

Where a pupil is absent from school for ten consecutive days and no reason has been provided, this will result in a referral to Tameside Education Welfare for further support as they could be deemed as a Child Missing in Education according to LA procedures.

Attendance and Safeguarding arrangements for alternative provision

Full safeguarding checks, including appropriate registration for the provision, will be obtained prior to registering any pupil to attend alternative provision. When utilising alternative provisions to support the needs of pupils, school will fulfil its safeguarding and attendance duty in line with Keeping Children Safe in Education, 2025 and Working Together to Improve School Attendance, 2024. Appropriate contact is made with the pupil, parent/carer, and alternative provision provider. All visits and communication will be logged onto the pupil file. Attendance will be checked daily, with a clear and established procedure in place to ensure absences are addressed promptly. Throughout this period, the pupil will remain on the register with dual registration, ensuring consistency and continuity in safeguarding and attendance measures.

By adhering to these protocols, school will uphold our commitment to providing a safe and secure environment for all pupils, promoting attendance, welfare and well-being.

Recording attendance

By law, all schools are required to keep an attendance register, and all pupils must be placed on this register. When marking our registers, we apply the national codes as outlined and regulated by the Department for Education guidance to accurately record and report attendance.

The attendance register will be taken at the start of the first session of each school day and at the beginning of the second (afternoon) session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Attendance register

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

We will also record:

- Whether the absence is authorised or not.
- The nature of the activity if 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 in the attendance register. In line with statutory guidance this will be preserved for six years after the date on which the entry was made.

Registration Codes

These are used when a pupil is present in school or is at an approved off-site educational activity. They include:

/: Morning present mark

\: Afternoon present mark

L: Arrived late but before registration closed

B: Present at an approved off-site educational activity that is not a sporting activity or work experience

D: Dual-registered and expected to attend the other provision

K: Attending education provision arranged by the LA

P: Approved sporting activity (e.g. a pupil who plays for the academy of a professional football club)

V: Educational visit or trip (e.g. where pupils are out on a school trip with staff members)

Authorised Absence Codes

These are used when a pupil is absent from school for an authorised reason. These marks count negatively against a pupil's attendance but are not included in any considerations of formal legal proceedings related to a pupil's absence. They include:

I: Absent due to illness (please note that in line with Tameside's LA's guidance, medical evidence may be required to authorise this type of absence if a pupil's attendance is less than 90%)

M: Absent due to medical appointment (please try to make these outside of school hours wherever possible)

C: Leave of absence for exceptional circumstances (e.g. to attend a funeral)

C1: Leave of absence for the purpose of participating in a regulated performance

C2: Leave of absence for a compulsory school age pupil subject to a part-time timetable

R: Leave of absence due to religious observance

S: Leave of absence for the purpose of studying for a public examination

Y1: Unable to attend due to transport normally provided by school or the LA not being available

Y2: Unable to attend due to widespread disruption to travel caused by a local, national, or international emergency

Y3: Unable to attend due to part of the school premises being closed

Y4: Unable to attend due to the whole school site being unexpectedly closed

Y5: Unable to attend as pupil is in criminal justice detention

Y6: Unable to attend in accordance with public health guidance or law

Y7: Unable to attend because of any other unavoidable cause for example

Bail conditions (that prevent the pupil from attending the school or being present in the area where the school is situated)

Court attendance (where the pupil is legally required to attend Court)

T: Parent travelling for occupational purposes. The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.

Code X: Non-compulsory school age pupil not required to attend school

Code D: Dual registered at another school

Code E: Suspended or permanently excluded

Code Q: Unable to attend the school because of a lack of LA access arrangements

Code X: Non-compulsory school age pupil not required to attend school

Arrangements for absence:

The Headteacher authorises absence; St Stephen's C.E. Primary School adheres to the DFE guidelines in authorising absence.

Authorised absence include:

- Illness –We do understand that there may be times, when a child is ill and the best place to be is at home with a responsible adult. If the illness is infectious, other children and teachers may also become ill, so the child must be kept at home. Should your child have a highly infectious illness, tell us as soon as the doctor has confirmed this. School does seek advice from the school health service for expected absence times. Medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence, may be required for persistent or extended absences or following the fourth period of sporadic reported illness in a school year. We will not ask for medical evidence unnecessarily.
- Religious observance / travel arrangements in some circumstances.
- Attendance at medical appointments which cannot be made outside school hours. Every effort should be made to arrange medical appointments outside school hours. Where appointments during school time are unavoidable, your child should come to school first and be returned to school directly after the appointment. The pupil should only be out of school for the minimum amount of time necessary for the appointment A note or copy of the appointment letter should be sent / shown to the school if a child has a medical appointment. We ask that parent notifies the school in advance of the appointment wherever possible. In most circumstances, a child should not miss a whole day at school for an appointment. If a pupil must attend a medical appointment during the school day, the fire register will be updated.

  Exceptional circumstances – We define 'exceptional circumstances' as an instance where absence from school is, for instance,

  - Recommended by a health professional as part of a child's recovery from a medical or social emotional mental health,
  - Immediate leave due to family bereavement
  - Attending a funeral
  - Consideration to a request for children of service personnel
  - Family wedding
  - Sudden, serious circumstances
  - An agreed temporary, time-limited part-time timetable

Requests for leave of absence:

The school considers each application for term-time absence individually, considering the specific facts, circumstances and relevant context behind the request. An exceptional leave of absence is granted entirely at the Headteacher's discretion. We believe that children need to be in school for all sessions, so that they can make the most progress possible. However, we do understand that there are exceptional circumstances where a parent may legitimately request leave of absence for your child.

The Headteacher will only be allowed to grant a leave of absence in exceptional circumstances. Applications will be made in advance to the Headteacher and the Headteacher will be satisfied by the evidence which is presented, before authorising leave in term-time.

The Headteacher will determine the amount of time a pupil can be away from school during term-time (usually no more than 2 days). Any requests for leave during term-time will be considered on an individual basis and the pupil's previous attendance record will be considered. It is essential that the school is informed by the parents of the circumstances so that the appropriate code can be written in the register.

Any granting of leave does not set a precedent for similar future requests and the frequency / duration of such leave periods will be considered as factors in any decisions.

Requests for leave will not be granted in the following circumstances:

- Immediately before and during assessment periods
- When a pupil's attendance record shows any unauthorised absence
- Where a pupil's authorised absence record is already above 10 percent for any reason
- During the first two weeks of September as a pupil is settling into the school/ new year group
- It is due to the availability of desired accommodation or cheaper holidays.

If parents take your child out of school during term-time without authorisation from the Headteacher, they may be subject to sanctions such as LA issued penalty fines.

Unauthorised Absence Code

These are used when a pupil is absent from school for an unauthorised reason. These marks count negatively against a pupil's attendance and may also inform any legal proceedings related to a pupil's absence:

N = Reason for absence not yet established. As detailed above, we will make all efforts to contact parents to find out why your child is absent. The correct absence code will be entered as soon as the reason is ascertained, but no more than 5 school days after the session. If we are unable to do so, 'N' marks will be changed to 'O' mark.

O = Absent from school without authorisation in other or unknown circumstances. Some examples that would fall into this category include: No reason being provided for an absence, missing a full day for a medical appointment where attendance could have occurred before or after. If the school is not satisfied about the authenticity of a reported illness, the absence will be recorded as unauthorised, and parents/carers will be notified of this.

G = Absent due to holiday in term time.

U = Arrival after the closing time of the official morning register.

Administrative codes

Z: Prospective pupil not on admission register.

#: Planned whole school closure.

Holidays in Term Time

Important amendments have been made to the 2006 regulations in the Education (Pupil Registration) (England) (Amendment) Regulations 2013.

These amendments came into force on 1 September 2013 and remove references to family holiday and extended leave as well as the statutory threshold of ten school days which Headteachers **used** to be allowed to grant. This means that the Headteacher of St Stephen's CE Primary School **cannot** authorise any holidays in term time other than in *exceptional circumstances*. These occasions will be extremely rare.

With this in mind, we require parents to observe the specified school holidays.

Where a parent removes a child when the application for leave was refused or where no application was made to the school, it may be necessary to submit a Penalty Warning Application to the LA.

When it comes to school attendance, it is easy to think that 90% attendance is at a positive level, but the reality is that this is equivalent to one day off school per fortnight or 95 hours of learning missed across a year. Children who have less than 90% attendance are regarded as 'persistent absentees' from school by government standards.

Attendance %	School Days Missed in a Year	Hours of Learning Missed in a Year
100	0	**0**

95	9.5	**61.75**
90	19	**123.5**
85	28.5	**185.25**
80	38	**247**
50	95	**617.5**

Falling attendance

School has a clear and escalating approach to intervention where there are concerns regarding school attendance Targeted support will be offered to the pupils and families whose absences is a cause for concern, especially those who demonstrate patterns of persistent or severe absence.

Where attendance is becoming / is a cause for concern - below 92% - families will be informed and invited to a meeting where an attendance plan to improve attendance is put in place.

Regular meetings with the parents/carers of pupils who the school (and/or LA) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, will be held 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 LA where relevant.

Where absence intensifies, so should the support provided, which will require us to work in tandem with the family, LA and other relevant partners:

If the needs and barriers are individual to the pupil this may include provision of mentoring, additional tuition, a soft start to the day and/ or where appropriate an Education, Health and Care Plan or alternative provision.

Where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.

The LA may request to see evidence of any support interventions. Parents and carers are expected to actively engage with informal or formal support offered – including any agreed attendance plan or voluntary early help plan to prevent the need for legal intervention.

After the school has attempted to address attendance issues with parents/carers, where attendance and /or punctuality does not improve, the case will be escalated to the LA which may result in a penalty notice or other legal intervention. Tameside LA has the authority to take forward attendance legal intervention where voluntary support has not been successful or engaged with.

Persistent Absenteeism (PA) will cause considerable damage to any child's education and we need a parent/carer's fullest support and co-operation to tackle this. We thoroughly monitor all absence, and the reasons that are given. If a child is at risk of moving towards that percentage / reached PA threshold we will inform the parent/carer. PA pupils are tracked and monitored carefully using a systematic approach. We also combine this with academic tracking where absence affects attainment. All our PA pupils and parents are asked to attend a school-based meeting and an attendance plan will be created which may include the allocation of additional support through external agencies, such as health, family support workers and social care. Attendance plans are not legally binding and cannot be agreed in a parent's absence. In addition, children persistently absent and close to being persistently absent, in the previous academic year will be tracked closely by the Attendance Champion and you will be asked to meet with the Attendance Champion if there is a similar pattern of absence 2025/2026.

Punctuality: Poor punctuality is not acceptable.

If you are struggling, getting your child to school on time contact us and we can agree a support plan. If a child misses the start of the day, they can miss work and do not spend time with the class teacher getting vital information and news for the day. Late arriving pupils also disrupt lessons, can be embarrassing for the child and can also encourage absence/ not wanting to come to school. Good timekeeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Young carers

The school understands the difficulties that face young carers. We will endeavour to identify young carers at the earliest opportunity from enrolment at the school and throughout their time at the school. We will take a caring and flexible approach to the needs of young carers and each pupil's circumstances will be considered on a case-by-case basis, involving other agencies if appropriate.

Supporting pupils at school with SEND and/ or medical conditions

School has high ambitions and expectations for attendance and school will work with families to maximise attendance. This includes putting in place pastoral support and reasonable adjustments. When appropriate, advice will be sought from partner agencies including Tameside SEN team, EWO, school nurse, and educational psychologist services. For children who have an Education Health Care Plan, specific attention will be given to the needs and provision outlined in the Plan. Parents and carers are expected to work with school and Tameside LA, so that a child's barriers to attendance and/ or punctuality can be understood and addressed.

Children missing large amounts of education, or being unable to attend school at all, can be because of additional needs or a medical condition. It is for this reason Governing bodies are required to make arrangements for supporting pupils to ensure they can access all aspects of the curriculum including PE and school trips.

Statutory guidance states that schools should liaise with health care professionals to create a medical policy which covers provision for pupils.

Where appropriate, schools should request from health care professionals, with the consent of the parent/ carer, an Individual Health Care Plan (IHCP) for pupils with a medical condition that details what specific arrangements will be put in place and which member of staff will be responsible for supporting the individual pupil.

Where a pupil with a medical condition is absent for fifteen school days in an academic year and the absence relates directly to the medical condition. Where a pupil is unable to attend school but their medical condition allows them to access education, the LA may provide alternative provision. This may include online learning, home tuition or other appropriate measures.

At times, pupils may experience mental health difficulties that impacts attendance at school and we are mindful of the DFE 'Summary of Responsibilities Where a Mental Health Issue is Affecting Attendance' when supporting these pupils. In these circumstances, we will work together with families and other professionals involved in supporting the child to ensure that any necessary reasonable adjustments to this policy are made.

When a child is struggling to attend school due a SEND need, a huge amount of compassion is needed when working with the family. We will therefore create a bespoke plan, as an appropriate early intervention strategy, to support the child and family ensuring that this is then discussed at any further review meetings about the child's needs. We may consider remote learning or further support from the LA EWO Attendance team.

Where a pupil has a verified and chronic health condition or SEND need, we will aim to work with parents/carers if an emerging a pattern of non-attendance occurs, to ensure children have access to education and provide appropriate support.

We will also consider whether an Educational Health and Care Plan is required.

All schools have a statutory duty to provide full-time education for all pupils and we are committed to every child's right to a suitable, full-time education offer. In very exceptional circumstances, we may decide to implement a temporary, reduced timetable to meet a pupil's individual needs and only where it is safe to do so and where it is in your child's best interests. We will not use a reduced timetable to manage a pupil's behaviour. A reduced timetable will not be treated as a long-term solution.

A part-time timetable should:

- Have the agreement of both the school and the parent the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and your parents to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that considers the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision.

We will not put a reduced timetable in place without written agreement from parent/carer and other professionals working with the family as appropriate. This intervention will only be used as part of a comprehensive package of support for the pupil; it will be reviewed regularly in partnership with the parent/carer and any other relevant professionals working with the family. In line with Tameside Council guidance, we will notify them of all reduced timetables as soon as a plan has been agreed.

Support for pupils with an Early Intervention worker / social worker

School maintains a culture of high aspiration for pupils with a social worker.

The LA will work with the family and with school to understand how the welfare, safeguarding, and child protection issues being experienced or that have been experienced have impacted attendance.

School will monitor the child's progress and, where necessary, will provide additional academic support and make reasonable adjustments to help the child's learning and development, recognising that even when statutory social

care intervention has ended, there can be a lasting impact on children's educational outcomes.
School will work in partnership with the LA - sharing data on attendance and informing the family intervention worker/ pupil's social worker if there are any unexplained or disputed reason for absences.

Penalty Notices and legal enforcement for non- school attendance and persistent lateness.

Section 444(1) of the Education Act 1996 empowers the LA to issue Penalty Notices in cases of unauthorised absence from school. This means that when a pupil has unauthorised absence of 10 sessions (5 days) or more, in a 10-week period (where no acceptable reason has been given for the absence) or if your child persistently arrives late for school after the close of registration, their parents may receive a Penalty Notice. Following the implementation of DfE legislation on 19th August 2024, there is a new national framework for Penalty Notices for school absence explained below.
The new regulations state that schools must consider issuing a penalty notice for any instance of a pupil having 10 unauthorised absence sessions within a rolling10-week period. A school week is defined as any week in which there is at least one school session. This can be reached with any combination of unauthorised absence within ten school weeks such as holidays taken in term time and arriving late after the register closes (30 minutes after it is opened). These sessions can be consecutive or not. The period of ten school weeks can also span different terms or school years (for example, two sessions of unauthorised absence in the Summer Term and a further eight within the Autumn Term).
Where these are sporadic absences, however, it will be expected that we as a school are able to demonstrate a 'support first approach' has been taken before submitting a penalty notice request to the LA. This is not the case for term-time holidays where supportive interventions are not appropriate.

Penalty Notices are normally issued to each parent/carer by post. You must make payment to the council. The amount of the fine depends on whether any previous Penalty Notices have been issued to the parent/carer for the same child for unauthorised absences which took place after 19 August 2024, but within a period of 3 years from the current fine.
If this is the first such Penalty Notice, the fine is:

£80 if paid within 21 days

£160 if paid between 22 and 28 days

If this is the second Penalty Notice you've received, the fine is at a single rate of £160, payable within 28 days.

There is no right of appeal by parents against a penalty notice.
Failure to pay a Penalty Notice may result in prosecution. Please note the issuing of a Penalty Notice is an alternative to issuing proceedings at court.

The new guidance states a third penalty notice cannot be issued to the same parent in respect of the same child within a rolling three years of the date of issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those three years, alternative action should be taken instead. This will often include considering prosecution but may include other attendance legal interventions.
Once three years has elapsed since the first penalty notice was issued, a further penalty notice can be made.
Parents may also receive a Penalty Notice without a warning letter for the offence of failing to secure regular school attendance for the following reasons:

- If your child is stopped on a truancy sweep more than once.
- For holidays taken in term time without school's permission or if late returning from an extended holiday.
- For non-co-operation with the Education Welfare Service following a referral from school after they have taken steps to address the absences with the parent/carer and pupil.
- If your child fails to return to school following a fixed term exclusion.

Where voluntary support has not been effective and/or has not been engaged with it is expected that schools work with the LA to:

- Put formal support in place in the form of an attendance contract or an education supervision order.
- Issue a Notice to Improve and/or penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change parental behaviour/ engagement.
- Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
- Prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support.

The decision to prosecute a parent who has failed to ensure their child attends school regularly under the Education Act

1996 rests solely with the LA. Upon conviction, parents/carers can be fined up to £1,000. If there's proof that the parents/carers knew that their child was not attending school, then they may be liable for prosecution for an offence under section 444(1A) of the Education Act 1996. Upon conviction, parents/carers can receive up to 3 months imprisonment and/or a £2,500 fine. Parents/carers of non-attending children will not be prosecuted in circumstances where a statutory defence applies.

Excluded children:

When a child is excluded from school, the parent will be responsible for ensuring that their child is not found in a public place during normal school hours on the first five days of every fixed period or permanent exclusion. (Section 103 Education and Inspections Act). A penalty notice may be issued where parent(s) allow their child to be present in a public place during school hours without reasonable justification during the first five days of a fixed period or permanent exclusion. We must have notified you of the days the pupil must not be present in a public place. This type of penalty notice is not included in the National Framework and therefore not subject to the same considerations about support being provided or count towards the limit as part of the escalation process in the case of repeat offences for non-attendance. These penalty notices are charged at £120, reduced to £60 if paid within 21 days.

Deletion from Roll

For any pupil leaving St Stephen's CE school, other than at the end of year 6 parents/carers are required to complete a transition application, which is located on the Tameside MBC's website. The application is completed electronically and sent to the Tameside Admissions Team. If your child is moving to a school, out of the Tameside Borough, you will need to check the local Council website for details. Parents must let us know the name of the new school, the borough it is in and the expected start day.

If a pupil misses more than 20 consecutive days of school, then the school will consider removing the child from the school roll. The school has the right to do this under government legislation.

Monitoring and Tracking of Attendance Data

In order for all stakeholders (pupils, parents, staff, governors and external agencies) to work in partnership to ensure excellent attendance for pupils it is important that we monitor and track the attendance of pupils. Monitoring attendance data allows us to look at historic and emerging patterns of attendance and absence and then develop strategies to address these patterns. The impact of any implemented interventions will be evaluated to inform future strategies.

Attendance is monitored daily**.** Attendance data will be shared by the following means and in line with General Data Protection regulations:

- Cases of concern are shared with the Headteacher and Attendance Champion as they arise.
- Attendance data will be shared on a weekly basis with class teachers so that teachers are aware of which pupils may need extra support and to facilitate discussions with pupils and families.
- Parents will be informed about attendance in relation to your child individually through academic progress reports, telephone call/ letter.
- Percentage attendance data by class will be shared with pupils in Collective Worship on a weekly basis. This will feed into reward systems.
- Attendance data of different cohorts will be shared with the Senior Leadership Team on a regular basis. Examples of cohorts include year groups, pupils with Special Educational Needs or Disabilities and pupils eligible for free school meals. This will then enable leaders to plan specific intervention to support any cohorts whose attendance is below expected. In certain cases, actions and strategies are discussed to support pupils with attendance that is causing concern.
- Attendance data will be shared with Governors (IEB) on a termly basis so they can fulfil their responsibilities in supporting and challenging senior leaders in relation to the attendance strategy and the impact it is having.
- Attendance data will be shared with the LA School Attendance Support Team and other partners on a termly basis. They will then provide support, advice, and guidance to school on how to make further improvements. The LA and school will work collaboratively where a pupil has 10 unauthorised absence sessions within a rolling10-week period, is likely/ has missed fifteen days of school due to illness, a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.
- Daily school anonymised statistical attendance percentage data will be shared with the Department for Education in line with the mandatory expectation stated within the statutory guidance Working Together to Improve School Attendance.

- Where attendance interventions are implemented with pupils to help them improve your school attendance, we will use data to monitor the impact and assess the efficacy of the intervention.

The monitoring period will last over the course of a half-term initially. If targets are met, improved attendance is acknowledged via a telephone call or letter home. Monitoring and communication with the parents continue until attendance stabilises to 96 percent.

If there is a lack of engagement, targets are not met or where the attendance continues to fall, more formal conversations with parents and carers will be held to continue to listen to and understand the barriers to attendance and to explain the help that is available in order to avoid the consequences of persistent and severe absence to the family including the potential need for legal intervention in future.

In the event where support is not appropriate, not working or being engaged with, school will work with the LA on formal support options including attendance contracts and education supervision orders.

Where all other avenues have been exhausted, avenues of enforcement will be considered.

Pupils who fail to attend the allocated school

School staff must be proactive in their attempts to contact parents by phone calls, letters and home visits within a fifteen day period of being informed that a pupil has been allocated a place at your school. All attempts of contact should be evidenced on any future Child Missing Education referral if the pupil's whereabouts turns out to be unknown.

Where school staff have evidence that the pupil no longer lives at the last known address, a CME referral form should be submitted. Pupils should not be removed from school roll until advised to do so by the Tracking Officer.

Where a pupil's whereabouts are unchanged from that provided on the school application form but parents are refusing to ensure attendance at that school, the pupil must be added to the school roll no later than the expected date quoted in the allocation letter. School staff will then follow your attendance procedures to address the non-attendance. The Education Welfare Service will assist school staff to prepare any legal paperwork should this become necessary. It should be noted that for a parent to be guilty of the offence in The Education Act 1996, which requires parents to ensure regular attendance, the pupil must be on a school roll otherwise no offence is being committed by a parent and therefore no enforcement action can be taken.

Where the non-attendance is a result of the pupil not being allocated the preferred schools, parents should be advised to use the school appeals procedure in the first instance.

In the case of Reception pupils that are not statutory school age, school staff should make every attempt to contact the parent / carer as detailed above. If there is no response after 10 days, a CME referral form should be submitted.

If the pupil has not been located after 20 school days, school staff are asked to send a letter, to the last known address, advising parents /carers that the pupil will be removed from the school roll.

If a parent of a non-statutory Reception pupil chooses not to allow your child to attend the allocated school as they are prepared to wait for a place at your preferred school, the allocated school is required to send parents a letter stating that the child will be removed from the school roll. Once the pupil reaches statutory school age, enquiries will commence by the Tracking Officer to establish if the pupil has re-applied for a school place. If parents refuse to submit an application form once the pupil reaches statutory school age, legal proceedings may take place.

Parents of summer born pupils are permitted to defer admission of your child until they are compulsory school age. This must be done with prior arrangements and schools will be notified to make special arrangements

Missing children

Pupils are not permitted to leave the school premises during the school day unless they have permission. The following procedures will be taken in the event of a pupil going missing whilst at school:

- The member of staff who has noticed the missing pupil will inform the headteacher immediately.
- The office staff will also be informed as they will act as a point of contact for receiving information regarding the search.
- A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the headteacher.
- The following areas will be systematically searched: − All classrooms − All toilets − The library − The school grounds

- Available staff will begin a search of the area immediately outside of the school premises and will take a mobile phone with them so they can be contacted.
- If the pupil has not been found after 10 minutes, then the parents of the pupil will be notified.
- The school will attempt to contact parents using the emergency contact numbers provided.
- If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
- The missing pupil's teacher will fill in an incident form, describing all circumstances leading up to the pupil going missing.

If the missing pupil has an allocated social worker, is a Child Cared For, or has any SEND, then the appropriate personnel will be informed.
When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well. The headteacher will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Parents and any other agencies will be informed immediately when the pupil has been located. The headteacher will carry out a full investigation and will draw a conclusion as to how the incident occurred.

<u>Rewards for good/ improved attendance:</u>

The main benefit gained from regular attendance and good punctuality is that continuity and progression in learning are ensured, social skills develop and friendships are made and maintained.
This is incentivised in several ways:
-Where positive impact is required, all staff in contact with the child will take extra care to welcome the child each morning, praise punctual attendance and acknowledge the effort the child has made.
-Where pupils' attendance is improving, staff will celebrate the success and communicate how this can be built on to make sure the improvement continues. Our expectations are not lowered but broken down to become more achievable. It is also appropriate to recognise the effort the parent has made to secure the child's attendance.
-There will be termly certificates/ dojos given for those children with 100% attendance.
-Those children who achieve 100% in the whole year will be rewarded a medal and a special certificate.
-The class who achieves the best attendance, above the school's target of 97% attendance in the preceding week will earn a class prize.