



Attendance Policy

Originator	Jen Langtree
Issue Date	September 2024
Agreed by staff	September 2024
Ratified by Governors	
Signed	
Date	
To be reviewed	September 2025
Monitored by	Co-Headteachers and Governing Body

Expectations

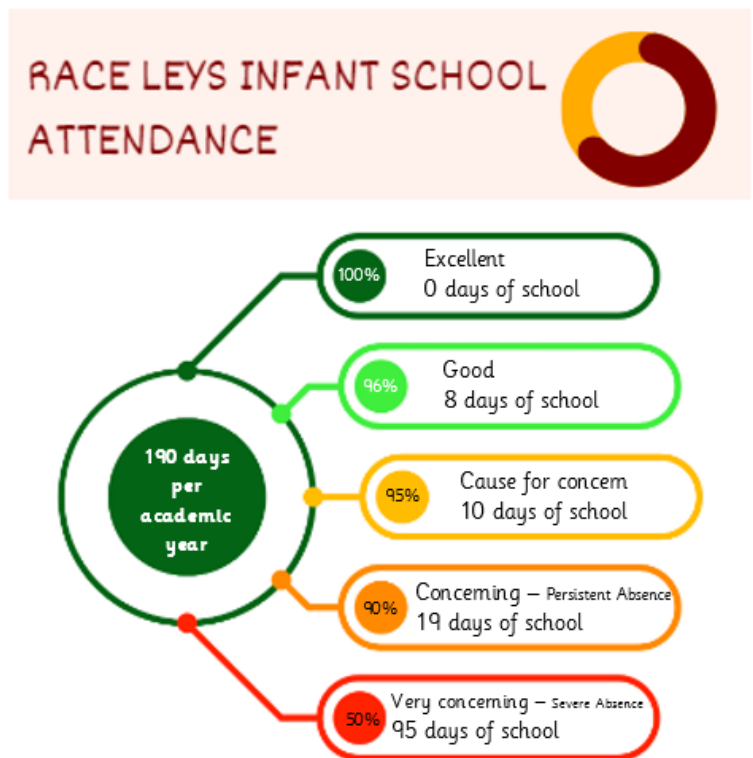
At Race Leys Infant School, we understand the importance of good attendance and rigorous monitoring to ensure all of our children reach their individual potential, both academically and socially. We expect our children to attend school every day and be **ready** for learning. We aim to provide a happy school with lots of rewarding experiences, nurturing a love for learning in our children. We are committed to promoting good attendance as part of our commitment to ensure quality educational provision to give our pupils the best start in life. To this end, we strive to make our school a happy and rewarding experience for all children.

Children who attend school every day will receive quality education and will make progress from their individual starting points. Missed days of education will negatively impact on the children's learning and progress. We recognise there is a relationship between attendance of pupils and their development, attainment and progress.

Our attendance target for all children is 96%. We appreciate that children occasionally become ill and therefore we believe good attendance is at least 96% for all children. We welcome conversations with our families if there is any uncertainty about whether a child is well enough to attend school. More information can also be found on our school website attendance pages.

<https://www.raceleysinfant.com/attendance>

We recognise the importance of working together to support our families in identifying and overcoming barriers to ensure the best outcomes for our learners. The whole school community takes responsibility for attendance throughout our day-to-day practice. Attendance is one of our school improvement priorities for this academic year. Leaders, Staff and Governors in school will be working hard with families to improve school attendance and family support. Leaders and members of the pastoral team will work with children and families to overcome any barriers to good school attendance. Teachers will be promoting positive learning opportunities to encourage good attendance. We ask that our parents ensure that children are in school regularly, are on time for school and are prepared for their learning day.



How things work at our school

(Routines, Procedures and Practices)

Our school day begins at 8:40am. The classroom doors will be opened at this time and closed promptly at 8:45am, allowing our teaching staff to begin supporting the children at this important time of the day. Members of SLT and our school team will be available on the school gates before school to welcome children into school. The class attendance registers and lunch choices are completed shortly after the door is closed. We ask families to support their children in making their lunch choices prior to coming in to school to make this time smoother.

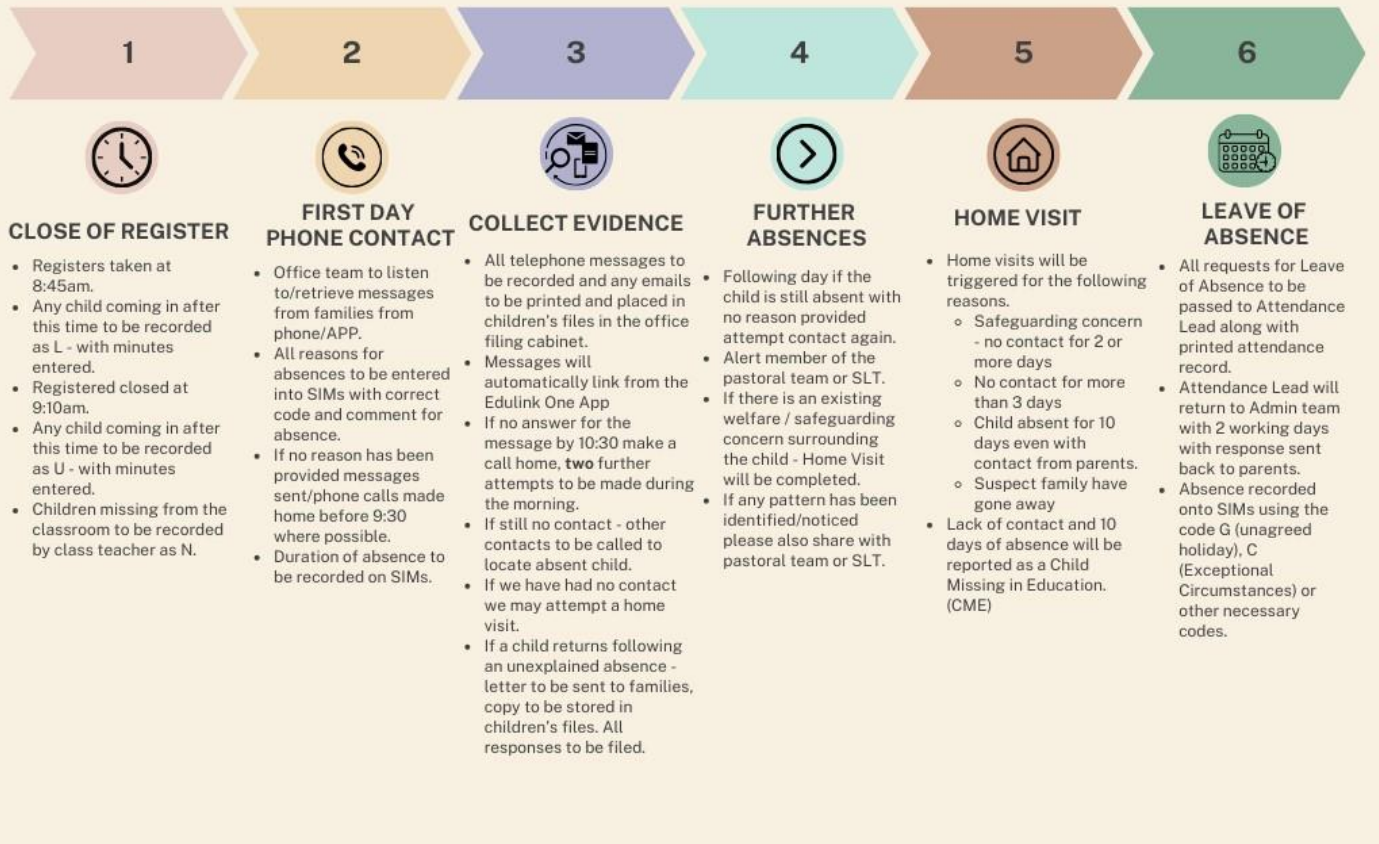
Any children who arrive at school after 8:45am will be welcomed through the main office door. We ask that parents sign the children in to the late register which allows us to update all class registers and ensure lunches are ordered. The time the children come in to school is recorded and the number of minutes late will be added to our system. The attendance registers close at 9:10am. At this time, if the child is still absent from school, a text message will be sent or phone call will be made asking for reasons for absence. We will continue to make contact until we have spoken with someone regarding the absence as we have a duty of care to know where all of our children are.

Our afternoon session begins at 1pm, after the children's lunch break, with registers closing at 1:30pm. If a child arrives in school after the registers have closed they will be recorded as having an unauthorised absence for that session. It is therefore important for all children to be attending school on time and for parents to communicate with the office if there is a reason for lateness or absence.

All absences and persistent lateness are investigated. When the register closes, the administration staff check the messages and operate 'first day contact' for those pupils absent with no reason given. If contact cannot be made with a family, we will call other contacts on the list, if contact still isn't made, a member of the pastoral team may make a home visit. If a child is off for subsequent days this will be monitored. If a child is off for more days than deemed 'normal' further phone calls/messages/emails will be sent to seek an update. E.g. 'normal' rule for sickness/diarrhoea is 48 hours – first day phone call will be made and, if the child is still absent after 48 hours, contact will be made again. Parents are encouraged to call/contact the office on the first day of absence and keep us up to date after this time.



RACE LEYS INFANT SCHOOL ABSENCE PROCEDURES



The Edulink One App is used in school as our main form of contact with families but we will also call using the contact details we have in school. Parents can inform the school office of an absence using the messaging on the App. A member of the school team may still get in contact with parents to check that all is well. If the child returns to school following a period of absence, any member of our school team may ask for a reason for absence. Without a reason provided, this absence will be recorded as unauthorised.

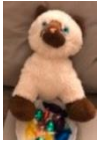
Enabling Good Attendance – Support First

The most vital part of encouraging good attendance is to ensure that the school is a place to which the children want to come; a place where their needs are recognised and are being addressed; a place where all children can experience success within a rich, relevant and diversified curriculum. Children will also become well-known members of the school community, building up good relationships with staff and other children alike.

It is clear that children alone cannot ensure their regular and punctual attendance at school. From the outset, parents are encouraged to take an active interest in the work of the school and to build and support their children's enthusiasm for attending school.

All staff make children aware of the importance of good attendance and children are praised. Each child's attendance record is shared with the parents as part of annual written reports and at parent consultations. It follows that individual records of attendance are kept on file and are passed to subsequent schools.

We celebrate weekly attendance and punctuality efforts in our Friday Celebration Assembly



SAM (School Attendance Matters) – Toy Cat – awarded to class with the best attendance.



OTIS (On Time In School) – Toy Giraffe – awarded to class with the best punctuality.

Each half term the class with the best overall attendance for that term will also receive an in-school reward.

At the end of each term and at the end of the school year children with excellent (100%) / good (+96%) attendance will receive a certificate.

'Golden Attendance Weeks' will be held throughout the year to encourage good attendance and punctuality, with prizes such as a pizza party, hot chocolate or film afternoon.

Regular reminders will be included on the weekly newsletters around the importance of attendance and punctuality.

Effective communication with our families is key in supporting all learners in our school to achieve their very best. At Race Leys Infant School, we welcome conversations with families to support in whatever way we can.

Monitoring and Reviewing Attendance

By law, schools must take a morning and afternoon register and record the attendance or absence of every pupil. The Attendance Registers are marked twice a day, at the start of the morning session and again in the afternoon. Registers are checked by Administration staff at the beginning of the morning and afternoon sessions. All class teachers carry out regular checks on attendance and will liaise with the pastoral team if there are any concerns. Attendance data is held electronically on the schools SIMS Management Information System, accessible by the Co-Headteachers and administration staff who are able to provide comprehensive attendance records on individual children. Returns of school



data are made termly to the Department of Education (DfE) and benchmark data exists to compare our school within local and national contexts.

Each week attendance tracking will take place with the Attendance Champions, and the school's Pastoral Team will also meet regularly to discuss support needs in school; particularly when attendance is becoming a concern. In order to improve how we communicate our concerns, we will report absence in percentages, and also in days missed, to help build up a clearer picture for parents to understand how to keep attendance in line with the school target.

Our new approach is rooted in an inclusive attendance model designed to ensure that everyone - our staff, families, and children - fully understands their individual roles and collective responsibilities in supporting school attendance, active engagement in learning, and addressing potential barriers.

We will be working together inclusively to support all children in school. To achieve this, we are introducing a Multi-Tiered System of Support, a tiered approach that caters to the unique needs of all children. It begins with our universal offer, progresses to Tier 2, which provides additional support for some children through early help services within the school, and finally, Tier 3, where we ensure that certain children and families have access to specialised resources if required. Whilst there are sanctions associated with poor or concerning attendance, we want to work with our families to overcome barriers before these are used.

The school sets attendance targets each year. These are agreed by the Governing body at the first full governing body meeting of the school year. Targets are challenging yet realistic, and based on attendance figures achieved in previous years and linked to national attendance figures.

Absences

(Authorised, Unauthorised and Leave of Absence – LOA)

The DfE recognises the importance of regular attendance and it is a requirement for the Headteacher to decide with every absence whether it is authorised or unauthorised. The final decision is made by the Headteachers. Wherever possible, parents are expected to make routine appointments (e.g. medical, dental) outside of school time.

If a child is absent from school for any reason, the parent must inform the school in person, in writing or by telephone as soon as possible of absence and reason for it. Such calls are always logged and the class teacher is informed.

The new Government Framework sets out a **Single National Framework for considering a Penalty Notice**. This states that where there have been 10 sessions (5

days) of **Unauthorised Absence** in a rolling 10 school week period, then schools will need to decide whether to refer the case for penalty notices.

Unauthorised absences are those absences for which the school received no reason/explanation or if the school has good reason to doubt the explanation given.

To enable the appropriate coding of attendance, or the authorisation of absence, the school may request additional information or evidence, e.g. in relation to medical appointments or illness. (Medical evidence may include: an appointment letter, a GP appointment card signed/stamped by a receptionist, a prescription, prescribed medication). On return to school following an absence, if no reasonable explanation has been received, Class Teachers or the admin team will raise this with the parent, with further proof required as needed.

Reasonable Adjustments

We recognise that each child will have individual circumstances that may create a barrier to school attendance. This is a driving factor for working together with our families to ensure the very best plans and adjustments can be made to support all children.

The DfE states “If your child is facing barriers to school attendance due to special education needs or disabilities (SEND), schools, local authorities and wider services are required to work together to provide the right support in the first place.”

Leave of Absence

There are 175 days outside of term time in the year 24/25 for parents to be able to take their child on holiday/to visit family/for days out. Therefore, any leave of absence requested during term time must be avoided or must be absolutely exceptional. The decision to authorise any leave of absence will be made by the Headteacher and can only be granted in the most exceptional of circumstances.

The regulations regarding Leave of Absence (The Education (Pupil Regulations) (England) Regulations 2006 as amended by Education (Pupil Regulations) (England) (Amendment) Regulations 2013.) advise:

- Head Teachers **shall not** grant **any** Leave of Absence during term time **unless they consider** there are **exceptional** circumstances relating to the application.

Expectations

- Parents do not have any entitlement to take their children on holiday during term time. Any application for leave must establish that there are **exceptional circumstances** and the Head Teacher must be satisfied that the circumstances warrant the granting of leave.

- Head teachers will determine how many school days a child may be absent from school if the leave is granted.
- The school can only consider applications for Leave of Absence which are made by the resident parent. i.e the parent with whom the child normally resides.
- Applications for Leave of Absence must be made in advance.
- When making an application for Leave of Absence in advance parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify parents of their decision. It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.
- Applications for Leave of Absence which are made in advance and refused will result in the absence being recorded as “unauthorised”. This may result in legal action against the parent, by way of a Fixed Penalty Notice, if the child is absent from school during that period.
- Where a leave of absence is requested, but additional days taken either prior to or after the request may be considered as part of the leave of absence and could result in a Fixed Penalty Notice being issued to the parent(s).
- Any Leave of Absence requests not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as ‘unauthorised’. This may result in legal action against the parent, by way of a Fixed Penalty Notice.
- All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service at Warwickshire County Council. Penalty notices are issued in accordance with Warwickshire County Council’s Code of Conduct for Penalty Notices and, in the first instance, as an alternative to prosecution proceedings.
- The Warwickshire Attendance Service have the authority to consider issuing Fixed Penalty Notices for Leave of Absence in line with the Warwickshire County Council’s Non-School Attendance and Penalty Notices Code of Conduct. (A copy of which can be found at <https://www.warwickshire.gov.uk/pupilnonattendance>).

- **It is important to note**, Fixed Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices in the amount of £120 each, totalling £240 for both children, this is reduced to £60 each child if paid within 21 days).
- If a Fixed Penalty Notice is issued and is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

Each application for a Leave of Absence will be considered on a case-by-case basis and on its own merits.

Tiered Support and Staged responses

It is our belief that good attendance and punctuality is at the heart of a child's progress and is, therefore, fundamental to our school's success.

Race Leys Infant School greatly appreciate parental support to reduce the total amount of days lost due to holidays. The school is committed to working in partnership with parents to enable all children to reach their academic potential and to support their social development. For this to happen, individual attendance needs to be as high as possible and we all need to play our part.

We recognise that Working Together is the best way to improve outcomes for our children. Using the Multi-Tiered Support System we have made it clear at what level expectations and roles will change for all involved in supporting our young people.



More Information can be found in Appendix 2.

During our monitoring, we will have particular indicators that demonstrate any actions or support that will be needed to be in place to support improving a child's attendance. Our aim is, that working together, we can support all of our children in being in school for more than 96% of their academic year. The details of these can be seen in Appendix 1.

Children Missing from Education

Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to Warwickshire County Council's Education and Learning Business Unit at 01926 742036 or via email to cme@warwickshire.gcsx.gov.uk

Reasonable steps to be taken by school staff include:

- Telephone calls to all known contacts (parents are asked to provide a minimum of two emergency contacts in the event of children not arriving at school without prior notification and also for other emergency purposes)
- Letter home (including recorded delivery)
- Contact with other schools where siblings may be registered
- Possible home visits
- Enquiries to friends, neighbours etc. through school contacts
- Enquiries with any other Service known to be involved with the pupil/family

All contacts and outcomes to be recorded on the pupil's file.



Days of Absence against Target and Persistent Absence (90%)


2024/25	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
100% (total days)	38	35 / 73	29 / 102	34 / 136	19 / 155	35 / 190
96% (total days)	36	70	98	131	149	182
	Missing 2 days	Missing 3 days	Missing 4 days	Missing 5 days	Missing 6 days	Missing 8 days
90% (total days)	34	66	92	122	140	171
	Missing 4 days	Missing 7 days	Missing 10 days	Missing 14 days	Missing 15 days	Missing 19 days

Appendix 1

RACE LEYS INFANT SCHOOL STAGED APPROACH FOR ATTENDANCE MONITORING ESCALATION PROCESS

MONITOR ATTENDANCE (Whole school attendance is monitored weekly and analysed at a minimum of every half term but more frequently as appropriate to the needs of the school.)
Attendance is more closely evaluated of pupils whose attendance is below the whole school target.

Tier of Support	Stage	Indicator	Outcome
	0	Attendance is at or close to the whole school target (96%) AND the child's attendance is of concern (end of Aut 2- Sum 2) Attendance is below 90% AND the child's attendance is of concern (Aut 1)	Class teacher to make contact with parents: <ul style="list-style-type: none"> ✧ Express concern about emerging attendance ✧ Advising of current attendance figure (number of days missed). ✧ Outline gaps in learning and/or attainment due to absences. ✧ Welcome parents to discuss attendance ✧ Offer additional support or signposting ✧ Attendance is discussed if there is a concern during Learning Reviews.
	Monitor attendance for 4 weeks. If attendance was a previous concern (Previous Year PA) Monitor for 2 weeks.		
	1	Attendance falls below the whole school target and the child's attendance is of concern.	Stage 1 letter/contact will be sent to parents: <ul style="list-style-type: none"> ✧ Expressing concern about attendance. ✧ Informing the parents of current attendance. ✧ Enclosing a registration certificate. ✧ Reminding parents of their legal responsibilities and the nature of 'persistent absence.' ✧ Inviting the parents to contact the school if they wish to discuss attendance further. ✧ Further support offered to support overcoming barriers
Monitor attendance for 4 weeks. If attendance was a previous concern (Previous Year PA) Monitor for 2 weeks.			
	2	Parents have received a Stage 1 letter and attendance remains a concern.	Stage 2 letter will be sent to parents: <ul style="list-style-type: none"> ✧ Informing parents of ongoing concerns about attendance. ✧ Informing the parents of current attendance. ✧ Enclosing a registration certificate. ✧ Reminding parents of their legal responsibilities and the nature of 'persistent absence.' ✧ Notifying parents that the child's attendance is being monitored and of the duration of the monitoring period. ✧ Welcoming the parents to arrange a meeting with the school to discuss attendance further. ✧ Offering Early Help Support and further signposting that will ensure
	Monitor attendance for 4 weeks. If attendance was a previous concern (Previous Year PA) Monitor for 2 weeks.		
	3	Parents have received a Stage 2 letter and attendance remains a concern.	Stage 3 letter will be sent to parents: <ul style="list-style-type: none"> ✧ Informing parents of ongoing concerns about attendance. ✧ Informing the parents of current attendance ✧ Enclosing a registration certificate.

			<ul style="list-style-type: none"> ✱ Reminding parents of their legal responsibilities and the nature of 'persistent absence.' ✱ Requesting that the parents provide medical evidence to support absences, to enable the school to consider the authorisation of absence - we ask for this at Stage 3. ✱ Inviting parents to an appointment with the Attendance Lead on a specific date, with the purpose of discussing attendance, agreeing an action plan of support, considering whether it may be appropriate to involve outside agencies, and setting an internal school attendance target. (Our Education Caseworker from Warwickshire Attendance Service may support the attendance coordinator with this meeting). ✱ Notifying parents that should they choose not to attend or be unable to attend, the meeting may take place without them and a target set.
	Monitor attendance for 6 weeks. If attendance was a previous concern (Previous Year PA) Monitor for 3 weeks.		
	4	Parents have failed an internal school attendance target and attendance is below the level of Persistent Absence (90%)	<p>Stage 4 letter will be sent to parents:</p> <ul style="list-style-type: none"> ✱ Informing parents of ongoing concerns about attendance. ✱ Informing the parents of attendance during the target period. ✱ Enclosing a registration certificate. ✱ Attendance Contract will be created ✱ Further conversations to share concerns with Targeted Support Officer for attendance from Warwickshire Attendance Services. ✱ Further signposting or support will be in place
	Monitor attendance for 4 weeks. If attendance was a previous concern (Previous Year PA) Monitor for 2 weeks.		
	5	<p>Attendance Contract has not been adhered to and no improvement has been seen.</p> <p>The child's attendance continues to be a concern</p>	<ul style="list-style-type: none"> ✱ Referral completed to Targeted Support Officer for attendance with Warwickshire Attendance Services. ✱ Further action pursued through targeted support ✱ Referral to Social Care to seek additional support to formalise plans to improve attendance. ✱ Education Supervision Order may be sought.
This is likely to enter the Attendance Prosecution Arena if engagement or improvements are not seen.			

Appendix 2 – Multi-Tiered Support System

Role of Teachers and School

- Meet and Greet the children
- Create positive classroom environments
- Build positive relationships with all children and adults
- Recognise individual and collective achievements
- Implement evidence based teaching strategies
- Monitor daily attendance and punctuality

Role of children

- Attend school regularly and be punctual
- Engage actively in classroom activities
- Support other children
- Recognise the achievements of other children
- Share when you have a concern



Role of Parents

- Ensure children attend school regularly and on time
- Understand and support any concerns your child may have
- Communicate with school regarding absence
- Recognise personal achievements
- Communicate with teachers about any concerns

Role of External Agencies

- Provide resources and training to teachers on effective classroom strategies
- Collaborate with schools on attendance initiatives
- Support a comprehensive and inclusive school wide approach that encompasses both attendance and mental health and wellbeing

Role of Teachers and School

- Proactively use data information to identify children who are PA and at risk of PA.
- Work with each identified child and families to understand and address the reasons for absence, including any in-school or out of school barriers to attendance.
- Implement agreed strategies in daily practice.
- Monitor progress.
- Recognise achievements.

Role of children

- Co-create and participate in any targeted interventions.
- Recognise personal achievements.
- Share concerns with staff.
- Continue to engage in school life.



Role of Parents

- Work with the school to help understand their child's barriers to attendance.
- Proactively engage with the support offered to prevent the need for more formal support.
- Continue to communicate effectively with the school regarding absence.

Role of External Agencies

- Signpost or provide access to services.
- Where there are out of school barriers, provide each identified child and their family with access to services they need.
- Provide professional development and early intervention support to the school.

Role of Teachers and School

- Take an active part in the multi-agency effort with the local authority and other external partners.
- Use data driven information to identify children at risk of severe absence.
- Continuously assess and adapt strategies. Monitor progress.
- Recognise achievements.

Role of children

- Actively engage in intensive interventions.
- Recognise personal achievements.
- Share concerns with staff.
- Continue to engage in school life.



Role of Parents

- Collaborate closely with the school on creating and implementing highly specialised interventions
- Continue to communicate with the school.
- Take an active role in the multi-agency effort.

Role of External Agencies

- Offer specialised assessments and services for students with complex needs.
- Provide intensive training and consultation.
- Take an active part in the multi-agency effort with the school and other external partners.