

**St. John's C of E (VA) Primary
School**
Attendance and Absence
Policy



‘That all may Love, Learn, Flourish’

Date: Autumn 2025

Frequency of review: Annual

Reviewed by Curriculum, Quality and Standards Committee:

version 1

Roles and responsibilities

removed: working with SLT to set goals for attendance and providing support and challenge around delivery against these goals

added:and SLT are

changed: as soon as possible to before 8.30am

Attendance expectations

Revised pupil will be in their classroom section.

Removed: Pupils will receive a late mark if they are not in their classrooms by this time.

Absence procedures

Removed: In the case of Persistent Absence (PA), arrangements will be made for parents to speak to the Designated Wellbeing Lead.

If a pupil's attendance drops below 90 percent, the Designated Wellbeing Lead will be informed, and a formal meeting will be arranged with the pupil's parent.

Authorising parental absence

Removed—however, the school will be sympathetic to requests for absence by parents, and will not deny any request without good reason.

Leave of absence

added: or celebrations

Penalty notices : added whole section

Attendance intervention

- Removed Establish robust escalation procedures which will be initiated before absence becomes a problem by:
 - Sending letters to parents.
 - Having a fortnightly class teacher review.
 - Engaging with LA attendance teams.
 - Using fixed penalty notices.
- Added: See appendix 3

Persistent absence

Added: Persistent absence occurs when a child misses 10 percent or more of schooling across the year for any reason.

Removed Offering catch-up support to build confidence and bridge gaps.

Legal intervention

	<p>Removed: Where the above measures are not effective, the headteacher will issue a fixed penalty notice in line with the LA's code of conduct.</p> <p>Changed: Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward penalty notices or attendance prosecution as a last resort.</p> <p>Appendix 3 added</p>
--	---

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Attendance expectations
4. Absence procedures
5. Attendance register
6. Authorising parental absence requests
7. SEND- and health-related absence
8. Absent pupils
9. Attendance intervention
10. Working with parents to improve attendance
11. Persistent absence (PA)
12. Legal intervention
13. Monitoring and analysing absence
14. Training of staff
15. Monitoring and review

Appendices

1. Definitions
2. Attendance Codes
3. Appendix and monitoring procedure

Statement of intent

At St. John's School, our vision: 'That all may Love, Learn and Flourish' underpins all we do. We believe that in order to facilitate teaching and learning, good attendance is essential. Pupils can only achieve their full potential if they do regularly attend school.

We understand that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

We take a whole-school approach to securing good attendance, and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Ensuring this attendance policy is clear and easily understood by staff, pupils and parents.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

The school's Designated Wellbeing Lead is Vicky Spink who can be contacted via vspink@st-johns.croydon.sch.uk. Staff, parents and pupils should be expected to contact the Designated Wellbeing Lead or school office for queries or concerns about attendance.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (As amended)
- The Children (Performances and Activities) (England) Regulations 2014
- Children and Young Persons Act 1963
- DfE (2024) 'Working together to improve school attendance'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2023'
- DfE (2016) 'Children missing education'
- DfE (2023) 'Providing remote education'
- DfE (2024) 'Summary table of responsibilities for school attendance'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Behaviour Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Emotional and Health and Wellbeing Policy
- Pupils with Additional Health Needs Attendance Policy

2. Roles and responsibilities

The governing body has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Promoting the importance of good attendance through the school's ethos and policies.
- Regularly reviewing attendance data.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to KCSIE when making arrangements to safeguarding and promoting the welfare of children.
- Ensuring school staff receive adequate training on attendance appropriate to their role.

The headteacher is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Appointing a member of the SLT to monitor and champion attendance.
- Ensuring all parents are aware of the school's attendance expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.

Staff are responsible for:

- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the school day.

The Designated Wellbeing Lead and SLT are responsible for:

- The overall strategic approach to attendance in school.
- Developing a clear vision for improving attendance.
- Monitoring attendance and the impact of interventions.
- Analysing attendance data and identifying areas of intervention and improvement.
- Communicating with pupils and parents with regard to attendance.
- Leading a compassionate approach when listening to parents and pupils regarding barriers to attendance.
- Following up on incidents of persistent poor attendance.
- Enforcing attendance through statutory interventions in cases of persistent poor attendance where other supports have not succeeded.
- Informing the LA of any pupil being deleted from the admission and attendance registers.

Pupils are responsible for:

- Participating fully and punctually in lessons and activities in school.

Parents are responsible for:

- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.
- The attendance of their children at school.
- Promoting good attendance with their children.
- Proactively engaging with any attendance support offered by the school and the LA.

- Notifying the school before 8.30am when their child has to be unexpectedly absent.
- Requesting leave of absence only in exceptional circumstances, and in advance.
- Booking any medical appointments around school where possible.
- Following any family-based support implemented by the school to improve attendance.

3. Attendance expectations

The school has high expectations for pupils' attendance and punctuality, and ensures that these expectations are communicated regularly to parents and pupils. Pupils will be expected to attend school punctually every day they are required to be at school, for the full day. They may enter their classrooms from 8.30am. Registers will be taken as follows throughout the school day:

Morning registration takes place at the following times

- 8.50am: Years Reception
- 8.40am: Years 1, 2, 3 and 6
- 8.45am: Years 4 and 5

Pupils will be in their classroom, ready to begin their learning at this time.

- Pupils who arrive after their door closes need to enter the school building through the Octagon.
- Pupils arriving between doors closing and 9am 9.20am will receive a 'late' mark.
- Pupils who arrive after 9am 9.20am will receive a mark of absence for the morning session.

The afternoon register will be closed at:

- 12.35pm in Years Reception Years 1 and 2
- 1.05pm in Year 3
- 1.20pm in Year 4
- 1.35pm in Years 5 and 6.

4. Absence procedures

Parents are required to contact the school office via telephone or WeDuc before 8.30am on the first day of their child's absence and should provide an explanation for the absence and an estimation of how long the absence will last, e.g. one school day.

Where a pupil is absent, and their parent has not contacted the school by the close of the morning register to report the absence, the School Receptionist will contact the parent by telephone call as soon as is possible on the first day that they do not attend school.

The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness.

Where a pupil has not returned to school for 10 days after an authorised absence, or is absent from school without authorisation for 20 consecutive school days, the school will remove the pupil from the admissions register if the school and the LA have failed to establish the whereabouts of the pupil after making reasonable enquiries.

5. Attendance register

The school uses SIMS.net to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register on sQuid at the start of each school day and at the start of the afternoon session and this information is synced with SIMS.net

This register will record whether pupils are:

- Present.
- Absent.
- Attending an approved educational visit.
- Unable to attend due to exceptional circumstances.

6. Authorising parental absence requests

Parents will be required to request certain types of absence in advance. The decision to grant or refuse the request will be at the sole discretion of the headteacher, taking the best interests of the pupil and the impact on the pupil's education into account. The headteacher's decision is not subject to appeal.

Leave of absence

The school will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect parents to contact the headteacher in writing at least two weeks prior to the proposed start date of the leave of absence, providing the reason for the proposed absence and the dates during which the absence would be expected to occur.

Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. Where the absence is granted, the headteacher will determine the length of time that the pupil can be away

from school. The school is not likely to grant leaves of absence for the purposes of family holidays or celebrations.

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

- Immediately before and during statutory 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

If term-time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. The school cannot grant leaves of absence retrospectively; therefore, any absences that were not approved by the school in advance will be marked as unauthorised.

Penalty notices

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

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

Penalty notices will be issued for holidays taken during term time.

Before issuing a penalty notice, the school will consider the individual case, including: Whether a penalty notice is the best available tool to improve attendance for that pupil

- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

If issued with a first penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days. If a second penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

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

Illness and healthcare appointments

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible (e.g. a hospital/specialist medical

appointment), parents will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. They will need to complete the Weduc form and upload a screenshot or photograph of the appointment card or invitation. Where a medical appointment must happen during the school day parents must ensure that their child attends school before/after the appointment.

Performances and activities, including paid work

The school will ensure that all pupils engaging in performances or activities, whether they receive payment or not, which require them to be absent from school, understand that they will be required to obtain a licence from the LA which authorises the school's absence(s).

Additional arrangements will be made by the school for pupils engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education – this may involve private teaching. These arrangements will be approved by the LA who will ensure that the arrangements are suitable for the pupil.

The pupil will receive education that, when taken together over the term of the licence, amounts to a minimum of three hours per day that the pupil would be required to attend a school maintained by the LA issuing the licence. This requirement will be met by ensuring a pupil receives an education:

- For not less than six hours a week; and
- During each complete period of four weeks (or if there is a period of less than four weeks, then during that period), for periods of time not less than three hours a day; and
- On days where the pupil would be required to attend school if they were attending a school maintained by the LA; and
- For not more than five hours on any such day.

Where a licence has been granted by the LA and it specifies dates of absence, no further authorisation will be needed from the school. Where an application does not specify dates, and it has been approved by the LA, it is at the discretion of the headteacher to authorise the leave of absence for each day. The headteacher will not authorise any absences which would mean that a pupil's attendance would fall below 96 percent. Where a licence has not been obtained, the headteacher will not authorise any absence for a performance or activity.

Religious observance

Parents will be expected to request absence for religious observance at least two weeks advance.

The school will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as a day where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

Gypsy, Roma and Traveller absence

Where a pupil's parent belongs to a community covered by this code and is travelling for occupational purposes, the parent will be expected to request a leave of absence for their child at least two weeks in advance. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

7. SEND and health-related absences

The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed. All pupils will be supported with their mental health in accordance with the Emotional Health and Wellbeing Policy.

If a pupil is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA if a pupil is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the pupil's needs, capabilities and programme of work.
- Help the pupil reintegrate at school when they return.
- Make sure the pupil is kept informed about school events and clubs.
- Encourage the pupil to stay in contact with other pupils during their absence.

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there have been signs of significant improvement.

To support the attendance of pupils with SEND and/or health issues, the school will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.

- Incorporating a pastoral support plan.
- Carrying out strengths and difficulties questionnaire.
- Identifying pupils' unmet needs through the Common Assessment Framework.
- Using an internal or external specialist.
- Enabling a pupil to have a reduced timetable.
- Ensuring a pupil can have somewhere quiet to spend lunch and breaktimes.
- Implementing a system whereby pupils can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Small group work or on-to-one lessons.
- Tailored support to meet their individual needs.

8. Attendance intervention

In order to ensure the school has effective procedures for managing absence, the Designated Wellbeing Lead, will:

- Establish a range of evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and seek evidence of the escalation procedures that work.
- Attend or lead attendance reviews in line with escalation procedures.
-

The school will use attendance data, in line with the ['Monitoring and analysing absence'](#) section of this policy, to develop specific strategies to improve attendance where patterns of absence are emerging. These strategies will be developed on a case-by-case basis, and will consider the particular needs of the pupils whom the intervention is designed to target. See appendix 3

The school will acknowledge 100% attendance with termly certificates.

9. Working with parents to improve attendance

The school will work to cultivate strong, respectful relationships with parents and families to ensure their trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services.

The school will ensure that there are at least two sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in

touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the headteacher in advance. The school will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, the Designated Wellbeing Lead and SLT will work collaboratively with the pupil and their parents to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support.

Where these barriers are related to the pupil's experience in school, e.g. bullying, the Designated Wellbeing Lead will work with any relevant school staff, e.g. the DSL and SENCO, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the pupil's family, the Designated Wellbeing Lead/members of SLT will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

10. Persistent absence (PA)

Persistent absence occurs when a child misses 10 percent or more of schooling across the year for any reason.

There are various groups of pupils who may be vulnerable to high absence and PA, such as:

- Children in need
- LAC
- Young carers
- Pupils who are eligible for FSM
- Pupils with EAL
- Pupils with SEND
- Pupils who have faced bullying and/or discrimination
- Pupils with chronic medical conditions

The school will use a number of methods to help support pupils at risk of PA to attend school. These include:

- Meeting with pupils to discuss patterns of absence, barriers to attendance, and any other problems they may be having.

- Establishing plans to remove barriers and provide additional support.
- Leading check-ins to review progress and the impact of support.
- Making regular contact with families to discuss progress.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including for vulnerable groups.

The school will focus particularly on pupils whose attendance is less than 85 percent, and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care. The school will also bear in mind that the continuation of severe PA following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

15. Legal intervention

The school will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance; however, where engagement strategies to improve attendance have not had the desired effect after one term, the Designated Wellbeing Lead will consider:

- Holding a formal meeting with parents and the school's point of contact in the School Attendance Support Team.
- Working with the LA to put a parenting contract or an education supervision order in place.
- Engaging children's social care where there are safeguarding concerns.

Where attendance does not improve, the school will work with the LA to take forward penalty notices or attendance prosecution as a last resort.

Education Supervision Orders (ESOs)

Where interventions have not been successful, an ESO can be an alternative to provide formal legal intervention without criminal prosecution. ESOs are made through the Family or High Court and give the LA a formal role in supporting the pupil and parents to improve their attendance. LAs will issue parents with a notice of the intention to consider an ESO, set up a meeting to discuss with the parent and pupil, and decide whether the case will be taken forward.

Once an ESO is secured, a supervisor from the local authority will decide any actions or requirements. These may include:

- Requiring the parents to attend support meetings.
- Requiring the parents to attend a parenting programme.

- Requiring the parents to access support services.
- Requiring an assessment by an educational psychologist.
- Review meetings involving all parties to be held every 3 months.

Failing to comply with an ESO will result in a fine and decisions will be made about whether further action is required.

16. Monitoring and analysing absence

Office staff and the Designated Wellbeing Lead will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address habitual absence at the first signs.

The Designated Wellbeing Lead will speak to class teachers if there are concerns about a pupils' attendance.

The governing body will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

17. Training of staff

The governing body will provide dedicated and enhanced attendance training to the Designated Wellbeing Lead and other staff with specific attendance functions in their role – this will include training regarding interpreting and analysing attendance data and supporting pupils to overcome barriers to attendance.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern, and know how such concerns should be managed.

18. Monitoring and review

Attendance and punctuality will be monitored throughout the year. The school's attendance target is 97 percent.

This policy will be reviewed annually.

Any changes made to this policy will be communicated to all relevant stakeholders

Appendix 1- Definitions

The following definitions apply for the purposes of this policy:

Absence:

- Arrival at school after the register has closed
- Not attending the registered school for any reason

Authorised absence:

- 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 emergency

Unauthorised absence:

- Parents keeping children off school unnecessarily or without reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time which have not been agreed
- Leaving school for no reason during the day

Persistent absence (PA):

- Missing 10 percent or more of schooling across the year for any reason

Missing education

- Not registered at a school and not receiving suitable education in a setting other than a school

Appendix 2 - Attendance codes

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

- # = planned whole or partial school closure
- / = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Leave of absence granted by the school for exceptional circumstances
- S = Study leave
- C1 = Leave of absence for participating in a regulated performance or employment abroad
- C2 = Leave of absence for part-time pupils

- E = Suspended or permanently excluded but no alternative provision made
- J1 = Leave of absence for job or education interviews
- H = Authorised holiday
- I = Illness
- M = Medical or dental appointments
- K = Attending provision arranged by the LA
- R = Religious observance
- B = Off-site education activity
- G = Unauthorised holiday
- O = Unauthorised absence
- U = Arrived after registration closed
- N = Reason not yet provided
- X = Not required to be in school
- T = Traveller absence
- Q = Absent due to a lack of access arrangements
- V = Educational visit or trip
- P = Participating in a supervised sporting activity
- D = Dual registered – at another educational establishment
- W = Attending work experience
- Y1 = Absent due to their regular transport not being available
- Y2 = Absent due to travel disruption
- Y3 = Absent due to part of the school premises being closed
- Y4 = Absent due to the school site being closed
- Y5 = Absent due to being in criminal justice detention
- Y6 = Absent due to public health guidance or law
- Y7 = Absent due to any other unavoidable cause
- Z = Pupil not on admission register

When the school has planned in advance to be fully or partially closed, the code '#' will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

Pupils who are absent from school but are receiving remote education for any reason will be marked as absent in the register.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

Appendix 3 attendance and monitoring procedure



St John's attendance



Everyone

St. John's is a school where every child is loved. We create a welcoming environment; allowing all children to gain a sense of belonging and flourish, through excellent school attendance.

100% attendance certificates every term.

Attendance levels raised at every parent consultation.

95% attendance or below

This could indicate a concerning level of child absence. Analysis of reasons for this attendance. If necessary, **Weduc** message to parents/carers to inform of child's attendance level. Discussion about how school can support an increase in attendance, if necessary.

Monitor attendance.

At 90% attendance

Serious concerns regarding attendance. Analysis of reasons for this attendance. Phone call to parents to explore barriers and possible support. Stage 1 letter to improve attendance. Early Help support to be reviewed or offered if appropriate.

Discussion with child about importance of attendance if appropriate.

Communication to parents when attendance improves. Certificate for child on improvement in attendance.

Attendance continues to fall or fails to improve.

A review meeting is scheduled for the following week with SLT. A Stage 2 letter is issued to parents in the meeting and an individual attendance plan is put in place. Continued implementation of internal and external support. Early Help support to be reviewed or offered.

If the child's attendance improves: continue with monitoring and support until the child reaches 96% within a half term. Phone call to parents and certificate for child on improvement in attendance.

A review meeting is scheduled for the following half term.

If the child's attendance has improved: continue with monitoring and support until the child reaches 96% within a half term.

If there has been no improvement, or attendance has decreased further: review the individual attendance and all support, as well as offers of support. All avenues have been exhausted and support is not working or being engaged with. The school will now submit an Early Help Referral as lack of attendance will be considered neglect as parents have a legal duty to ensure that their child attends school regularly.