EQUALS TRUST

Flintham Primary School

'Inspiring A Love Of Learning'

Our School Vision is:

We aspire to provide everyone with…

- an excellent holistic education through an inspiring, creative and ever evolving curriculum.
- an understanding that there is no limit to their potential.
- the foundations to face the various challenges of life and be respectful, responsible and caring citizens making a positive contribution to their community and wider society.
- a love of learning which continues to develop enquiring minds and enrich their lives.

FLINTHAM PRIMARY SCHOOL SUPER SIX AIMS

Be Determined

Explore

Make Good Choices

Be Responsible

Aspire

Show Respect

Version control

Scope: Applicable to all Trust Schools *(to be made school specific in certain parts)*	
Date approved by the Board:	July 2022
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Statutory or non-statutory:	Statutory
Author/Reviewer:	Working Party of Leadership Group

Contents

The importance of school attendance

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships, and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation - effective practices for improvement will involve:

- close interaction with schools' efforts on curriculum
- behaviour and bullying
- special educational needs support
- pastoral and mental health support wellbeing
- effective use of resources, including pupil premium

It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and nonteaching staff in school, the trust, the local governing body, the local authority, and other local partners.

The law on school attendance and right to a full-time education

The law entitles every child of compulsory school age to a full-time education suitable to their age and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission from the school for an absence in advance.

Working together to improve attendance

Successfully treating the root causes of absence and removing barriers to attendance requires schools and local partners to work collaboratively with families - and not against families. All partners should work together to:

Monitor

Rigorously use 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.

Expect

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

Listen & understand

When a pattern is spotted, discuss with pupils and parents to listen and understand barriers to attendance, and agree how all partners can work together to resolve them.

Facilitate support

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

Formalise support

Where absence persists and voluntary support is not working or engaged with, the school and partners should 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 a parenting contract or education supervision order.

Enforce

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

Expectations of schools

All schools have a continuing responsibility to proactively manage and improve attendance across their school community. Attendance is the essential foundation to positive outcomes for all pupils and is therefore seen as everyone's responsibility in school.

Schools will:

- Develop and maintain a whole school culture that promotes the benefits of high attendance
- Have a clear school attendance policy which all leaders, staff, pupils, and parents understand
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence
- Regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them
- Share information and work collaboratively with other schools in the area, local authorities and other partners when absence is at risk of becoming persistent or severe

Expectations upon the trust boards and locally governing bodies

Improving attendance requires constant focus. Effective whole school approaches require regular ongoing support, guidance, and challenge. The expectation upon the Trust and local governing bodies is to:

- Recognise the importance of school attendance and promote it across the school's ethos and policies
- Ensure school leaders fulfil expectations and statutory duties
- Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most
- Ensure school staff receive adequate training on attendance
- Share effective practice on attendance management and improvement across schools

Expectations of local authorities

The local authority has a crucial role in supporting pupils to overcome barriers to good attendance and ensuring all children can access the full-time education to which they are entitled. Local authorities are facilitators of wider support needed by individual families and schools to overcome barriers in the short term. They are also strategic leaders that work across a geographical area to remove barriers in the longer term. The expectation upon the local authority is to:

- Rigorously track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support to, and focus its efforts to unblock area wide barriers to attendance

- Provide a School Attendance Support Team that offers the following:

  1. Communication & advice
  2. Targeting support meetings
  3. Multi-disciplinary support for families
  4. Legal intervention

- Monitor and improve the attendance of children with a social worker through their Virtual School Head

Persistent and severe absence

Where absence escalates and pupils miss 10% or more of school, working alongside the local authority, schools will put additional targeted support in place to remove any barriers to attendance and reengage these pupils. In doing so, schools should sensitively consider some of the reasons for absence and understand the importance of school as a place of safety and support for children who might be facing difficulties, rather than reaching immediately for punitive approaches.

Severely absent pupils are those that are missing 50% or more of school. Particular focus should be given by all schools and partners to prioritise these pupils for support.

Attendance legal intervention

As absence is so often a symptom of wider issues a family is facing, schools, the Trust and the local authority will work together with other local partners to understand the barriers to attendance and provide support. Where that is not successful, or is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents. Attendance legal intervention can only be used for pupils of compulsory school age and decisions should be made on an individual case by case basis.

The full range of legal interventions are to be considered when making decisions on an individual case by case basis.
These are:

- Parenting contract
- Education supervision orders
- Attendance prosecution
- Parenting orders
- Fixed penalty notices

Contents of the admissions register ('the school roll')

The school admission register, sometimes known as the 'the school roll', must be kept in accordance with regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

It is vital that the admission register is kept up to date. Schools should encourage parents to inform them of any changes whenever they occur and ensure the admission register is amended as soon as possible. Changes could include pupils with a new address and/or school.

A pupil's name can only be deleted from the admission register for a reason set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended. A pupil's name must not be removed for any other reason and doing so would constitute off-rolling.

Contents of the attendance register

All schools must keep an attendance register in accordance with regulation 6 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

Schools must take the attendance register at the beginning of each morning session and once during each afternoon session. On each occasion they must record whether every pupil is:

- Present
- Absent
- Attending an approved educational activity as defined in regulation 6
- Unable to attend school due to exceptional circumstances as defined in regulation 6

Schools must record whether the absence of a pupil of compulsory school age is authorised or not. There is no requirement for schools to record whether the absence of pupils not of compulsory school age is authorised or not, but where possible schools should use the national attendance and absence codes to help them monitor their attendance and to form good attendance habits.

The national attendance and absence codes are used to record and monitor attendance and absence in a consistent way and are used to collect statistics through the School Census system. This data helps schools and the Trust to gain a greater understanding of the level of, and the reason for, absence and the delivery of education.

Roles and responsibilities

All members of the school community have roles and responsibilities in promoting and ensuring good attendance and punctuality. Please read the following tables and appendices to see the detail of these and actions taken in relation to them.

Relevant government guidance

[Working together to improve school attendance: Guidance for maintained schools, academies, independent schools, and local authorities](May 2022)

Expectations and Actions

Element	Academy Trustees *(Actions to meet expectations)*	School Governors	Schools *(see appendix 1 for detailed actions)*	Parents *(see appendix 2 for summary of key responsibilities)*	Local Authority *(awaiting clarity from Notts CC for how they will meet their key responsibilities)*
All Pupils to have strong attendance (attendance above 97%)	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. *(Termly monitoring at school by school level via EQT Standards Committee meetings. Monitoring of attendance figures and also EQT School Overview documents which have absence as a specific factor that is evaluated/ graded)* Ensure school leaders fulfil expectations and statutory duties. *(Integrated into EQT Governing Body checklists that feed back into the EQT Trust Board for review)* Ensure school staff receive training on attendance. *(EQT Leadership Group to identify any training needs and plan response)*	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. *(Termly monitoring via Head Teacher report)* Ensure school leaders fulfil expectations and statutory duties. *(Annual monitoring via EQT Governor Checklist)* Ensure school staff receive training on attendance. *(Annual monitoring via EQT Governor Checklist)*	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Have a dedicated senior leader with overall responsibility for championing and improving attendance.	Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance. Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. Offer opportunities for all schools in the area to share effective practice.

Pupils at risk of becoming persistently absent (attendance between 90 - 95%) are supported to prevent this	Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring at school by school level via EQT Standards Committee meetings. Monitoring of attendance figures and also EQT School Overview documents which have absence as a specific factor that is evaluated/ graded)*	Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring via Head Teacher report)*	Proactively use data to identify pupils at risk of poor attendance. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.	Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.
Persistently absent pupils	Regularly review attendance data and help school leaders focus	Regularly review attendance data and help school leaders focus	Continued support as for pupils at risk of becoming persistently absent and:	Work with the school and local authority to help them	Continued support as for pupils at risk of becoming persistently absent and:

| (attendance below 90%) | support on the pupils who need it. *(Termly monitoring at school by school level via EQT Standards Committee meetings. Monitoring of attendance figures and also EQT School Overview documents which have absence as a specific factor that is evaluated/ graded)* | support on the pupils who need it. *(Termly monitoring via Head Teacher report)* | Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.

Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.

Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.

Where there are safeguarding concerns, intensify support through statutory children's social care.

Work with other schools in the local area, such as schools previously attended and the schools of any siblings. | understand their child's barriers to attendance.

Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention. | Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.

Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.

Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort). |

Severely absent pupils (attendance below 65%)	Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring at school by school level via EQT Standards Committee meetings. Monitoring of attendance figures and also EQT School Overview documents which have absence as a specific factor that is evaluated/ graded)*	Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring via Head Teacher report)*	Continued support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention	Continued support as for persistently absent pupils and: All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.
Support for cohorts and/or groups of pupils with lower attendance than peers	Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring at school by school level via EQT Standards Committee meetings. Monitoring*	Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring via Head Teacher report)*	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.	Not applicable.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

	of attendance figures and also EQT School Overview documents which have absence as a specific factor that is evaluated/ graded)		Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.		
Support for pupils with medical conditions or SEND with poor attendance	Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring at school by school level via EQT Standards Committee meetings. Monitoring of attendance figures and also EQT School Overview documents which have absence as a specific factor that is evaluated/ graded)*	Regularly review attendance data and help school leaders focus support on the pupils who need it. *(Termly monitoring via Head Teacher report)*	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families. Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.
Support for pupils with a social worker	Regularly review attendance data and help school leaders focus	Regularly review attendance data and help school leaders focus	Inform the pupil's social worker if there are any unexplained absences and	Work with the school and local authority to help them	Regularly monitor the attendance of children with

	support on the pupils who need it. *(Termly monitoring at school by school level via EQT Standards Committee meetings. Monitoring of attendance figures and also EQT School Overview documents which have absence as a specific factor that is evaluated/ graded)*	support on the pupils who need it. *(Termly monitoring via Head Teacher report)*	if their name is to be deleted from the register.	understand their child's barriers to attendance. Proactively engage with the support offered.	a social worker in their area. Put in place personal education plans for looked-after children. Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.

Appendix 1 (School Specific Actions)

		DfE Statutory Guidance	Flintham Primary School Actions
All pupils		Develop and maintain a whole school culture that promotes the benefits of good attendance.	Attendance will be reported to parents at the end of a term (positive). Every 6 weeks individual parents will be contacted if their attendance falls between 90% - 95% or their seems to be a pattern emerging, e.g. lateness to offer support, as stated in this policy. At the end of the year children are awarded a medal based on their attendance. Bronze: 96%, Silver: 98% and Gold 100%.
		Accurately complete admission and attendance registers.	The bell is rung at 8:50am and registers are taken once children are in the classroom, at approximately 8:55am and 1:00pm. Registers close at 9:05am. Any child arriving after this time will be marked as late.
		Have robust daily processes to follow up absence.	If no message received by 10am, call parents. Consider home visit if no response.
		Have a dedicated senior leader with overall responsibility for championing and improving attendance.	Janette Dunderdale
Pupils at risk of becoming persistently absent (attendance 90-95%) are supported to prevent this		Proactively use data to identify pupils at risk of poor attendance.	Analyse data fortnightly to identify concerning pupils
		Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance.	-Attendance letter indicates concern -Class teacher to contact parents to discuss potential in-school barriers to attendance. -If parents share out of school barriers signpost family support or other appropriate services.
		If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.	If no improvement and attendance falls below 90%, see below.

Persistently absent pupils (attendance below 90%)	Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.	-Consider attendance plan and face to face meeting with clear targets and timescales and regular reviews (see template in appendix 4). Six week monitoring period. -Consider family services referral for contributory factors .
	Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.	-If attendance plan not leading to improvement and child has had more than 3 days off over 6 week period, review NCC thresholds for enforcement (fine). Issue enforcement if appropriate.
	Where there are safeguarding concerns, intensify support through statutory children's social care.	-Share attendance updates with social worker
	Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	-Contact schools of siblings to consider coordinating action. -Contact previous schools for context
Severely absent pupils	Agree a joint approach for all severely absent pupils with the local authority.	-If 15% absence over 6 week period, refer to EHU as Attendance Enforcement Referral - If child has had more than 3 days off over 6 week period, review NCC thresholds for enforcement (fine). Issue enforcement if appropriate.
Support for cohorts and/or groups of pupils with lower attendance than peers	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.	-Analyse data fortnightly to identify concerning pupils -Attendance letter indicates concerns and period of 6 week monitoring -Class teacher to contact parents to discuss potential in-school barriers to attendance if necessary. -If parents share out of school barriers signpost family support or other appropriate services.
	Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	-Contact schools of siblings to consider coordinating action. -Contact previous schools for context

Support for pupils with medical conditions or SEND with poor attendance	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.	-Analyse data fortnightly to identify concerning pupils -Attendance letter indicates concerns and period of 6 week monitoring -Class teacher to contact parents to discuss potential in-school barriers to attendance if necessary. -If parents share out of school barriers signpost family support or other appropriate services.
	Consider additional support from wider services and external partners, making timely referrals.	-Consider attendance plan and face to face meeting with clear targets and timescales and regular reviews (see template in appendix 4) -Consider referral to wider services and external partners. -Consider in school adjustments
	Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	-HT report identifies these cohorts, trends and actions taken and their impact
Support for pupils with a	Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	-Regular social worker communication

Appendix 2

Attendance Summary for Parents

| Our Expectations of You	What We Will Do
• Ensure your child attends school every day	• Have a clear school attendance policy
• Notify school as soon as possible if your child is going to be absent	• Develop a whole school culture that promotes the benefits of good attendance e.g. attendance awards, letters
• Only request time out of school if there are exceptional circumstances	• Contact home by 10am if a child is absence and we haven't had a reason
• Book any medical appointments outside of the school day when possible	• Where we have concerns, and we haven't had any contact from home, we may make house calls
Actions When Attendance is a Concern	
• Where attendance falls between 90-95%	• We will write to you to inform you of our concerns • Class teachers will ring home and ask if there are issues or help needed • School may arrange a meeting to discuss reasons for your child's poor attendance and discuss possible support
• Where attendance falls below 90%	• We will write to you again and put additional targeted support in place as necessary. • An attendance plan may be put in place. • Where there is lack of engagement, we will arrange more formal conversations to discuss possible legal intervention
• Where attendance is persistently below 90% and there has been no improvement following support offered	• School will inform you of a 6 week monitoring period. If your child has 3 or more unauthorised absences in this period, school will refer to the Local Authority who may consider issuing a fixed penalty notice or court procedures.
Holidays in term time	
• School will not authorise holidays during term time • School will look at child's overall attendance figures when considering referring to the Local Authority for issuing of a fixed penalty notice	

Appendix 3

1st April 2022

ABSENCES MATTER - YOU CAN HELP

Dear X,

At the end of each term, I review the attendance rates for all pupils. So far this academic year X has missed much more school than his/her classmates.

Pupils fall behind when they miss school, whether they are absent for authorised or unauthorised reasons. This is particularly important this year following the amount of school lost due to Covid over the last two years. All pupils should be aiming for at least 95% attendance, which is 9 and a half days in a year.

So far this year, X's attendance is %. This is what this looks like in days:

DAYS OF SCHOOL MISSED SO FAR THIS YEAR
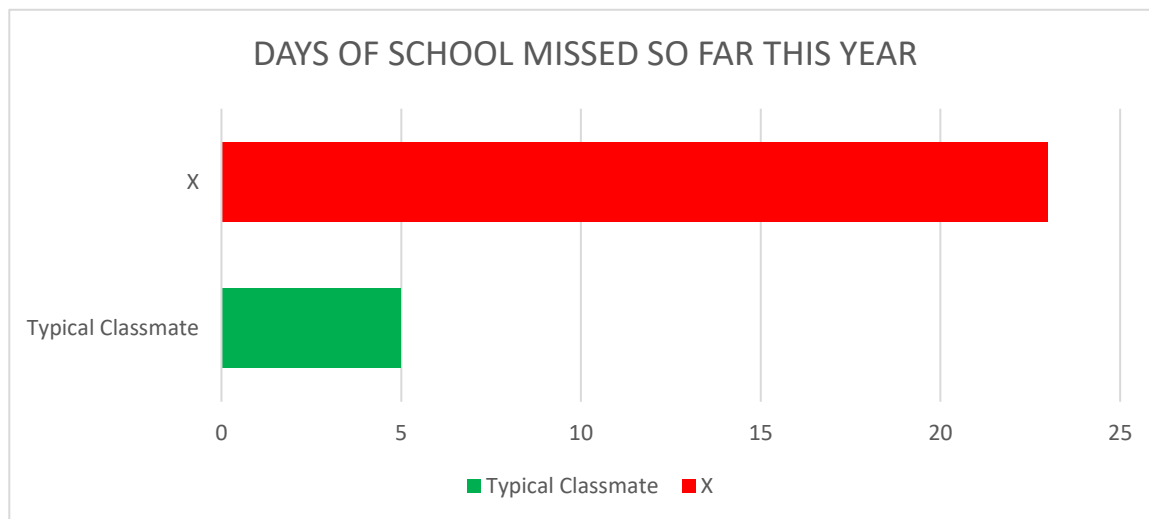
I understand that part of the absences this year may have been due to a Covid infection. However, our records also show a number of other absences that would be enough for us to be concerned without Covid. I am writing to alert you of this and I hope X's attendance improves for the rest of the year so we can get back to close to that 95% target.

I will be reviewing X's attendance again at the end of the next 6 week period (up to half term). If there is no improvement in attendance it may be necessary at this point to begin a formal 6 week monitoring period, which could result in a fixed penalty notice being issued by the Local Authority.

Please contact me if there is anything we can do as a school to help with X's attendance.

Yours sincerely,

Head Teacher.

16th May 2022

ABSENCES MATTER - YOU CAN HELP

Dear X,

Towards the end of each term, I review the attendance rates for all pupils. So far this academic year X has missed much more school than her classmates and we have contacted or tried to contact you on numerous occasions to find out why X is absent.

Pupils fall behind when they miss school, whether they are absent for authorised or unauthorised reasons. This is particularly important this year following the amount of school lost due to Covid over the last two years.

All pupils should be aiming for at least 95% attendance, which is 9 and a half days in a year. So far this year, X's attendance is only **70%**.

This is what this looks like in days:

DAYS OF SCHOOL MISSED SO FAR THIS YEAR
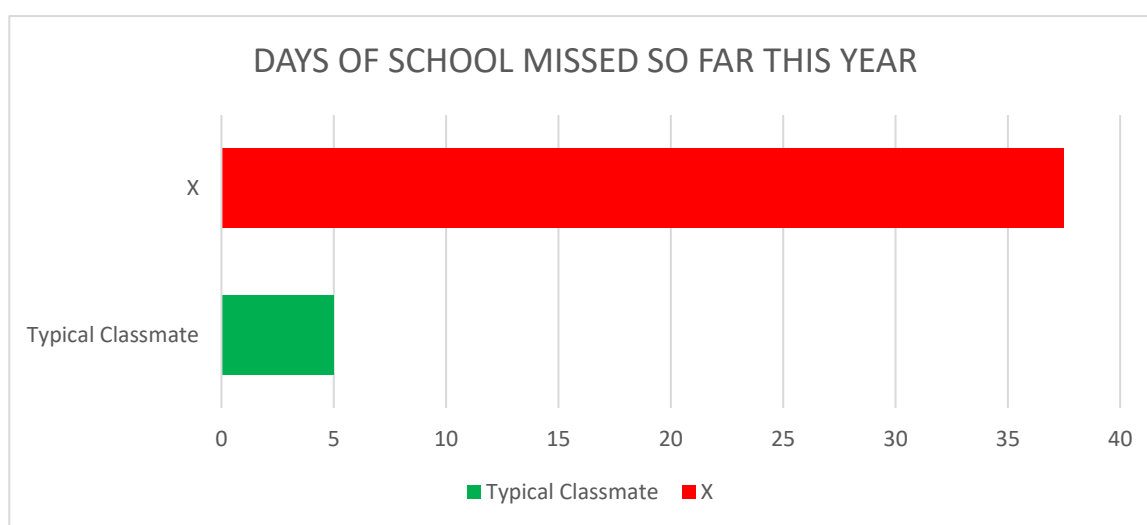
We will be monitoring X's absences and late sessions closely from this point onwards. This means that I will not authorise any holiday or leave of absence requests. **If Xis absent without authorisation for more than 3 days in six week period from when we return to school (which takes us up to 27th May) a fixed penalty notice will be issued.** The fixed penalty in Nottinghamshire is currently £120, £60 if paid within the first 21 days.

Rather than issue a fixed penalty notice, I would much rather X's attendance improved so he/she can get the most out of school. Please contact me if there is anything we can do as a school to help with X's attendance.

Yours sincerely,

Head Teacher.

Appendix 4

Record of meeting to discuss serious concerns around school attendance

Date: **XX**

Present at the meeting: ***XX***

Meeting to discuss school attendance concerns for: ***XX***

Current attendance, since September 20XX: ***XX***

Please note, the threshold for persistent absence is 90%

Has attendance improved or worsened over the last XXXX?

XX

What will be the long-term impact of attendance at this level?

Edit the bits below to show impact of poor attendance.

90% attendance = 4 weeks missed per year. Over 1 year missed from school by time left secondary school. Reduces chances of good educational outcomes

80% attendance = more than half a term missed per year. Over 1 year missed of primary education. An average attendance of 80% or less across a child's school career adds up to missing a whole 2 years from school. In recent years, of pupils who miss between 10% and 20% of school, only 35% manage to achieve five A* to C GCSEs, including English and maths

70% attendance = more than a quarter of the school year missed. Almost 2 years of primary school education lost. 3-4 years lost over a child's school. This child has no chance of achieving potential and getting GCSEs - 90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all

Of pupils who miss less than 5% of school, 73% achieve 5 A* to Cs, including English and maths

EXAMPLE: 'Billy's attendance is 83% since September. We have already noticed he is getting behind with his work and is working below the standard expected for a child of his age. We think this is also causing social problems as he doesn't have the opportunity to develop his friendships.

A child with attendance of only 80% will miss more than half a term per year. An average attendance of 80% or less across a child's school career adds up to missing a whole 2 years from school. In recent years, research shows that pupils who miss between 10% and 20% of school, only 35% manage to achieve five A* to C GCSEs, including English and maths. For pupils with attendance of 95% or better, 73% achieve 5 A* to Cs, including English and maths'

Are there any patterns in the absence?

XX

What are the parents' views?

XX

Should external agencies be involved

XX

Agreed actions to improve attendance

XX

Review date: *XX*

Target for attendance by review date: *XX*

Name	Signature