



Attendance Policy

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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents> [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

<https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made> It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

3. Roles and responsibilities

3.1 The board of directors

The board of directors is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:

- Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
- Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the head to account for the implementation of this policy

3.2 The head

The head is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to the board of directors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.3 The designated senior leaders responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') are responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leaders responsible for attendance are Mikayla van den Berg and Georgie Hunter and can be contacted via safeguarding@highfieldandbrookham.co.uk

3.4 The attendance officers

The school attendance officers are responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leaders responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence

The attendance officers are Mikayla van den Berg and Georgie Hunter and can be contacted via safeguarding@highfieldandbrookham.co.uk.

3.5 Class teachers and Form Tutors

Class teachers and form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school reception by 08:30 and 14.00 each day.

3.6 School admin/office staff

School admin/staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls/ emails from parents/carers to the head of phase or deputy head pastoral where appropriate, in order to provide them with more detailed support on attendance

3.7 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not

- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day in relation to the published school calendar on time
- Call the school to report their child's absence before 08:30 on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting head of nursery, pre-prep, head of phase or deputy head pastoral.

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- For pupils of compulsory school age, whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 08:30 and ends at 15.30 for Nursery to Year 2, 16:40 for Year 3-8

Pupils must arrive in school by 08:20 on each school day.

The register for the first session will be taken at 08:30 and will be kept open until 08:45. The register for the second session will be taken at 12:20 for Nursery, 12:40 for Reception to Year 2 and 13.40 for years 3-8.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 09:00 or as soon as practically possible, by calling or emailing the reception, who can be contacted via absence@highfieldandbrookham.co.uk or on 01428 782000.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

Absence must be requested by parents via email via absence@highfieldandbrookham.co.uk or by a phone call to school reception on 01428 782000.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code
- If a child is consistently late, the parents/carers will be contacted following the procedures stated in this policy

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school will liaise with the attendance champions
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer

- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with the school will follow the procedures listed in the appendices below

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels via termly published reports.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The head will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The head will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- School visits
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the head's discretion, including the length of time the pupil is authorised to be absent for.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted to absence@highfieldandbrookham.co.uk as soon as it is anticipated and, where possible. The head may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority

- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

6. Strategies for promoting attendance

Building a culture of good attendance at Highfield and Brookham is essential for academic success and requires collaboration among teachers, pupils, families, and the community. Clear communication of expectations, positive reinforcement, and an engaging school environment can motivate students to attend regularly. Early intervention and support for those struggling with attendance, consistent policies, and data-driven decision-making help address underlying issues. By fostering a welcoming atmosphere and involving families and the community, we can ensure pupils are present, engaged, thriving. Through assemblies and in class discussions, the children are regularly reminded of the benefit and importance of good attendance.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

The new DfE attendance guidance emphasizes the critical link between pupil's attendance and mental health, recognizing that mental well-being is a key factor influencing school attendance. Schools are encouraged to adopt a holistic approach that includes understanding and addressing the mental health needs of pupils as part of their attendance strategies. This involves early identification of mental health issues, providing targeted support, and working with families and mental health professionals to create a supportive environment. The guidance also stresses the importance of reducing the stigma around mental health and ensuring that pupils feel safe and supported, which can significantly improve attendance and overall well-being.

The importance of addressing physical health to improve school attendance will also be addressed. We will collaborate with families and healthcare providers to ensure students receive necessary medical support, manage health issues, and minimize absences. We encourage the promoting healthy lifestyles and provide support for pupils with health needs, ensuring a smooth transition back to school after health-related absences.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

7.2 Pupils returning to school after a lengthy or unavoidable period of absence

Where a pupil is returning to school after a long period of absence the school will work closely with the family to deliver a personalised and appropriate timetable, which may include a reduced timetable with a phased return if appropriate.

8. Attendance monitoring

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) monthly, half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level. The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the board of directors.

Specific pupil information will be shared with the DfE on request.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports where appropriate, to the class and form teachers to facilitate discussions with pupils and families, and to the Board of Directors and school leaders (including special educational needs co-ordinators and designated safeguarding leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

9. Monitoring arrangements and intervention arrangements

Early Intervention

At Highfield and Brookham, we believe that early intervention has the greatest impact on improving declining attendance amongst our students. We also believe that improving attendance is the responsibility of all adults that work closely with our students and this philosophy underpins our approach to attendance monitoring laid out below.

Our SchoolBase system is used to track attendance. Full attendance reports are run on a monthly basis to monitor attendance statistics. These are backed up onto an external hard drive.

Where a child is persistently absent for 10% or more of sessions, the individual is flagged to the Head and Attendance Officers. Reasons for absence will be reviewed before inviting parents in for a meeting to discuss any potential barriers to regular attendance, where necessary. If it is deemed helpful, a support plan will be put in place, considering options such as attending breakfast clubs, after school care or seeking medical advice.

Attendance intervention protocol

Trigger point	Who?	Action
Attendance of 100% to 97%		This is an acceptable level. No further action required.
Attendance of 95-97%	Class teacher/ form tutor	Class teacher/form tutor monitors. Phase leader made aware of absence. Logged on CPOMS.
Attendance of 95% to 90%	Phase Lead	Reasons for child's absence are discussed internally. Phase Lead contacts parents via email or phone offering support and an in-person meeting is set up if necessary. If attendance concern is noted, then Letter 1 re attendance concern sent to parents/carers. Logged on CPOMS.
Attendance of below 90%	Head/Attendance Officers	If there is an ongoing concern for the continued absence then internal discussions will take place and Attendance meeting for

		parents/carers and Head/Attendance officers to discuss strategies of how to support the family with attendance. Letter 2 re attendance concern sent to parents/carers. Logged on CPOMS.
Continued decline after meeting with Head/DSL	Head/Attendance Officers	Final Warning Letter sent to parents/carers.
Continued decline after Final Warning Letter	Head/Attendance Officers	Referral to EWO caseload officer.

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum on an annual basis by The Head, Head of Pre-Prep and Director of safeguarding.

10. Links with other policies

This policy links to the following policies on our website:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment

S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open

Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2

Attendance Concern Letter 1

Dear Parent/Carer,

We are writing to draw your attention to the fact that «forename's attendance has fallen below 95%. Regular attendance is vital for students to maximise their learning and achieve their full potential at school. At Highfield & Brookham, we encourage our pupils to strive for excellence and be the best they can be. For pupils to reach their full educational potential, a high level of attendance is essential.

While we understand that for some pupils these will have been authorised and unavoidable, we encourage pupils to attend school every day.

We ask that parents and carers book appointments for their child outside of school time, unless it is unavoidable (eg; hospital appointments). Your child's attendance will continue to be monitored as part of our whole school attendance monitoring. We will write to you again if your child's attendance does not improve and to invite you in for an attendance meeting with the Headteacher.

All parents and carers have a legal responsibility, as stated under Section 444 of the Education Act 1996, to ensure that their child attends the school at which they are registered, regularly and punctually.

If you wish to discuss this matter further, or are experiencing difficulties in relation to your child's attendance, please do not hesitate to contact the school so that we can offer support and guidance.

Yours sincerely,

Appendix 3

Attendance Concern Letter 2

Dear Parent/Carer,

Following on from the Attendance Concern letter sent on..... We are writing to draw your attention to the fact that «forename's attendance has continued to decline and is now below 90% . Therefore, we are inviting you into school for an attendance meeting with the Head. This is a supportive meeting to discuss the reason for your child's continued decline in attendance and to agree supportive strategies to improve your child's attendance.

Date of meeting:

Time of meeting:

Regular attendance is vital for students to maximise their learning and achieve their full potential at school.

All parents and carers have a legal responsibility, as stated under Section 444 of the Education Act 1996, to ensure that their child attends the school at which they are registered, regularly and punctually.

Please kindly confirm your attendance at the meeting by contacting the school office.

This can be done by telephoning the school.

can also discuss with you an alternative appointment should the suggested date and time not be Convenient.

Yours sincerely

Appendix 4

Attendance Concern Final Warning

Dear **[Parent/Guardian Name]**,

Subject: Final Warning Regarding [Child's Name]'s Attendance at School

I am writing to express our serious concern about **[Child's Name]**'s ongoing poor attendance at school. Despite our previous communications and efforts to support improved attendance, **[Child's Name]** has continued to miss a significant amount of school. This letter serves as a final warning, reflecting the new Department for Education (DfE) guidance on school attendance, which emphasizes the importance of regular attendance for your child's academic success and overall well-being.

Attendance Record

As of **[Date]**, **[Child's Name]**'s attendance record shows **[Number]**% attendance for this term, with **[Number]** unauthorized absences. This level of attendance is far below the acceptable standard and is significantly impacting **[Child's Name]**'s education.

Impact of Poor Attendance

Regular attendance is crucial for academic progress and social development. Missing school not only affects **[Child's Name]**'s ability to keep up with lessons but also hinders their opportunities to build important skills and relationships. According to the DfE guidance, chronic absenteeism is linked to lower academic achievement and increased risks of long-term disengagement from education.

Support Provided

We have made several attempts to address this issue, including:

- **[Details of support offered, e.g., meetings, phone calls, tailored attendance plan, etc.]**
- **[Details of any interventions or referrals made, e.g., school counseling, external agencies, etc.]**

Unfortunately, despite these efforts, there has been no significant improvement in **[Child's Name]**'s attendance.

Consequences of Continued Absenteeism

Please be aware that continued poor attendance may result in more serious actions being taken. This could include:

- **Referral to the local authority:** This may lead to legal action, including fines or court proceedings.
- **Formal attendance meetings:** These meetings may involve external agencies to develop an attendance improvement plan.

- **Potential loss of school placement:** Persistent non-compliance may jeopardize **[Child's Name]**'s place at the school.

Next Steps

We strongly urge you to ensure that **[Child's Name]** attends school regularly from this point forward. We would like to meet with you to discuss any remaining barriers to attendance and to work together to resolve them. Please contact the school office by **[Date]** to arrange a meeting.

If you do not contact us, or if **[Child's Name]**'s attendance does not improve immediately, we will have no choice but to take further action as outlined above.

Thank you for your urgent attention to this matter. We are committed to working with you to support **[Child's Name]** in improving their attendance and ensuring their future success.

Yours sincerely,

Appendix 5

Subject: Implementation of a Reduced Timetable for [Child's Name]

Dear **[Parent/Guardian Name]**,

I am writing to inform you about the decision to implement a reduced timetable for your child, **[Child's Name]**, following careful consideration and in collaboration with you and relevant staff members. This measure is being taken to ensure that we support **[Child's Name]** effectively during this period while prioritising their well-being and continued academic progress.

As a school, we are committed to providing a safe, supportive, and inclusive learning environment for all our pupils. We recognise that, at times, a full timetable may not be conducive to a pupil's needs, whether due to health concerns, personal circumstances, or other factors. In such cases, our duty is to develop and implement a tailored plan that allows the pupil to continue their education in a way that best supports their overall well-being.

This plan has been designed to ensure that **[Child's Name]** receives the necessary support while gradually working towards a return to a full timetable.

Your involvement in this process is crucial. We ask that you:

- Ensure that **[Child's Name]** attends school according to the agreed reduced timetable.
- Communicate with the school regularly regarding **[Child's Name]**'s progress and any concerns or updates about their well-being.
- Work with us to review and adjust the timetable as needed to support your child's gradual reintegration into a full-time schedule.

We will closely monitor **[Child's Name]**'s progress under this reduced timetable and hold regular review meetings with you to discuss their development and any necessary adjustments. Our goal is to ensure that **[Child's Name]** is supported throughout this period and is able to transition back to full-time education as soon as it is appropriate.

If you have any questions or concerns about this arrangement, or if you would like to discuss it further, please do not hesitate to contact me directly at **[Phone Number]** or via email at **[Email Address]**.

We appreciate your cooperation and commitment to working with us to support **[Child's Name]** during this time.

Yours sincerely,

Reviewed by SC/GH/MvdB September 2024

Review date September 2025