Greystones Primary School
Attendance Policy
September 2024

To be reviewed in January 2026

This policy must be read in conjunction with:

Working Together To Improve School Attendance: DfE May 2022 (updated August 2024) [Working together to improve school attendance - GOV.UK (www.gov.uk)](https://www.gov.uk)

and the Sheffield City Council Documents:

SCC Attendance Policy – Working Together To Improve School Attendance: Expectations for Schools - August 2024

SCC – Leave in term time guidance: August 2024

Our desired outcomes:

For every child to be in school every day, and on time.
- To reach this outcome, we must support all children.
- We need to support our 100% attenders to remain 100% attenders.
- We need to support our 96%-99% attenders to raise their attendance and get as close to 100% as possible.
- We need to challenge our 92%-96% attenders, to remind parents of their duty to ensure their child is in full time education and offer support to prevent further absences in the future.

Our overall school target is a minimum of 98% attendance

We need to follow a graduated approach for our irregular attenders to ensure we assess why they are not attending regularly, create a plan to support improvement in attendance, implement the plan and review to see if improvements have been made.

Contents:

Greystones Primary School Attendance Policy
Working Together to Improve Attendance

EXPECT

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

⬇

MONITOR

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

⬇

LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with pupils and parents to listen to 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 not being engaged with, 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.

Our aim is to ensure that every pupil has excellent attendance at school. This helps us to safeguard and promote the welfare of every child.

In order to do this we will:

- consistently promote the benefits of good attendance at school, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance.
- **Early Years** – support families to develop good behaviour habits and punctuality from an early age so that children develop good attendance habits from the start of their school life
- **Raise 100** – increase the number of 100% attenders, focussing on moving 95%-99% attenders to 100%.
- **Improve attendance** – encourage pupils at 90%-95% to achieve as close to 100% as possible and reduce persistent absence.
- **Reduce Persistent Absence** – reduce the number of children with attendance at less than or equal to 90%.
- **Reduce the Severely Absent** – focus on pupils with less than 50% attendance to understand the causes of poor attendance and identify appropriate multi-agency support to make sure they can re-engage in education full time.

Issuing Penalty Notices: At the Headteacher's discretion (the Headteacher will take account of individual circumstances), we will work with our Attendance and Inclusion Officer or our Attendance and Inclusion Social Worker, to issue penalty notices when:

- Parents take term time leave for a family holiday of 5 or more consecutive school days – details of this can be found in SCC – Leave in term time guidance August 2024 and poster shared with all parents around Penalty Notice Fines.

- Persistent absence and non-engagement with the school to address this – in agreement with the AISW.
- Severe absence and non-engagement with the school to address this – in agreement with the AISW.

Attendance Champion: At Greystones Primary School, the Attendance Champion is Stephen Glossop (the Deputy Head Teacher).

Attendance Governor: At Greystones Primary School, the Attendance Governor is Tanveer Naqvi.

First Day Callers: At Greystones Primary School, the first day caller is Joanne Gadsden.

Expectations for Greystones

In line with the DfE Working Together to Improve School Attendance Guidance May 22 (updated Aug 24) that became statutory 19th August 2024 schools are expected to:

- Develop and maintain a whole school culture that promotes the benefits of high attendance. This includes having a clear vision for attendance underpinned by high expectations, having a named school attendance champion (who is a member of SLT)
- Have a clear school attendance policy which all staff, pupils and parents understand, with a whole school approach where every staff member has a role to fulfil in improving attendance.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow up absence.
- Robustly track, monitor and 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.
- 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.
- Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities and provide them with additional support. and other partners where a pupil's absence is at risk of becoming persistent or severe.
- Facilitate support by removing barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school.
- Formalise support where absence persists, and voluntary support is not working or not being engaged with. Consider using a parenting contract when

meetings with parents, and discussions with the individual pupil have not brought around change (see parenting contract section of this document)

- Enforce support, when formal support is not bringing around change we will meet with our linked Attendance and Inclusion Social Worker to discuss next steps.

Expectations of the school, parents/carers and pupils

School Leaders and Governors have a statutory responsibility for school attendance to:

- Assign a school attendance champion from their Senior Leadership Team
- Recognise the importance of school attendance and promote it across the school's ethos and policies
- Have a clear, robust attendance policy that is shared with staff, parents, and pupils, and displayed on the school website
- Regularly review attendance data, discuss and challenge trends and patterns
- Ensure school staff receive adequate training on attendance
- Ensure barriers to attendance are heard, understood and support provided
- Maintain an Admissions register
- Maintain an Attendance Register with marks recorded for each pupil at least twice a day (morning and afternoon minimum)
- Notify the Local Authority of any pupil who is:
  o Missing from Education (CME)
  o Receiving support via a reduced timetable
  o At risk of permanent exclusion
  o Requiring 6th day provision - following a permanent exclusion
  o On an unauthorised term time leave that will last 5 days or more
  o Persistently absent from school
  o Persistently late for school

What children, families and partners should expect from the school

- A named School Attendance Champion who is a member of the Senior Leadership Team - Governors who recognise the importance of school attendance
- A clear attendance policy that is reviewed regularly and available on the school website
- A broad and balanced curriculum that engages pupils in education delivered through quality first teaching
- A register that is maintained and taken twice a day (minimum)
- Closure of the register after registration, with persistent lateness challenged and addressed

- 'First day calls' to parents where a child is absent, and no contact has been made by parents
- Monitoring and challenge when attendance levels are not in line with expectations
- Meetings with school staff to assess why the child is not attending and plan for supporting the re-engagement with education
- Requesting support for families at the earliest opportunity
- Formalising the support offered when the voluntary support is not bringing around change
- Escalation to the Local Authority when attendance is not improving
- For term time leave requests to only be authorised in exceptional circumstances
- For the school to liaise with other schools where children from the same family attend
- Request proof of medical appointments and work with parents to minimise lessons missed

Parent/Carer

Parents and carers have a responsibility to ensure:

- Their child attends school, on time and ready to learn
- They contact school at the earliest opportunity if their child is too unwell to attend
- They are open and honest with school staff, providing the reason for the absence
- They work with the school to seek appropriate support
- They engage with the support offered

We expect parents and carers to:
- Take responsibility for ensuring their child attends school, on time and ready to learn
- Speak to school if their child is feeling slightly unwell, and be assured school will contact you if the child is feeling worse
- Ensure if one child is unwell, their siblings continue to attend school
- Book non-urgent medical appointments outside of school hours
- Not book holidays in Term Time **– any term time leave request will be considered on an individual basis (please see** SCC – Leave in term time guidance August 2024)
- Not request term time leave unless for an exceptional circumstance (for example a funeral of a close family relative or music examination)
- Have good morning routines to ensure their child arrives at school on time
- Have good evening routines and promote good sleep hygiene for their children
- Ask for support at the earliest opportunity
- To talk to school about concerns they have about their child's needs and work with the school to address them

- Build resilience to allow their child to attend with headache, period pains etc
- Bring the child's medicine into school to ensure the child can continue to attend
- Where a school move has been agreed, ensure their child continues to attend their current school until they start their new school.
- To work in partnership with the school to promote good attendance if their child is struggling to attend or wants a 'day off' rather than agree absence

We expect children and young people to:

- Go to bed on time to ensure a good night's sleep
- Have a good morning routine that allows you to leave the house on time
- Have all your equipment and books for the day, including your planner
- Arrive to school on time
- Build your resilience, you can attend with a headache, period pains, stomach-ache
- Engage in your lessons
- Be polite and courteous to staff and other pupils
- Speak to school staff if something prevents you from attending regularly
- Ask for support at the earliest opportunity
- Let your parent/carer or school staff know if you are being bullied
- Let your parent/carer or school staff know if you are feeling anxious about something
- Not ask your parent/carer for a day off
- If you are moving schools, continue to attend your current school until you start at your new school

Persistent Absence

Top Tips we will follow:

To improve persistent absentees requires persistent work!

We will have a robust system that includes incentives, rewards, and consequences (ensure that these systems are inclusive and appropriate for all pupils).

Ensure attendance is discussed at parents' evenings, provide, and use an attendance certificate to highlight good/poor attendance and use missed days/sessions/lessons rather than percentages to reiterate the amount of lost learning.

Ensure good internal communication/meetings encompassing safeguarding, SEN, behaviour, attendance to facilitate robust Assess, Plan DO , Review ensuring that we have a complete picture regarding a child.

Follow local authority codes of conduct, policies, and procedures such as the Attendance Response (contained within this document).

Our Attendance Champion Will:

Be responsible for ensuring everyone works together to improve attendance and creates a whole school ethos of 'Every School Day Matters'.

The attendance champion, along with other school staff, will meet termly with their linked Inclusion and Attendance Specialist. The purpose of this Targeted Attendance Support Meeting will be to discuss:

- The school improvement plan objectives linked to attendance
- The targets and outcomes identified in the school attendance action plan
- The whole school and cohort level attendance data
- Pupils considered to be severely absent (less than 50%)
- Pupils who have not attended in the last 3 weeks or more with no genuine reason for absence
- Pupils with an EHCP plan and more than 10% unauthorised absence
- Pupils accessing some of their learning off site, to ensure this is used as a short-term intervention to support a child re-engage in their learning
- Where time allows, pupils considered to the persistent absentees (90% or less)
- Next steps for the school to progress towards excellence in attendance

It is mutually beneficial for schools to work together to ensure consistent approaches, share information, and work collaboratively. Together with the Local Authority will use regular opportunities to come together with partner schools to communicate messages, provide advice and share best practice. These will be held citywide and by locality.

Our school procedures:

Registration Procedures
- Morning registration is at 8.50am. Any pupil arriving after 8:50am will receive a late mark until 9:30am.
- Pupils arriving after 8:50am must report to the Office to receive their mark
- Pupils who arrive after 9:30am will be marked absent for the morning. This will be unauthorised (U code used) until a reason for the absence is given.
- Class teachers must ensure that the register is completed on SIMS and submitted by 09:00 and 12:35 for Reception, 12:50 for Year 5 and 6, 13:05

for Year 1 and 2, 13:20 for Year 3 and 4, to enable the office to follow up any potential absences.

- For those children not attending school, a call will be made to parents of those who have not contacted school to provide a reason for the child's absence.

Responding to Lateness

- When a child arrives at school after 8:50 am they must report to the Office
- They will then be sent to class
- Where a pupil is frequently late, more than 3 in any half-term, a punctuality letter will be sent home and parents will be given the opportunity to discuss reasons for lateness with member of the safeguarding team.

Data collection for absences

- Information on absence and reasons for this are collected on SIMS. This can be accessed by members of staff alongside the safeguarding team to follow up any concerns.
- Where required this may also be shared with the school Attendance and inclusion officer/ Local Authority.

Responding to poor attendance

- Any attendance concerns will be communicated to parents by a letter from school.
- Where absence gives school cause for concern this will be reported to attendance and inclusion through the Early Help process.
- Where absences gives cause for concern and outside agencies have been engaged. It will be agreed with parents to monitor attendance over a 30 day period, during which any non-attendance without appropriate evidence may lead to a fixed penalty notice.

Collecting and Analysing Attendance Data

- School will use the SIMS system for data analysis. This can be accessed by members of staff alongside the safeguarding team to follow up any concerns.
- Where a message on non-attendance is not left by parents, the school office staff will contact them for a reason
- Any concerns around attendance are logged on CPOMS under the individual pupils name.
- The Attendance Champion and Safeguarding Team will monitor this data on a monthly basis.
- This data will be used to monitor overall attendance percentages, and to check for frequent absences or patterns of absence.

Roles and Responsibilities

Attendance Champion and Safeguarding Team

- Will monitor attendance data monthly
- Will follow up any cause for concern with parents
- Will report to governors on attendance percentages at every full governing body meeting

- Will meet termly with Attendance and Inclusion Officer to discuss attendance data and concerns raised about individual cases.

Governors

- Will receive termly monitoring reports
- Will support the school policy

Class Teachers

- Will accurately complete attendance registers at appropriate times
- Will pass on to Safeguarding Team any individual causes for concern around attendance and punctuality.

Office staff

- Will register any pupil who arrives late
- Will maintain the SIMS system
- Will pass to Attendance Champion/ Safeguarding Team any causes for concern
- Will monitor phone calls and parents connect system for messages parents around absence
- Will carry out first day calling for all pupils who have no reason provided for their absence.
- Will collect and process all requests around term time leave from parents ad share this with the Headteacher.

Inclusion and Attendance Team (Local Authority)- Nicola Oates

- Our Attendance and Inclusion officer will receive referrals from the Safeguarding Team.
- Will meet with the school Attendance Champion/ safeguarding team on a termly basis to discuss date and individual cases offering advice, targeted support and legal intervention where required.
- Will help and advise the school and support meetings with parents where there are concerns regarding attendance or excessive lateness.

Assess, Plan, Do, Review

Assess
The reason preventing the child attending regularly
The needs across Education, Health and Care
Has the child's voice been captured, what do they need to happen so they can attend?

What has already been implemented to improve the child's attendance?
What support is required to improve the attendance?
What interventions may be required to improve the child's attendance?
What further assessments may be required?
Set time scales for assessments to be carried out

Plan
What next steps need to take place to help the young person attend every day, on time?
Who will support and what their actions are?
Set time scales for the plan to be implemented
What outcomes do we expect to see?
Ensure the plan is shared with all parties including the child

Do
The plan is carried out by all professionals, the family, and the young person

Review
Has the support worked, does the child and family feel they have been supported?
Are we seeing movement towards the desired outcomes, even small improvements can be big steps?

Attending School for some sessions	Attending a session every day	Improved attendance	Attending full time	No unauthorised absence	Attending every day on time

Has there been any party who hasn't carried out their actions?
Has the child's voice been captured, how do they feel the last few weeks have gone, what difference has been made, what are they proud of, what could have been better?
Is a more punitive route required?

Consider Formalising Support
Where absence persists and voluntary support is not working or being engaged with consider formalising support through use of a parenting contract (see parenting contract section within this document)
If none engagement from the family, we will speak to our linked Attendance and Inclusion Social Worker.

We will follow the ideas for challenging and improving attendance checklist

Completed first day telephone calls/home visits	
Letters sent to share attendance concern and has the assess/plan/do review process been started	
Have you spoken to the class teacher?	
Have they spoken to the child during registration times?	
Have you or any other staff member met the child to capture the child's voice to establish a reason and put support in place	

Have you met with the parents/carers and asked why the child isn't attending school? Do these reasons match with the reason the child provided?	
Have family circumstances been considered and have you considered with the family what support may help them at this time? Have any referrals to other agencies been offered?	
If regularly late, has the school start time been shared with parents. Have you provided them with an alarm clock/used a sticker chart etc.	
Checked to see if siblings are having the same absences. Have you contacted the school the siblings attend? If unsure which schools, ask your linked I&A Specialist.	
Have you spoken to other staff members to ascertain any other reasons for absence?	
Is the child a Young Carer, and is this having an impact on their attendance?	
Have ACES/Trauma been considered?	
Consider if there are any unmet learning needs, does a one-page profile/ Support plan/ EXSP need to be put in place?	
If a / EXSP /EHCP is in place are the outcomes being supported, when was this last reviewed?	
Has the child's health been considered, have you received any medical evidence	
If external services are involved has a meeting taken place? E.g., TAF, CIN, PEP, Transition Pathway meetings	
Where appropriate have you consulted with the linked I&A Specialist for support and advice	
Has a good attendance improvement plan been drawn up, and are the pupil and family aware of the plan?	

We will map across Education, Health and Care

When meeting with the pupil and the family members it is important that we capture:

- What's going well – give some praise and encouragement
- What are we worried about – be open and honest, what are the concerns
- What are the next steps?

For each of these 3 areas, we will think about the child's education, health, and care needs. By breaking it down into these 3 areas we will see the predominant factors preventing this child from being in school, every day on time. We will also be able to identify the most appropriate next steps. A referral to MAST or parenting

would be appropriate for a child with lots of care needs, however this wouldn't be appropriate for a child with Health issues preventing them from attending.

Scaling questions are also very useful to monitor and track changes. A question like:

"On a scale of 1 to 10 with 10 being definitely, how confident do you feel that you will be able to attend school every day next week and on time?"

This mapping document may be useful to complete when meeting with a young person and/or their parents.

(See appendix 1).

We may need to formalise support when other means have failed.

Attendance is so often a symptom of wider issues a family is facing. We need to work with all parties to offer voluntary support to address the symptoms and bring around change. Where this voluntary support is not leading to improved attendance consideration should be given to formalising the support.

If this is the case, we will meet with the parents, child and any other agencies involved to consider formalising the support through a parenting contract.

Parenting contracts are a formal written agreement between a parent and the school. In some instances, this will be a formal agreement between the parent and the Local Authority.

A contract is not legally binding and is not a punitive tool. It is intended to provide a formal route to secure engagement with support where voluntary engagement has not brought about change.

A parenting contract may not be appropriate but should always be explored.

If a parenting contract is in place and not being adhered to, we will contact our linked Attendance and Inclusion Social Worker to consider next steps.

We will use the standard Sheffield parenting contract template (*see appendix 2).*

There is no minimum or maximum duration to a parenting contract, reviews will take place regularly (at least monthly, preferably every 2 weeks) with next steps considered at each review.

Enforcing Support

When all voluntary and formal support has been exhausted we will engage the support of our Attendance and Inclusion Social Worker (AISW).

All schools have a link AISW from the attendance legal team. In the absence of our link worker, we will contact attendlegal@sheffield.gov.uk.

Prosecution is the last resort, so throughout the process we will endeavour to capture child and parent voice, as situations can change and this may change the response and support offered. We need to have exhausted all avenues of support before considering the legal route.

The link AISW will require the school to have undertaken certain measures **PRIOR** to considering legal prosecution for attendance, as follows **ALP checklist**:

School to have referred to the Ideas for challenging and improving attendance Checklist and completed the identified actions relevant to the situation	
Child to be discussed at whole school inclusion meeting this may include wider school staff, safeguarding, SEN, Pastoral, Attendance, and any other relevant staff to ensure any barriers are discussed at a whole school level regarding attendance, well-being, behaviour and learning	
School to ensure they have spoken to all services involved with the child or young person	
Schools to establish any siblings and liaise with those schools	
Mapping across education, health, and care to identify need and barriers	
A plan that demonstrates APDR with SMART targets **(see appendix 3)**	
Parents to be given the opportunity to attend at least **two meetings** within the APDR process	
Any meetings recorded and parents provided with a copy whether they are present or not setting out expectations/plan	
Where appropriate ensure evidence of the impact irregular attendance has on child's learning is discussed with parent/carer	
Schools to formalise support by way of a parenting contract, if not appropriate school must provide their rationale	
Parent voice captured and recorded	
Child voice captured and recorded	
School to ensure all parents/carers with day-to-day care have been informed of any attendance issues and the legal duties placed upon them to provide a full-time education	
School to ensure all parent/carer details are up to date (who is in the household? Do both parents have parental responsibility/day to day care and responsibility for education? If so, on which days?)	
School to demonstrate how they have considered where the family live in relation to school and show what support has been offered if this is a barrier	

Based on the measures we have undertaken the AISW will assess the evidence provided to establish if parent/carer has failed in their duty to educate, and whether legal intervention is appropriate or not.

We need to:
- Ensure a RTT is **NOT** in place as legal will not be pursued as this is seen as support is required.
- Ensure we are working whole family and have contacted siblings' schools for attendance related information, if appropriate invite to any meetings.
- Offer parents the opportunity to attend at least **two meetings** within the APDR process.
- Ensure that we use the letters and proformas provided by SCC otherwise cases may not be pursued.
- Send all paperwork via anycomms within the specified time frames provided by our linked AISW.
- Ensure all paperwork is correct as incorrect paperwork will not be processed
    - Have we calculated the sums correctly on the Head Teachers Certificate?
    - Attendance Registers should be with comments
    - Copies of any correspondence sent to parents is included.
    - APDR process is evident within a plan

- Ensure any plan is reviewed on a regular basis – without drift or delay.

If our school is considering the legal prosecution route for attendance we should always bear in mind **statutory defenses** prior to progression and as part of your APDR process.

All decisions regarding legal proceedings will be made by the **Attendance & Inclusion Social Worker** linked to our school. The Statutory Defences (reasons why cases would not be progressed through the legal system) are as follows.

1. Authorised Absence - Leave granted by the Head teacher
2. Sickness - or any other unavoidable cause. Evidence presented will be assessed on a case-by-case basis.
3. Religious Observance - Any day that is exclusively set aside
4. Distance from School - The school that the child is registered is not within walking distance of the child's home and no suitable arrangements have been made by the Local Authority for either transport to and from school or enabling him/her to become a registered pupil at a school nearer his/her home. (Walking distance - Exceeding 2 miles for a child under 8 years old, exceeding 3 miles for a child aged 8 years and over)
5. Trade or business - The parent/carer can show that their trade or business requires them to travel, that the child has attended school as regularly as the nature of the trade or business allows and the child has attended school for at least 200 sessions during the preceding 12 months.

ATTENDANCE LEGAL DOCUMENTATION

The Local Authority, in consultation with our school (and other agencies where appropriate), will be responsible for the decision to issue Penalty Notice Warning Letters and any other legal intervention as deemed appropriate. This will ensure consistent practice across **all** schools in Sheffield, assist in avoiding school / home conflicts and ensure that Penalty Notice Warning Letters are not being issued where it is inappropriate to do so, or where the Local Authority would be unable to support progression to court or a different course of action is more appropriate.

Paperwork required from school our includes (as a minimum).

- ALP checklist
- Head teacher's Certificate covering the period of complaint only
- Case Summary /Witness Statement covering the period of complaint
- Evidence of the Attendance Response being followed including the education/attendance plan informed by APDR process
- Any correspondence sent to parents
- An up-to-date attendance register (with comments)

All proformas are provided by Sheffield City Council and contained within their 'Working Together to Safeguard Children – Expectations for Schools' document and **MUST** be used, this is to provide consistency across the city. (See appendix 5)

Attendance and Inclusion social workers will assess cases on a case-by-case basis, following voluntary and formal support offers, to make decisions as to what, if any, legal intervention is appropriate using the range of legal powers available to us. These will be discussed during attendance meetings and assessed based on the evidence provided, as to how the parent/carer is failing in their duty to ensure a full-time suitable education for their child.

Submitting Paperwork to the Local Authority

All paperwork should be sent via Anycomm's, using the drop-down box for Attendance Legal.

Requests for Irregular Attendance prosecution should be accompanied by request for legal proceedings form attached (See appendix 4).

Family Intervention Service (FIS)

FIS will liaise with school regarding families/children they are working with where attendance is a concern. FIS will close cases where there is non engagement. If parents refuse to engage or stop engaging this evidence can be used during your conversations with your linked Attendance and Inclusion Social Worker.

During, or towards the end of a piece of support, if it is felt by the team around the child that attendance legal is likely to be the next step to bring about change, we

would ask you (the school) to liaise with your linked Attendance and Inclusion Social Worker to **consider** escalation to the attendance legal process. FIS should provide evidence of their involvement, support and interventions as part of your evidence.

FIS workers will not request legal intervention, this will come from school as an action from multi-agency meetings.

Children Missing From Education

Children who do not attend school for a period of 20 consecutive school days, without a given reason will be counted as missing from education (CME) and will be removed from the school roll in consultation with the CME team for the Local Authority: ed-missingchildren@sheffield.gov.uk

Children Transferring Schools

When children are transferring from one Sheffield school to another the family must request a transfer form from their current school. This needs to be completed and return to the Local Authority admissions team. In the meantime, the child must continue to attend the school they are on roll at until a start date for a new school has been agreed, and the child starts to attend.

Consultation

Consultation with a linked Inclusion & Attendance Specialist, or Attendance and Inclusion Social Worker can be requested at any time, directly with the worker or through the Sheffieldinclusion&attendance@sheffield.gov.uk inbox.

Consultations are also available with the Inclusion and Attendance team regarding Exclusions, Transition, Group Work, Mentoring, Educational Engagement, Sleep, Restorative Practice, Reintegration and Behaviour. To request a wider consultation, speak to your linked Team Leader or Specialists within the transition pathways teams, or email Sheffieldinclusion&attendance@sheffield.gov.uk

Appendix 1 (Attendance meeting documentation)

Childs name:	Date of Birth:	Class/Year group:
Attendance:	SEN code:	SSG:
One page support plan/Myplan/EHCP D ate Last Reviewed:	Date of plan:	Review date:
Present:		

Services Involved:		
What are we worried about	**What is going well**	**Next Steps**
Education		
Health		

Care		
Additional Information		

Signature of Parent(s): _____ Signature of School: _____

Appendix 2

Parenting contract for attendance – An agreement between the school and parents

Parenting Contract for Attendance

Date

Child's name:		Child's DOB:	
School/NCY:			
Parent's name(s):		Parents DOB:	
Address(es):			
Tel:			

Senior staff member with overall responsibility:
Member of staff responsible day-to-day:
Contact number for the school to inform if the child is too unwell to attend:
Linked Inclusion and Attendance Officer:

It is important that we work together to improve your child's school attendance to give them the opportunity to attain and progress. We are going to work together to ensure the above-named child improves their attendance at school with immediate effect.

Your child's current attendance is

This means they have missed   sessions/days so far this year.

So far   of these absences have been authorised by us.

So far   of these absences have been unauthorised by us.

This means they have missed   lessons so far this year.

Your child has been late to school on   occasions.

This equates to them missing   minutes of their learning.

The reasons you have given for these absences have been:

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We have listened to your child and discussed with them the reasons for their absence. They have shared with us that:

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The specific targets of our plan. What we aim to do by (date):

To achieve these targets we will:

Parents agree to:

School agree to:

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Child agrees to:

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Reviews

This contract will be reviewed regularly.

If the contract is being adhered to the school will ensure the child receives recognition of the improvement and will continue to monitor and support.

If the contract is not being adhered to the school will notify the Local Authority, where next steps will be considered including progression to attendance legal processes.

Agreeing to the contract:

Consent by parent(s)

I/we have agreed to this Parenting Contract and will

(a) work with the school (and council) as detailed above, to improve my/our child's school attendance, and

(b) carry out what we have promised to do.

I/we also agree to information being shared with other professionals and agencies as required to help us.

I/we understand that if my child has any further unauthorised absences from school, a Penalty Notice or prosecution may follow without further warning. This agreement may be given as part of the evidence.

Signed (Parent/s):

………………………………………………………………

………………………………………………………………

Signed by the Child (age appropriate)

…………………………………………………………….

Signed (on behalf of the school/governing body/local authority)

………………………………………………………………

………………………………………………………………

Appendix 3

SMART stands for Specific, Measurable, Attainable, Relevant and Timely. Meyer (2003) describes these as follows:

Specific – In order to be specific, an objective must spell out what is expected, why, who should be involved, where it should happen and what the requirements and constraints might be. An example of a non-specific objective might be

Mr. and Mrs. Smith to ensure Johnny attends school regularly.

This objective lacks specificity because it does not define what 'regularly' means and it leaves it unclear as to what the constraints might be for Mr. and Mrs. Smith in ensuring this happens. A more specific goal might be

Mr. and Mrs. Smith to take Johnny to school every day, arriving by 8.55 am – if Johnny is unable to attend school or is running late, Mr. or Mrs. Smith to contact the school office by 8.45 am on the day of the absence / lateness and inform school staff of the reason. Regular attendance is important to ensure Johnny can catch up with the work he has missed so far this year.

Setting out the objective in a more specific way makes the expectation clearer, as well as recognizing that for any parent there may be times when it is difficult to get to school on time or when the child might have a genuine need to be absent. It also includes a brief explanation as to why the objective is needed.

Measurable – Without measurable objectives, it is difficult to assess whether sufficient progress has been made. A measurable objective should make it relatively easy to answer questions such as *how much?*, *how many*" and *how will we know if it is achieved*? It is not possible to measure whether Mr. and Mrs. Smith have taken Johnny to school 'regularly' unless we define what 'regularly' means. However, with a more specific example – *Mr. and Mrs. Smith to take Johnny to school every day, arriving by 8.55am* – we can measure:

- How many times has Johnny arrived at school on time?
- How many times has Johnny been late for school?
- How many times has Johnny been absent from school for the whole day?

We can then make the objective even more measurable by defining an acceptable minimum level of attendance. For most children, this would be around 95%. We can then define over what time period the measurement should take place. For example:

During the next half term, Mr. and Mrs. Smith to ensure Johnny attends school regularly, arriving by 8.55 am and achieving a minimum of 95% attendance.

Attainable – Objectives must be attainable. Unattainable objectives should not be included on care plans. This means that when setting objectives, parents, children and professionals need to think *how can this be achieved*? If Johnny's current school attendance were around 25%, it may be unhelpful to set an attendance target of 95% immediately, at least not without setting interim targets along the way to achieving the higher figure. However, if Johnny's attendance were currently around 80%, then setting an immediate target of 95% may well be attainable.

Relevant – The objectives of a care plan must be relevant to the overall goals. There should be a clear and reasonable link between achieving the objectives of the plan and achieving one or more of the goals. This does not mean that if the objectives are achieved and the goals are not met, that the plan was wrong from the outset but there should be at least a reasonable expectation that meeting the objectives will help meet the goals.

For example, if the concerns about Johnny relate to neglect and the impact of neglect on his school attendance, then an objective related to this school attendance would seem relevant. However, if the concerns related domestic violence, then whilst school attendance may still be an important element of the child's well-being, it does not relate as clearly to the cessation of domestic violence as it might to educational neglect.

Timely – Finally, objectives should include a sense of timeliness. Open-ended objectives may lead to a sense of drift. Setting a date by when the objective should be completed makes it easier to review it at a meaningful point in time, to avoid drift but also to avoid any impression that the parents are expected to achieve every objective on the care plan before the next meeting in six weeks' time.

Appendix 4

PLEASE ENSURE <u>ALL</u> SECTIONS ARE COMPLETE WITH THE INFORMATION REQUESTED PRIOR TO SUBMISSION AS INCOMPLETE FORMS WILL NOT BE ACCEPTED

Name of school:	Name of Parents/Carers 1: **(please ensure school have correct details for all parent/carers)**
Name of Pupil & DoB:	**Parent/Carer 1 DoB:** _____
Siblings in this or other schools: **(name, dob, name of school)**	**Name of Parent/carer 2:**
Current address:	**Parent/carer 2 DoB:**
	If the parents live at different addresses, please include the addresses in this section so that we can ensure the correct address on our systems.

Paperwork to be submitted with this form:

(Documents to be attached if N/A rationale is required)

1. ALP Checklist (pg 2)
2. Head teacher's Certificate covering the period of complaint only
3. Case Summary/Witness Statement covering the period of complaint (if directed by AISW)
4. Evidence of the Attendance Response being followed including the education/attendance plan informed by APDR process
5. Any correspondence sent to parents
6. An up-to-date attendance register (with comments)

Name of staff member completing this form:

Signature:

Date:

ALP CHECKLIST

	Tick
School to have referred to the Ideas for challenging and improving attendance Checklist and completed the identified actions relevant to the situation	
Child to be discussed at whole school inclusion meeting this may include wider school staff, safeguarding, SEN, Pastoral, Attendance, and any other relevant staff to ensure any barriers are discussed at a whole school level regarding attendance, well-being, behaviour and learning	
School to ensure they have spoken to all services involved with the child or young person	
Schools to establish any siblings and liaise with those schools	
Mapping across education, health, and care to identify need and barriers	
A plan that demonstrates APDR with SMART targets (see attached doc)	
Parents to be given the opportunity to attend at least **two meetings** within the APDR process	
Any meetings recorded and parents provided with a copy whether they are present or not setting out expectations/plan	
Where appropriate ensure evidence of the impact irregular attendance has on child's learning is discussed with parent/carer	
Schools to formalise support by way of a parenting contract, if not appropriate school must provide their rationale	
Parent voice captured and recorded	
Child voice captured and recorded	
School to ensure all parents/carers with day-to-day care have been informed of any attendance issues and the legal duties placed upon them to provide a full-time education	
School to ensure all parent/carer details are up to date (who is in the household? Do both parents have parental responsibility/day to day care and responsibility for education? If so, on which days?)	
School to demonstrate how they have considered where the family live in relation to school and show what support has been offered if this is a barrier	

Appendix 5

Reduced Timetable Guidance

📄 Reduced Timetables august2022.docx

Sheffield City Council Exceptional Leave in Term Time Policy

📄 term time leave policy sept22.docx

School Attendance Orders

📄 Guidance for School Attendance Orders CN

📄 Guidance for School attendance Orders EH

Education Supervision Orders

📄 Education Supervision Orders.dc

Full and Effective Use of Legal Powers

📄 Full and Effective Use of Legal Powers.docx

Fixed Penalty Notice Code of Conduct

📄 Penalty Notice Code of Conduct sept 2022

GP Protocol Guidance – Letter must be sent by the Local Authority

PDF
GP protocol
document.pdf

Key Contact

For Attendance related enquires please email
Sheffieldinclusion&attendance@sheffield.gov.uk

Code	Letter	Signed by
SACL0	1.0 Nursery Attendance Inital Con	School staff
SACL1	SACL1.docx	School staff
SACL2	SACL2 - Concern Letter 2 - 09.08.22.do	School staff
SACL3	SACL3 - Invite to Meeting - 09.08.22.do	School staff
SACL4	PWNL template SACL4.docx	Head teacher
SACL5	SACL5 - Continue to Monitor 09.08.22.do	School staff
SACL6	SACL6 - Punctuality - 09.08.22.doc	School staff
SACL7	SA6 Y11 letter from school.doc	School staff
SACL8	SACL8 - PN explanation - 09.08.22	School staff
SACL9	SAP meeting.docx	School staff
SACL10	2.0 ICM Form Oct 20.docx	School staff
	HT Cert (print on Blue) Example Templa	template

	Attendance Summary Template Guidance.dc		template

Appendix 6

Support around reasons for absence:

H – Family Holiday (agreed)

The Headteacher can only agree if they believe there are exceptional circumstances. Headteachers may authorise no more than 10 school days in an academic year. Parents must apply for this as they would any other holiday.

Support/Challenge

- Do you need to have a meeting with the parent to discuss attendance and how taking a holiday will affect this and their child's education?
- Have you seen evidence that warrants an 'exceptional circumstance'
- If the parents don't return in the agreed amount of time, then the following absences must be G coded.

I – Illness

If there is any doubt about the authenticity of the illness, schools can record as unauthorised. Schools can request parents to provide medical evidence to support absences due to illness. Doctors' notes must not be requested for children.

Support/Challenge

- Have you seen medical evidence – letter, text, dated medication?
- Is a meeting needed with health care professionals/ other agencies?
- Has the child got a health/ medical care plan in place?
- Does the family need support in seeking medical help, i.e., contacting GP, attendance cert for proof of illness and how this is affecting the child's attendance/education?
- Do you need to be considering starting to unauthorise any future absences?
- G.P protocol can be discussed with the link A&I Officer
- If a parent shares their child is unable to attend due to medical needs and this will exceed 15 days, please refer to the Children unable to attend due to medical needs policy.
- Does a Reduced timetable need to be considered for a short period of time?
- Frequent authorised absences should be challenged to establish if further support needs to be put in place, or whether a punitive route needs to be followed.
- Schools should challenge illnesses at the first instance, when informed of illness and through first day calling. At this point minor ailments should be

discussed, and parents should be informed that their children can attend school if appropriately medicated.

- Secondary schools should monitor patterns of illness, where pupils end up in the medical room on regular occasions.
- Schools to be mindful of absences related to the female menstrual cycle, including period poverty. Schools need to be meeting with these children and looking at putting a plan in place on how they can support them. The absence should be challenged and code appropriately, such as O, C, or I code.
- If a child has a confirmed case of Covid19 then they should be I coded from the point they get the Covid19 test result.
- Advice around general illness can be found at https://sybhealthiertogether.nhs.uk/

J – Interview

To be used for interviews with prospective employers or another educational establishment.

Support/Challenges

- Have you seen proof of the interview and been given notice of the pupil attending?
- Pupils to attend school either side of the appointment/ interview.
- Establish if the pupils need any support prior to the visit/ interview such as clothing, travel, money, preparation and managing stress/ anxiety.
- Schools should be satisfied that the interview is linked to employment prospects, further education, or transfer to another educational establishment.

L – Late (before registration has closed)

Some pupils may come into school after the register has been taken but before the register closes. This should not be a frequent pattern.

Support/Challenges

- A school policy must reflect the start and finish times of the day and how the codes will be used and what measures will be put in place to support punctuality
- Meeting to be held with the parent/carer (and pupil if appropriate) to ascertain the reasons for the lateness and if any support can be offered
- 1-1 with the child to ascertain the reasons and what support can be offered
- Is this due to sleep issues? Does the parent need to enrol on a sleep hygiene programme? Does the parent need support with the morning routines, do they need a parenting programme?
- Does the parent/carer and child know the times of the school day
- Would a sticker chart support in getting the pupil to school on time?
- Establish if the child is a young carer and make a referral if the child and parent agree.
- Establish if there are siblings at different schools, liaise with the other schools the reasons given for lateness. Are there difficulties getting the children to the

different locations, does a breakfast club/ after school club need to be explored?

- Is SEN behaviour an issue, does the parent need support from outside Agencies around this, such as the parenting team, ADHD nurses, ASD team.

M – Medical/Dental appointments

These are attendance at G.P. Surgeries, dental and hospital appointments. If the child is present for registration, they receive a present mark and a comment should be added to show the time the child leaves school to attend the appointment.

Support/Challenges

- Encourage parents to make routine appointments out of school times where possible.
- Encourage parents to bring children into school, either before the appointment or after it, or preferable before and after.
- Has proof of the appointment been seen?
- If a child is having an operation, they get an M code, then they get an I code for the recovery period advised by the medical professionals.

N – No reason yet provided for absence

Sometimes parents/carers do not inform school the reason for their child's absence.

This code should not be left on the pupil's attendance record indefinitely. The code should be changed ideally within a 2-week timescale. If no reason is given for the absence after 2-weeks, then the school should change the N code to the O code. When the code is changed the school should record who is making the change, as well as when and why (this applies to any changes to codes).

Support/Challenges

- Has a first day phone call been made
- Does school send out a letter asking for reason (this can be taken off Sims)
- Do parents know the process for informing school of their child's absence
- If a child has not been seen for 5 consecutive days, then a home visit must be carried out. The school should record what they observed at the home visit, including if they were unable to see the child or no one appeared to be home.

O – Unauthorised Absence

Any unauthorised absence needs to be addressed quickly following school's attendance processes, so that any issues can be resolved quickly with support put in to place.

Support/Challenges

- Schools to promote good attendance through parent evenings, assembles, displays, attendance promotions, other platforms such as school websites, class Dojo, merits, texts, letters, and incentives.

- Follow school attendance processes – telephone calls, letters, home visits etc
- Ensure you follow the Attendance Response
- Are there siblings in other schools with the same attendance pattern/absences?
- Are other unauthorised absence codes on the registration certificate such as the U, G, N, or a combination of concerning codes that need to be taken into consideration.
- Are there any patterns with the absences?
- Are parents struggling to contact school due to financial issues, language barrier, is there another system that can be put into place for them
- School to have a meeting with the parents/ carers (and pupils where appropriate) to ascertain the reason for the absences and establish if further support needs to be put in place. This could include referrals to other agencies for support with routines and boundaries, sleep, behaviour, unmet needs etc.
- Schools to be observant of trends & patterns of absences within key cohort groups that may be having an impact on whole school attendance. - consider consulting with your linked A&IO for further support and advice in considering next steps
- Has a GP protocol been considered with an A&I Officer?
- Has a school attendance planning meeting taken place? Would there be benefit inviting the Local Authority to this meeting?
- School to consider completing a self- Assessment of Attendance Registers, and request a full Attendance Audit though your linked A&I.

P – Approved sporting activity

This activity must be supervised by a person authorised by the Headteacher of the school. The pupil must be taking part in the activity and is taking place during the session for which the mark is recorded

Support/Challenges

- Has school seen evidence of the activity taking place?
- School should speak to parents, the relevant authorised person and sport's, national governing body regarding the appropriateness of the activity taking place, in school hours, and the time to travel to the establishment.
- Consult with your linked A&I Officer if you are unsure if the sporting activity is approved or not.
- Details for the National Governing Body associated with the particular sport can be found online, or through request to the club or affiliation the child belongs.
- Children participating in off school site sporting activities arranged by the school or the local school sports partnership should be P coded unless the child is present in school for the registration period prior to the activity.

R – Religious Observance

In Sheffield we are fortunate to have a variety of religious organisations which mean on occasion a pupil may need to take religious observance during the school week. Any additional days taken that are not exclusively set aside for religious observance are not to be marked as 'R'

Support/Challenges

- Parents should be encouraged to give advance notice of any religious observance taking place
- School should seek advice from the parents' religious body about whether it has set the day aside for religious observance
- There is no set number of days for religious observance.
- Schools may consider using one of their inset days for a religious observance to which a high proportion of the school community will be observing.

S – Study leave

This code should be used sparingly for Y11 pupils during public exams.

Support/Challenges

- Provision should still be made for those pupils that wish to revise on school site.
  Pupils revising on school site would receive a present mark and therefore schools need to arrange a place for pupils to receive their registration.

T – Traveller absence

This code is for several different groups who are covered by the term Traveller. This code can be used for up to 60 days, when parents are travelling due to work purposes. Dual registration is allowed if the child will be attending other school/s during the period of travel. Children cannot be taken off roll at the base school whilst away travelling.

Support/Challenges

- School can ask for evidence when families are travelling for work? Such as contracts, or Showman Guild certificate.
- School should encourage parents/carers to enrol the child/ children at another school near their place of work. Please see the D code for advice on this.
- The child/children should be T coded until they start attending the school setting near their place of travel, at which point the D code would be used.

U – Late (after registration has closed)

DFE advises that registers should be closed 30 minutes after the start of the session and advises against leaving the register open for the whole session. Regular 'U' codes can be a safeguarding issue particularly where the child is arriving just in time for lunch. These need to be addressed early, so that support can be put into place if needed.

Support/Challenge

- A school policy that reflects the start and finish times of the day and how the codes will be used
- Schools should actively discourage late arrivals, be alert to patterns of late arrival
- Meeting to be held with the parent/carer to ascertain the reasons for the lateness and if any support can be offered
- Are there wider family issues, such as the child being a Young Carer, adult mental health, bereavement, SEN. With older children, is there issues with them travelling to school, grooming, contextual safeguarding to be considered etc.
- 1-1 with the child to ascertain the reasons and what support can be offered
- Is this due to sleep issues? Does the parent need to enrol on a sleep hygiene programme?
- Does the parent/carer and child know the times of the school day
- School to follow attendance processes, is a SAP needed?
- First day calling must take place, for safeguarding reasons, such as informing the parent/ carers that the child hasn't arrived yet.
- Could an alarm clock be offered to the family?
- Does travel to and from school need to be considered?

V – Educational visit or trip

This is to be used for school organised trips and visits, including residential. This code can also be used for Y6 pupils if met in primary school and taken on to their next school (usually secondary school).

Support/Challenges

- Where a parent takes responsibility in taking their child to a transition day this would be a B code. As would children making their own way to transition days.
- If a parent takes the child to the school trip/residential and picks them up again this would also be coded V.
- For children attending a school visit for a proportion of the school day, the registration marks would not need to be changed to V.
- Children attending swimming lessons as part of the curriculum should receive their registration mark/s prior to travel to the swimming pool and therefore would not need to be coded as V

W – Work experience

Work experience is for pupils in the final two years of compulsory education

Support/Challenges

- School must check on the attendance of a pupil (Y10 and Y11) who is on work experience and mark the register accordingly

- Where a work experience placement has broken down or not been provided the children are expected to be in school and work to be provided.

X – Untimetabled sessions for non-compulsory school-age pupils

This code is used to record sessions that non-compulsory school age children are not expected to attend.

Support/challenges

- Can be used for a short period of time at the start of the school year for all reception age pupils as part of the settling in process
- Can be used for pupils in reception who are attending school on an agreed reduced timetable up to the time they become compulsory school age.
- Not to be used for children who are compulsory school age or for exclusions

Y – Forced and Partial Closure

This code can be used for exceptional circumstances – strikes, unable to attend due to a heavy snowfall, flooding, outbreak of infectious diseases, major construction/ maintenance, transport has stopped (unless in walking distance). Can also be used for pupils who are in custody for less than 4 months.

Support/Challenges

- Where there is an outbreak of infectious diseases, you must get advice from Public Health England on next steps, such as a deep clean, closing a year group, or whole school. https://www.gov.uk/government/collections/notifications-of-infectious-diseases-noids
- You must notify the local authority of all situations that result in full or partial closure of the school
- If the school has evidence from the place of custody, that the pupil is attending educational activities then they can record those sessions as code B (present at approved educational activity).
- Can be used for pupils who are Abroad and returning to the UK would be contrary to International, national, or regional travel restrictions

Z – Pupil not on roll

Used to set up registers before pupils are due to join. To safeguard children, schools must put all pupils on the admissions register on the first day that the school expects them to attend. Please do not ignore any pupils who do not attend on their first day.

Support/Challenges

- If the pupil does not arrive to school as expected on the first day, contact parents/carers to find out the reason why
- Arrange a meeting for the parent and child to attend
- Complete a home visit to see if the family are still at the address and ascertain the reasons why they are not attending

- If not at the address contact CME, C code absences until instructed by CME to deregister a child. You must not de register until CME have given authorisation to do so.
- Contact your Local Authority attendance officer to check if the child is still due to attend your school or has started attending another school.

 # - School closed to pupils

To be used for whole or part school planned closures e.g., between terms/half terms/weekends, along with bank holidays.

Support/Challenges

- It can also be used up to five times in academic year for curriculum planning/ training and when the school is used for polling stations.

Schools and local authorities can agree to set different term/ start dates for different year groups. Code # can be used to record the year group(s) that is not due to attend. This is only acceptable where the school ensures that those pupils not attending on that day are still offered a full education over the school year

Appendix 7

Sources of further information:

DFE School Attendance: guidance for schools including coding
Working together to improve school attendance - GOV.UK (www.gov.uk)

DFE Improving School Attendance: Support for Schools and Local Authorities
Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)

DFE Children Missing Education Statutory Guidance
Children missing education - GOV.UK (www.gov.uk)

DFE Keeping Children Safe in Education
Keeping children safe in education - GOV.UK (www.gov.uk)

DFE Ensuring a Good Education for Children who cannot attend school because of Health Needs
Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk)

Elective Home Education
Elective home education - GOV.UK (www.gov.uk)

"Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – guidance 2022"
School suspensions and permanent exclusions - GOV.UK (www.gov.uk)