



## Lower Darwen Primary School

We are proud of our school.

### Improving Attendance and Punctuality Policy

#### Statement of Intent

At Lower Darwen Primary School, we seek to ensure that all pupils receive their entitlement of a full-time education in order for each pupil to achieve their true potential. We recognise that poor attendance can result in lower attainment, and can impact on the personal, social and emotional development of pupils.

Therefore, we strive to provide a welcoming and nurturing environment in which each member of the school community feels wanted and safe.

Staff at Lower Darwen Primary School will work alongside family members, and their children, to ensure that pupils at our school want to come to school every day and on time.

#### Aims

We are committed to meeting our obligation with regards to school attendance through:

- Developing a whole school culture and ethos with regard to promoting good attendance and punctuality
- 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 ensure pupils have the support in place to attend school.

#### Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting 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 \(and 2010, 2011, 2013, 2016 amendments\)](#)

[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the [school census](#), which explains the persistent absence threshold.

#### Roles and responsibilities

##### 1. The governing body

The governing board is responsible for:

- Appointing an Attendance Link Governor; the governor with specific responsibility for attendance is: **Sinead Scotting**
- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance

- Holding the headteacher to account for the implementation of this policy

## **2. The Headteacher**

The headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Arranging calls and meetings with parents to discuss attendance issues
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Benchmarking attendance data to identify areas of focus for improvement

## **3. The designated senior leader responsible for attendance**

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering or directing targeted intervention and support to pupils and families
- The designated senior leader responsible for attendance is **Kerry Murray**

## **4. The Inclusion Support Assistant (ISA)**

The Inclusion Support Assistant (ISA) is responsible for:

- Monitoring and analysing attendance data (*see section 7*)
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with the Inclusion Officer, and Senior Leader responsible for attendance, to tackle persistent absence
- Supporting the designated senior leader in leading attendance across school
- Completing paperwork relevant to the role such as: Child Missing in Education (CME), in-year transfers, deletion from role, letters etc.
- The Inclusion Support Assistant is **Liz McDonald**.

## **5. Class teachers**

Class teachers are responsible for:

- Recording attendance on a daily basis, using the correct codes, and submitting this information to the school office. The register for the morning session opens at 8:45am and closes at 9:15am. The register for the afternoon session opens at 12:30pm (EYFS, KS1), 1pm (lower KS2) and 1:30pm (upper KS2). The register in the afternoon closes ten minutes after the relevant opening.
- Promoting good attendance through supporting whole attendance strategies
- Report any patterns/ absence concerns to the ISA.

## **6. School Office staff**

School office staff will:

- Take calls from parents/ listen to voicemails from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the school ISA in order to provide them with more detailed support on attendance

- Conduct first-day call-backs/ send text message to ascertain the whereabouts of a child who is absent
- Report any absence concerns to the ISA.

### **7. Parents/carers**

Parents/carers are expected to:

- Make sure their child attends every day, and on time.
- Call the school to report their child's absence before 9:30am on the day of the absence, or when reasonably possible, and each subsequent day of absence, and advise when they are expected to return
- Provide the school with **more than one** emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep school updated with changes to contact details.

### **8. Pupils**

Pupils are expected to:

- Be an attendance H.E.R.O (Here Everyday Ready and On-time)

### **9. The Inclusion Officer (Blackburn with Darwen Local Authority)**

The role of the inclusion officer is to work in partnership with school through a termly meetings to monitor impact of attendance strategies. When the final stage of the attendance escalation plan has been reached, it is the responsibility of the inclusion officer to utilise legal powers to enforce school attendance.

## **Recording attendance**

### **Attendance register**

- We will keep an 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. *See appendix 1 for the DfE attendance codes.*

We will also record:

- Whether the absence is authorised or not
- The reason for illness
- 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 3 years after the date on which the entry was made.

### **Unplanned absence**

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9:30am or as soon as practically possible by calling the school office (*see also section 7*).

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

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide 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/carers will be notified of this in advance.

### **Planned absence**

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

However, we encourage parents/carers 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, and parents must sign their children out of school.

The pupil's parent/carer 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.

### **Lateness and punctuality**

A pupil who arrives after 8:50am (Reception and KS1) and 8:55am (KS2) and before 9.15am will be marked as late, using the appropriate code (L). Pupils who arrive after 9.15am (Reception, KS1 and KS2) will be marked as an unauthorised late arrival (U).

The office staff/ ISA will regularly monitor punctuality and conduct phone calls when appropriate. The ISA will also analyse data termly in relation to children who are persistently late and, alongside the designated Senior Leader for attendance, they will address any on-going issues.

### **Following up unexplained absence**

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

- Call/ text/email the pupil's parent/carer 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 absence will be unauthorised and school will monitor in the subsequent days
- Identify whether the absence is approved or not
- 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
- Call/ text/email the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider conducting a home visit and will post a door-step letter asking parents to contact school. Where school have been unsuccessful in ascertaining the whereabouts of a child, the police may be contacted and a welfare check requested.
- For vulnerable pupils, home visits will be conducted by the safeguarding team on the first day. During the home visit, they will observe anything suspicious, or a cause for concern. If deemed appropriate, these concerns will be passed onto external agencies for support.

Where support is not appropriate, not successful or not engaged with a Notice to improve, penalty or other legal intervention may be considered in line with the 'Working together to improve attendance 2024' statutory guidance.

### **Children Missing from Education (CME)**

In accordance with Keeping Children Safe in Education (*September 2024*), all staff are aware that if children go missing, this can be a warning sign of a range of safeguarding possibilities. Lower Darwen Primary School knows that early intervention is key to identifying any risk and to prevent the risk of a child going missing in the future.

School are updated annually on the procedures which are to be taken in the case of a Child Missing in Education. School are required to inform the local authority about the details of:

- All children who are believed to have moved out of the Blackburn with Darwen (BwD) geographical area after the school has undertaken reasonable enquiries (to be completed within 10 school days) and the child's whereabouts have still not been confirmed.
- Children who have been absent without the school's permission for a continued period of 10 days
- Children who have failed to return to school for 10 days beyond the expected return date following a leave of absence period

- Children who have relocated abroad
- All Gypsy Romany Traveller children who school believes have gone travelling without securing prior agreement and/or confirming a return date
- Children who are withdrawn from school, but parents are unwilling or unable to say where or how their child will continue to be educated.

In a case of CME, the school needs to make reasonable enquires and the Attendance Team must:

- Obtain as much information as possible from parents before relocation
- Maintain contact with parents following relocation
- Confirm admission with the receiving school
- Make a home visit if possible
- Make general enquiries amongst friendship groups
- Establish contact with all named people on the child's record.

Relevant CME forms will be completed and sent to the Inclusion and Place Planning Team.

Circumstances when a CME notification is not required:

- Those children who move out of the Blackburn with Darwen area and their whereabouts has been confirmed – these children will be reported to the Local Authority using a 'Deletion from School Roll Notification' form
- In 'truancy' cases where a child's unauthorised absence has already been formally referred to the Inclusion Officer
- Children with long-term medical or mental health needs whose absence has been verified by a health professional.

### **Reporting to parents/carers**

The school will regularly inform parents about their child's attendance and absence levels via:

- termly attendance reports
- letters for attendance that meet threshold/ trigger points (*see escalation plan*)
- letters/texts/emails when attendance has dropped/improved
- informal and formal meetings when a child's attendance continues to drop.

### **Authorised and unauthorised absence**

#### **Approval for term-time absence**

The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. It should be noted that authorised absences also affect a child's overall attendance.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** may include:

- **Illness and medical/dental appointments** (see sections 4.2 and 4.3 for more detail) although we strongly encourage that these are made outside of the school day
- **Religious observance** – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- **Traveller pupils travelling for occupational purposes** – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees

(occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

- **Taking part in a performance or regulated employment abroad**  
Parents of a child performer may seek leave of absence from school for their child to take part in public performances, including theatre, film or TV work, and modelling. Parents must contact the Headteacher or Attendance Officer in advance to discuss the nature and frequency of the work and must be in possession of a valid performance licence from the Local Authority.
- **Attending an interview or study leave**
- **A temporary, time limited part time timetable**

If a family decides to take Discretionary Leave of Absence without authorisation and the child does not return to school by the 21st day, the child may be removed from roll.

### **Legal sanctions and the issue of penalty notices.**

A notice to improve or support plan may be issued by school. A Notice to Improve or support plan is a final opportunity for a parent to engage in support and improve attendance before a penalty notice is issued. If the national threshold has been met and support is appropriate but offers of support have not been engaged with by the parent or have not worked, a Notice to Improve should usually be sent to give parents a final chance to engage in support. A Notice to Improve does not need to be issued in cases where support is not appropriate and an authorised officer can choose not to use one in any case, including cases where support is appropriate but they do not expect a Notice to Improve would have any behavioural impact (e.g. because the parent has already received one for a similar offence). A Notice to improve may not be applicable where attendance is a result from an unauthorised holiday.

What sufficient improvement looks like can be decided on a case by case basis taking the individual family's circumstances into account. For some families, no further unauthorised absences will be appropriate, for others some absence may be tolerable if considerable improvement is seen. Details of what sufficient improvement looks like for each case should be made clear in the Notice to Improve.

Where it is clear that improvement is not being made, it may be appropriate to issue a penalty notice before the improvement period has ended. For example, a Notice to Improve stated there should be no further unauthorised absences in a 6 week period but the pupil is absent for unauthorised reasons in the first week. The parent should be informed before a penalty notice is issued if it is before the end of the improvement period.

- Penalty notices issued for offences that take place after **19<sup>th</sup> August 2024** will be charged at a new rate of £160 per parent per child. This can be paid at £80 if paid within 21 days.
- A second penalty notice issued to the same parent, for the same child, within a rolling 3-year period will be issued at the rate of £160 to be paid within 28 days, with no option for a discounted rate.
- The threshold at which a penalty notice **must** be considered is set at 10 sessions (equivalent to 5 days) of unauthorised absence within a rolling 10-school week period<sup>1</sup>. This may include absences as a result of arriving late after the register closes. The 10 school weeks may span different terms or school years.
- A maximum of 2 penalty notices may be issued to a parent for the same child within a rolling 3-year period, so at the 3rd (or subsequent) offence(s) another course of action will need to be considered (such as prosecution or one of the other attendance legal interventions).
- Only penalty notices issued for absences taking place after 19<sup>th</sup> August 2024 will count towards the above thresholds.

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<sup>1</sup> A school week is any week in which a school meets at least once.

Penalty notices can be issued by a headteacher (or someone acting on behalf of the headteacher), local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

### **Education Supervision Order**

An education supervision order (ESO) is a formal legal intervention once all voluntary support has been exhausted. ESOs are made through the Family or High Court. They give the local authority a formal role in advising, helping and directing the pupil and parent(s) to ensure the pupil receives an efficient, full-time, suitable education. For the duration of the ESO, the parent's duties to secure the child's education and regular attendance are superseded by a duty to comply with any directions given by the local authority under the ESO.

Education supervision orders initially last for one year. The local authority will notify parents in writing of the intention to proceed to an ESO, and will set up a meeting to discuss it with the parent. Where parents persistently fail to comply with the directions given under the ESO, they may be guilty of an offence. Local authorities can prosecute in the Magistrates Court for persistent non-compliance with the Order and parents (upon conviction) will be liable to a fine of up to £1,000.

### **Strategies for promoting good attendance**

We actively encourage and promote good attendance throughout school. We treat attendance as everyone's responsibility. Some of the strategies we use for rewarding and improving attendance include:

- Celebrating class weekly attendance winners; the news is shared on the school newsletter, Class Dojo, attendance display and awards assembly. The winning class will receive an additional playtime
- Sharing weekly attendance on the school newsletter
- Having a clear display for attendance in the hall celebrating good attendance
- Leaders and wellbeing staff meet and greet children in the yard at the start of the day, and teachers meet and greet children at classroom doors. We do this to ensure that all children get a positive interaction at the start of the day.
- Planning engaging lessons and ensuring there are many wider opportunities planned for the children such as a range of trips and visits, special themed days in school and clubs.
- Rewarding children with 100% attendance each term.
- Rewarding children with 100% attendance at the end of the year. This could be a prize such as an Amazon voucher.
- Holding parent workshops regarding attendance to ensure that we all work together to improve attendance
- Encouraging pupils and parents through messages on class dojo/ conversations
- Sending well done messages/letters when attendance improves.

### **Attendance monitoring**

#### **Monitoring attendance**

The school will:

- Monitor the attendance and absence data weekly at a class and school level.

- Monitor attendance and absence data half-termly, termly and yearly at an individual pupil level, and group level (Pupil Premium, SEND, Boys, Girls) by the leadership team.
- Conduct daily/ weekly/ fortnightly/ or monthly checks as appropriate on a pupil who is causing concern and has been escalated by Kerry Murray (as Attendance officer)

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing body.

### **Analysing attendance**

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families (Attendance Team)
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

### **Using data to improve attendance**

The school will:

- Extract regular attendance reports to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

### **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.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance

*Please see the Attendance Intervention Escalation Plan for the procedures for dealing with poor attendance (appendix 2)*

### **Monitoring arrangements**

This policy will be reviewed as guidance from the local authority or DfE is updated. The head teacher and governing body are responsible for monitoring the policy. This policy is reviewed annually by the school (headteacher and senior leader responsible for attendance) and the governing body.

This document was approved and adopted by the Governing Body of Lower Darwen Primary School on **16<sup>th</sup> September 2024** and will be reviewed in **September 2025**.

signed: Mrs Sinead Scotting  
Chair of Governors

**This policy should be read in conjunction with the following policies:**

Child Protection and Safeguarding policy and Behaviour for Learning Policy

### Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

<b>Attending the school</b>	
/\	Present at the school / = morning session \ = afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
<b>Absent – Leave of absence</b>	
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstance
<b>Absent – other authorised reasons</b>	
T	Parent travelling for occupational purposes
R	Religious observance

I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
<b>Absent – unable to attend school because of unavoidable causes</b>	
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
<b>Absent – unauthorised absence</b>	
G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
<b>Administrative Codes</b>	
Z	Prospective pupil not on admission register
#	Planned whole school closure

## Appendix 2: LDPS attendance escalation intervention

Stage One: Universal Support		
Thresholds/triggers	Strategies to be used (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Monitoring procedures
0 – 2 .5days off (0- 5 sessions)	<p><b>Communicating expectations:</b></p> <ul style="list-style-type: none"> <li>Regular reminders of the importance of good attendance, through the school newsletter, website, class dojo etc.</li> </ul> <p><b>Rewards:</b></p> <ul style="list-style-type: none"> <li>Weekly attendance awards in assembly (including golden time/ extra playtime)</li> <li>Termly attendance award</li> <li>End of Year 100% attendance award and prize</li> </ul> <p><b>Direct contact with parents/carers:</b></p> <ul style="list-style-type: none"> <li>First day of absence phone calls/texts/emails</li> <li>Termly attendance letters sent out to all parents giving attendance percentages</li> <li>Requests for term-time holidays to be declined, unless there are exceptional circumstances</li> </ul> <p><b>Curriculum/ teaching and learning:</b></p> <ul style="list-style-type: none"> <li>Meeting and greeting the children daily for a positive interaction</li> <li>Planning engaging and exciting lessons</li> <li>Taking children on trips/visits linked to learning</li> </ul>	<ul style="list-style-type: none"> <li>Attendance tracked through SIMS weekly at individual, class and school level.</li> <li>Attendance tracked half-termly and annually at an individual and group level to identify patterns/concerns.</li> <li>Class teachers/office staff/ support staff to be on alert for any absence patterns</li> </ul>



Stage Two: Initial support

Thresholds/triggers	Actions to be taken	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <p>6 days absent (12 sessions)</p> <p>Continued late arrivals despite initial text/call/email</p>	<p><b>Continue to give the universal support offered to all pupils at Stage One.</b></p> <p><b>In addition to this:</b></p> <p><b>Direct contact with parents/carers:</b></p> <ul style="list-style-type: none"><li>• First warning letter issued. Parents/carers invited to discuss any concerns if they wish to do so.</li><li>• Late letter issued</li></ul> <p><b>Support:</b></p> <ul style="list-style-type: none"><li>• Pupil Voice and identify if there is anything needed to be put in place for the child e.g. friendship groups, ELSA, breakfast club etc.</li></ul>	<ul style="list-style-type: none"><li>• Attendance tracked through SIMS weekly at individual, class and school level.</li><li>• Class teachers to monitor pupil more closely</li></ul>



### Stage Three: Targeted support

Thresholds/triggers	Actions to be taken	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <ul style="list-style-type: none"> <li>• 8 days absent (16 sessions)</li> <li>• Continued late arrivals despite initial text/call/email</li> <li>• Continued unexplained or unauthorised absences</li> </ul>	<p><b>Continue to give the universal support offered to all pupils at Stage One.</b></p> <p><b>In addition to this:</b></p> <p><b>Direct contact with parents/carers/child/teacher:</b></p> <ul style="list-style-type: none"> <li>• Second warning letter issued</li> <li>• Parents requested to attend a meeting in school to discuss attendance with ISA/designated attendance lead.</li> <li>• ISA/designated attendance lead to liaise with teacher to explore barriers to attendance/concerns.</li> <li>• ISA/designated attendance lead to inform Inclusion Officer at termly meeting</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Individual attendance plan</a> initiated - support will be offered in line with this plan</li> <li>• Consider the external agencies that can address the individual needs of the pupil/family and make referrals as required. Possibilities include: School Wellbeing Team, school nurse, FSW, WISH, MHST, Food bank, Breakfast Club etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance tracked through SIMS weekly at individual, class and school level.</li> <li>• Class teachers/office to monitor pupil more closely</li> <li>• Review plan as and when needed.</li> </ul>



Stage Four: Enhanced Targeted Support for those at risk of becoming persistently absent

Thresholds/triggers	Actions to be taken	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <ul style="list-style-type: none"> <li>• 10 days absent (20 sessions)</li> <li>• Strategies introduced at stage three have failed to improve attendance</li> <li>• Continued late arrivals despite support offered at previous tiers</li> <li>• Continued unexplained or unauthorised absences despite support offered at previous tiers</li> </ul>	<p><b>Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond</b></p> <p><b>Direct contact with parents/carers:</b></p> <ul style="list-style-type: none"> <li>• Third warning letter issued and further meeting will be held with SLT and ISA to discuss the need for a parental contract.</li> </ul> <p><b>Parenting Contract:</b></p> <ul style="list-style-type: none"> <li>• A parenting contract will be put into place which includes: <ul style="list-style-type: none"> <li>• a statement by parents/carers that they agree to comply for a specified period with whatever requirements are set out in the contract;</li> <li>• a statement by the school/local authority/academy trust agreeing to provide support to the parents for the purpose of complying with the contract.</li> </ul> </li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• During the review, those involved will identify whether any additional support could be offered by the school or partner agencies</li> <li>• School to liaise with the local authority regularly to support any measures that are being taken</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance tracked through SIMS</li> <li>• School ISA to do daily checks on the pupil's data</li> <li>• Class teachers to offer more direct support as needed</li> <li>• Review monthly (for a period of 3 months)</li> </ul>



Stage Five: Use of Parental Responsibility Measures

Thresholds/triggers	Actions to be taken	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <ul style="list-style-type: none"> <li>• 15 days absent (30 sessions)</li> <li>• Parenting contract has been breached and attendance has not improved.</li> <li>• Any of the thresholds for legal action have been met</li> </ul>	<p><b>Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond</b></p> <p><b>Enforcement:</b></p> <ul style="list-style-type: none"> <li>• School will refer the case to the local authority.</li> <li>• Local authority to utilise appropriate legal powers to enforce attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance tracked through SIMS</li> <li>• ISA to do daily checks on the pupil's data</li> <li>• Class teachers to maintain regular individual support as required</li> </ul>

### Appendix 3: Letters

#### Letter 1: Trigger 6 days or 12 sessions missed

**Date:**  
Ref:L1/3D/6S

#### **SCHOOL ATTENDANCE – Be an Attendance HERO!**

To the parent/carer of **NAME OF CHILD**,

Our Attendance HERO Team monitors school attendance and punctuality daily, as your child's learning and well-being is at the heart of everything we do. We believe that working together with parents/carers is the best way to result in positive attendance outcomes for our children and ask that you support us with ensuring your child regularly attends and is on time.

Regular attendance at school is essential to ensure uninterrupted progress and to enable children to reach their potential. The attendance pattern for all children is monitored daily and the school seek to work actively with parents to ensure a regular pattern is maintained.

The Department for Education has published data on their website that clearly shows the link between attendance and attainment. This shows that there will be an impact on your child's education if attendance is not consistently above 96% (no more than 8 days or 16 sessions missed) throughout a pupil's schooling.

We cannot be complacent where there are instances of persistently low attendance, or if children are regularly late to school. Attendance in school is a high priority.

**We have noticed that your child has missed x number of sessions which is the same as x days.**

We will therefore be monitoring your child's attendance closely. Should your child's attendance continue to drop, we will write to you again and invite you in for a meeting.

We appreciate your support with improving your child's attendance and if we can help in any way by offering you any support, please do not hesitate to contact **Miss Murray**.

Kind Regards,



**Steven Cumbo**  
**Headteacher**

*On behalf of The Attendance HERO Team*

**'Be an attendance HERO (Here Every day Ready and On time)'**

**Letter 2: Trigger 8 days/ 16 sessions missed (IAP)**

**Date:**

Ref: Let2/6D/12S

**SCHOOL ATTENDANCE - Be an Attendance HERO!**

To the parent/carer of **NAME OF CHILD**,

The Attendance HERO Team wrote to you recently informing you that your child's attendance was being monitored as it was a concern.

As mentioned in the previous letter, regular attendance at school is essential to ensure uninterrupted progress and to enable children to reach their potential. The attendance pattern for all children is monitored weekly and the school seek to work actively with parents to ensure a regular pattern is maintained.

The Department for Education has published data on their website that clearly shows the link between attendance and attainment. This shows that there will be an impact on your child's education if attendance is not consistently above 96% (no more than 8 days or 16 sessions missed) throughout a pupil's schooling.

This letter serves as a reminder of your legal duty to ensure regular attendance at school. According to school records, **your child's attendance has continued to drop.**

**Your child has missed xxx sessions which is xxx days.**

As a result of this, we would like to invite you for a meeting to discuss this concern further and offer you some support. We will work together to create an individual attendance plan.

**Meeting Date & Time:**add in this information

We hope to see you at the meeting. If this date and time is not convenient, we will endeavour to rearrange. Thank you for your continued support.

Kind Regards,



**Steven Cumbo**  
**Headteacher**

*On behalf of The Attendance HERO Team*

**'Be an attendance HERO (Here Every day Ready and On time)'**

**Letter 3: Trigger 10 days/ 20 sessions (Parental Contract)**

**Date:**  
Ref: Let3/10D/20S

**SCHOOL ATTENDANCE – Be an Attendance HERO!**

To the parent/carer of **NAME OF CHILD**,

The Attendance HERO Team wrote to you recently informing you that your child's attendance was being monitored as it was a concern. We have since met with you and offered some support to encourage better attendance, and have created an individual attendance plan.

Through careful monitoring, we have noticed that **your child's attendance has continued to drop.**

**Your child has missed xxx sessions which is xxx days.**

We have a duty of care to meet with you further to discuss small targets and a parental contract in order to improve attendance.

As discussed in our previous meeting, regular attendance at school is essential to ensure uninterrupted progress and to enable children to reach their full potential. The attendance pattern for all children is monitored weekly and the school seek to work actively with parents to ensure a regular pattern is maintained.

The Department for Education has published data on their website that clearly shows the link between attendance and attainment. This shows that there will be an impact on your child's education if attendance is not consistently above 96% throughout a pupil's schooling.

This letter serves as a reminder of your legal duty to ensure regular attendance at school.

Due to your child's attendance being a significant concern, the following meeting has been arranged:

**Meeting Date & Time: insert date/time**

If this date and time is not convenient, we will endeavour to rearrange. Thank you for your continued support.

Kind Regards,



**Steven Cumbo**  
**Headteacher**

*On behalf of The Attendance HERO Team*

**'Be an attendance HERO (Here Every day Ready and On time)'**

**Letter 4: Trigger 15 days/ 30 sessions (Inclusion Officer referral)**

Date:  
Ref: Let4/15D/30S

**SCHOOL ATTENDANCE – Referral to the Inclusion Officer**

To the parent/carer of **NAME OF CHILD**,

The Attendance HERO Team wrote to you informing you that your child's attendance was being monitored as it was a concern.

Furthermore, we invited you to a meeting on **add date here** to offer support and guidance on this issue, and to put an Individual Attendance Plan in place. As your child's attendance continued to drop, a follow up meeting was held on **add date here** to implement a parental contract and small targets were set to improve attendance.

You failed to attend/attended these meetings. **DELETE IF ATTENDED MEETINGS**

As a school, we have continued to monitor your child's attendance and are very concerned that their attendance has not improved and has continued to drop.

**Your child has now missed xxx sessions which is xxx days.**

Due to this, the case will be referred to our Inclusion Officer, **Ismail Adam**.

This letter serves as a reminder of your legal duty to ensure regular attendance at school. School will no longer authorise your child's absences and will require you to supply medical evidence.

Unauthorised absences can result in legal intervention which may consist of Education Supervision Orders, Educational Prosecution, Parenting Orders and a Fixed Penalty Notices.

If you have any questions, please do not hesitate to contact us at school, or please see below the Inclusion Officer's details:

Ismail Adam  
Inclusion Officer  
Access to Learning Service  
Children's Services – Schools & Education  
Blackburn with Darwen Borough Council  
5<sup>th</sup> Floor | 10 Duke Street | Blackburn | BB2 1DH  
**Tel:** 01254 666852  
**Mobile:** 07977345455  
**Email:** [ismail.adam@blackburn.gov.uk](mailto:ismail.adam@blackburn.gov.uk)

Kind Regards,



**Steven Cumbo**  
**Headteacher**

*On behalf of The Attendance HERO Team*

**'Be an attendance HERO (Here Every day Ready and On time)'**

**Letter: Failure to attend meetings**

**Date:**  
Ref: Let5FAM

**SCHOOL ATTENDANCE- Be an Attendance HERO!**

**Letter: Failure to attend meeting**

To the parent/carer of **NAME OF CHILD**,

You were invited to attend two attendance meetings on [date] and [date] to discuss your child's attendance.

Unfortunately, you failed to attend the meeting and to inform school that you would not be attending. You must contact school to arrange another meeting. Failure to do so may result in a referral into the Inclusion Team at Blackburn with Darwen, and potential legal action.

Please contact school and confirm a meeting date within seven days of receiving this letter.

Kind Regards,



**Steven Cumbo**  
**Headteacher**

*On behalf of The Attendance HERO Team*

**'Be an attendance HERO (Here Every day Ready and On time)'**

**Letter: Late letter**

**Date: 17<sup>th</sup>**  
**Ref: Let6LATE**

**SCHOOL ATTENDANCE – Be an Attendance HERO!**

**Late Letter**

To the parent/carer of **NAME OF CHILD**,

As part of our commitment to improving the attainment of our pupils we monitor pupil attendance on a regular basis. During our regular monitoring of pupil attendance we identify any pupil whose attendance causes concern, including those pupils who have arrived late to school on a number of occasions. We are therefore writing to you due to your child's current number of late sessions:

Attendance	%	
Number of late sessions		
Number of "unauthorised" lates		

Being late to school can have a considerable impact over the whole school year. The table below shows you just how much time can be missed over a year just by being 5 minutes late to school every day:

5 minutes late every day = 3 days of school lost a year
10 minutes late every day = 6.5 days of school lost a year
15 minutes late every day = 10 days of school lost a year
20 minutes late every day = 13 days of school lost a year
30 minutes late every day = 19 days of school lost a year

We understand that the school mornings can be hectic, but when your child is late for school they are missing out on vital parts of their education. If your child arrives **30 minutes after the register** has been taken, they will have an **"unauthorised"** late mark – this is the same as an **"unauthorised absence"**.

If you have any queries or would like to talk to anyone about attendance and the support school can offer, please do not hesitate to contact Miss Murray.

Kind Regards,



**Steven Cumbo**

**Headteacher**

*On behalf of The Attendance HERO Team*

**'Be an attendance HERO (Here Every day Ready and On time)'**

**Letter Traffic Light Letter (termly) Sample**

Child's Name:	<b>90-95%</b>
Class:	
Current Attendance: % (up to add date applicable from)	

### SCHOOL ATTENDANCE - TRAFFIC LIGHT SYSTEM

Dear Parent/Carer,

Three times a year, attendance reports are sent to you to inform you of your child's attendance level and to highlight areas of concern.

The minimum attendance level which is expected for all primary aged children nationally is 96%.

Good attendance is very important so that children are given as much opportunity as possible to develop academically and socially. When children are absent from school they often find it difficult to catch up on the work they have missed and can feel unsettled by this.

At the end of each term, if you receive:

- a **GREEN** light, this means that your child has attendance which is on or **above 95%**.
- an **AMBER** light, this means that, whilst your child's attendance is not yet 'concerning', they have attendance **below 95% but above 90%**. It may be that these absences have been due to illness, but we feel you should be aware that your child's attendance is below the minimum level recommended and so does need to improve.
- a **RED** light, this means that your child's attendance has fallen **below 90%**. This means that your child's absence from school is significant and as a result your child is at risk of underachieving.

Where a child has fallen into red we would ask for your support in ensuring that, where possible, attendance improves over the coming weeks. Your child's attendance will now be monitored on a regular basis. If, following a red report, your child's attendance does not improve, We will contact you again in order to discuss the situation further and may require you to attend a meeting in school with ourselves and the school Education Welfare Officer.

We are asking for the support of all parents in improving attendance levels as I believe that this is one of the main ways in which our children will be happy at school and achieve their full potential.

Yours sincerely,



Mr S J Cumbo, Headteacher