Be the best for God you can be!

Our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23. *'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

Trust:
'Trust in the Lord with all your heart and lean not on your own understanding'
Proverbs 3:5

Compassion:
'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself'
Matthew 22:37

Thankfulness:
'Be thankful in all circumstances. This is what God wants from you in your life'
Thessalonians 5:18

Hope:
'But those who hope in the Lord will renew their strength'
Isaiah 40:31

Perseverance:
'I know your deeds, your love and faith, your service and perseverance'
Revelations 2:19

Forgiveness:
'For if you forgive other people when they sin against you, your heavenly father will also forgive you'
Matthew 6:14

Attendance & Punctuality Policy

Statement of Intent

At St Barnabas and St Paul's Church of England Primary School, our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23, 'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'

St Barnabas and St Paul's Church of England Primary School seeks to ensure that all its 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 caring environment in which each member of the school community feels wanted and safe. Staff at St Barnabas and St Paul's 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.

1. 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.

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on Working together to improve school attendance and School attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

3. Part 6 of the Education Act 1996
4. Part 3 of the Education Act 2002
5. Part 7 of the Education and Inspections Act 2006
6. The School Attendance (Pupil Registration) (England) Regulations 2024
7. The Education (Penalty Notices) (England) (Amendment) Regulations 2013
8. The Equality Act 2010

It also refers to:

9. School census guidance
10. Keeping Children Safe in Education
11. Mental health issues affecting a pupil's attendance: guidance for schools
12. Ofsted's 2025 framework toolkit

Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- 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
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Holding the headteacher to account for the implementation of this policy

The link Governor for Attendance is Sadia Rafiq

3.2 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
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
  - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times

- Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
- Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 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 targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Mrs Pratt, supported by Mr Rawat.

3.4 The Inclusion Support Assistant (ISA)

The Inclusion Support Assistant (ISA) is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior 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 etc.

The Inclusion Support Assistant is Mrs Pamuk.

3.5 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.
- Promoting good attendance through supporting whole attendance strategies.
- Report any patterns/ absence concerns to the attendance team.

- Support and challenge parents with regard to a child's attendance

3.6 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
- Support and challenge parents with regard to a child's attendance
- Transfer calls from parents to the Attendance team in order to provide them with more detailed support on attendance
- Conduct first-day call-backs/ send messages to ascertain the whereabouts of a child who is absent
- Report any absence concerns to the Attendance team.

3.7 Parents/carers

Parents/carers are expected to:

- Make sure their child attends everyday, and on time.
- Call the school to report their child's absence before 8:30am 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 1 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.
- Work with the school to ensure that they are meeting their legal duties to send their child to school

3.8 Pupils

Pupils are expected to:

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

3.9 The Inclusion Officer (Blackburn with Darwen)

- 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.

4 Recording attendance

4.1 Attendance register

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

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

- Present
- Attending a place other than school
- Absent
- Absent – unable to attend due to unavoidable causes

Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

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

The school day starts at 8:30am and ends at 3:00pm.

Pupils must arrive in school by 8:30am on each school day.

The register for the first session will be taken at 8:30am and will be kept open until 9:00amThe register for the second session will be taken at 12:30pm for Rec – Y3 pupils, and will be kept open until 1:00pm; and 1:30pm for Y4 – 6 pupils, and kept open until 2pm.

4.2 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 8:30am or as soon as practically possible by calling the school office.

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.

4.3 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 and when they return, sign them back in.

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.

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Pupils who arrive after 9:00am will be marked as an unauthorised late arrival.

The Attendance team will regularly monitor punctuality and conduct phone calls when appropriate. They 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.

4.5 Following up unexplained absence

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

- Call/ message the pupil's parent/carer on the morning, before 9:30am, of the first day of unexplained absence to ascertain the reason.
- 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/ message the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary.
- Where relevant, report the unexplained absence to the pupil's social worker and/or youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

- If there are concerns about absence, 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 the school will consider legal intervention.

  For more details, please see our escalation procedures in Appendix A.

Children Missing from Education (CME)

In accordance with Keeping Children Safe in Education 2026, all staff are aware that if children go missing, this can be a warning sign of a range of safeguarding possibilities. St Barnabas and St Paul's 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 BwD are 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 unauthorized 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.

4.6 Reporting to parents/carers

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

- Half-termly attendance reports
- letters for attendance that meet threshold/ trigger points (see escalation plan)
- Messages/phone calls when attendance has improved
- Attendance is also discussed at Parents' Evening

5 Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will only grant a leave of absence to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview for employment or for admission to another educational institution
- Study leave
- A temporary, time-limited part-time timetable
- 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. A holiday does not constitute as an expectational circumstance.

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

- Illness and medical/dental appointments - 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
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made

Absences from the school site (which are not classified as absences)

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

6. Strategies for promoting attendance

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 during celebration worship. The winners receive a trophy for the week and the news is shared on the school newsletter, Class Dojo and attendance display.

- Sharing weekly attendance on the school newsletter

- Having a clear display for attendance in the hall celebrating good attendance

- Leaders 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 outside agencies such as Rocksteady.

- Rewarding termly winners of the best attendance with a class party.

- 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 special days to celebrate attendance such as 100% attendance day.

- 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.

7. Supporting pupils with poor attendance

Our school will make use of the full range of support and potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

7.1 Individual Attendance Plans and Attendance contracts

We use individual attendance plans and attendance contracts as a form of attendance support.

An individual attendance plan will be drawn up following a phone call with parents at 6 days/ 12 sessions absence. Within the call, attendance, barriers to attendance and targets will be discussed. The school will also offer a range of support, and gather pupil voice.

An attendance contract is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate. Parents are expected to attend these meetings face to face, after 10 days/ 20 sessions of absence.

Parents cannot be compelled to enter an attendance contract, and the school cannot agree an attendance contract in a parent's absence.

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

Where parents fail to comply with an agreed attendance contract, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

7.2 Education supervision order

In cases where voluntary early help plans and attendance contracts have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

7.3 Notice to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

A notice to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

It will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued, or prosecution considered, if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

7.4 Penalty notices

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

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

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

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

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

If the school becomes aware of barriers that relate to the pupil's needs, we will inform the local authority. At all times, we consider a pupils individual needs and work with families to remove barriers to attendance.

8.2 Pupils absent due to mental or physical ill health

Parents should consult the NHS guidance Is my child too ill for school? when deciding whether to keep their child home due to illness. We will share this guidance with parents, and provide support in understanding it, in order to promote school attendance wherever appropriate.

8.3 Pupils absent due to other barriers to attendance

Our approach is needs-led and individualised. We identify the specific barriers affecting attendance and ensure that reasonable adjustments and interventions are timely, appropriate and regularly reviewed.

- **SEND:** Work with pupils, families and the SENDCo to understand barriers and agree appropriate reasonable adjustments and targeted support.
- **Disadvantaged pupils:** Identify practical, financial or wider family barriers early and provide targeted support, including pastoral support, breakfast club or signposting to wider services.
- **Known to social care:** Attendance is considered alongside safeguarding information, with close DSL oversight and multi-agency working where appropriate.
- **Other barriers:** Pupil and parent voice is used to understand individual circumstances, such as young caring responsibilities, anxiety or family difficulties, with appropriate pastoral or Early Help support.

We regularly review whether support is improving attendance and wellbeing, adapting or escalating intervention where it is not having sufficient impact.

Where a pupil has an education health and care (EHC) plan and their attendance falls, the school will inform the local authority.

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

We take an individualised approach to supporting pupils returning after a lengthy or unavoidable absence. Before return, we work with the pupil, family and relevant professionals to understand any barriers and agree appropriate support.

This may include a planned reintegration, reasonable adjustments, pastoral support, a trusted adult, support to catch up with learning and adaptations to routines where appropriate. Attendance,

wellbeing and engagement are monitored closely following the return, with support regularly reviewed and adjusted to ensure successful reintegration and a return to regular attendance.

8.5 Prolonged absence for children in the EYFS

In cases of prolonged absence, or when a child is absent without notification, we will attempt to contact the child's parents and alternative emergency contacts.

When deciding whether a child's absence should be considered prolonged, we will consider the:

- Patterns and trends in the child's absences and their personal circumstances
- Vulnerability of the child and their parents, as well as the circumstances of their home life

We will also implement our safeguarding procedures (see our child protection/safeguarding policy)and refer any concerns to local children's social care and/or request a police welfare check.

9. Attendance monitoring

9.1 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)
- Conduct daily/ weekly/ fortnightly/ or monthly checks as appropriate on a pupil who is causing concern and has been escalated.

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 board.

10 Day Absence Return

- School report to the local authority when children have 10 days unauthorised absence (non-consecutive) for data collection purposes.

15 Day Alerts

- The DFE's 'Working Together to Improve School attendance' guidance requires all schools to provide a sickness return to the LA for all compulsory school age pupils who have been recorded with code I (illness). This alert should be made either when a pupil has had 15 days of continuous (or cumulative) absence for illness or where the school believes that they will miss 15 days because of this.
- This is to help the school and local authority to agree any provision needed to ensure continuity of education for pupils who cannot attend because of health needs. See appendix 5.

9.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and

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

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families
- Provide regular attendance reports to class teachers to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

Fast Track to Attendance Pathway process:

- Fast Track involves engaging the parents and specifying what improvements need to be made over a fixed timeframe – usually 6- 8 weeks.

What is the threshold for the pathway?

- Attendance is 80% or above but less than school's expected level of attendance over a 10 -week period, with unauthorised absences of 10 sessions or more. This may fall over 2 terms.
- Family may have previously received an FPN and may have previously been prosecuted for failing to secure their child's regular attendance at school.
- There are no known additional factors or complexities e.g. case is not open to CSC, support services, child has mental health issues, EBSA etc.
- School have made attempts to support the family in improving attendance which have not been successful, or there is persistent and evidential non-engagement.
- School have held/attempted to hold a meeting with parents to discuss their concerns and the possibility of Fast Track Intervention pathway being implemented.

9.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

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
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary

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

6 Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and annually by the Senior Leader with responsibility for Attendance.

7 Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Supporting pupils with medical conditions

Date agreed by Governors: Autumn 202

Date to be reviewed: Autumn 202

Appendix 1: attendance codes

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

Attending the school	
/ \	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
Absent – Leave of absence	
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
Absent – other authorised reasons	
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
Absent – unable to attend school because of unavoidable causes	
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
Absent – unauthorised absence	
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
Administrative Codes	
Z	Prospective pupil not on admission register
#	Planned whole school closure

Appendix 2: St Barnabas and St Paul's 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) 0 – U Marks	**Communicating expectations:** Regular reminders of the importance of good attendance, through the school newsletter, website, class dojo etc. Whole-school punctuality messages included in newsletters, Class Dojo, and attendance displays. **Rewards:** • Weekly attendance awards in Class worship (including golden time/ extra playtime) • Termly attendance award • End of Year 100% attendance award and prize **Direct contact with parents/carers:** • First day of absence phone calls/texts • Half-termly attendance letters sent out to all parents giving attendance percentages • Requests for term-time holidays to be declined, unless there are exceptional circumstances	• Attendance tracked through Arbour weekly at individual, class and school level. • Attendance tracked half-termly and annually at a whole school and group level to identify patterns/ concerns . • Class teachers/office staff/ support staff to be on alert for any absence patterns

	Verbal reminders and encouragement given to families when children are late. **Curriculum/ teaching and learning:** • Meeting and greeting the children daily for a positive interaction • Planning engaging and exciting lessons • Taking children on trips/visits linked to learning • Having outside agencies e.g. Rocksteady etc in school to encourage children to come to school	



Stage Two: Initial support

Thresholds/triggers	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: 3 days absent (6 sessions) 2 – U marks	**Continue to give the universal support offered to all pupils at Stage One.** **In addition to this:** **Direct contact with parents/carers:** • First warning letter issued. Parents/carers invited to discuss any concerns if they wish to do so. • Late letter issued	• Attendance tracked through Arbour weekly at individual, class and school level. • Class teachers/form tutor to monitor pupil more closely



Stage Three: Targeted support

Thresholds/triggers	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: • 6 days absent (12 sessions) • 4 – U marks	**Continue to give the universal support offered to all pupils at Stage One.** **In addition to this:** **Direct contact with parents/carers/child/teacher:** • Second warning letter issued/ Second late letter issued • Parents contacted via phone call to discuss attendance with ISA/designated attendance lead. • 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. • ISA/ designated attendance lead to inform Inclusion officer at Termly meeting **Support:** • Individual attendance plan initiated - support will be offered in line with this plan • Consider the external agencies that can address the individual needs of the pupil/family and make referrals as required. Possibilities include: school nurse, FSW, WISH, Food bank, Breakfast club etc.	• Attendance tracked through Arbour weekly at individual, class and school level. • Class teachers/office to monitor pupil more closely • Review data after 1 month



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

Thresholds/triggers	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: • 10 days absent (20 sessions) • Strategies introduced at stage three have failed to improve attendance • 6 – U marks • Continued unexplained or unauthorised absences despite support offered at previous tiers	Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond **Direct contact with parents/carers:** • Third warning letter issued and further meeting will be held with SLT and ISA to discuss the need for an attendance contract. **Attendance Contract:** • An attendance contract will be put into place which includes: a statement by parents/carers that they agree to comply for a specified period with whatever requirements are set out in the contract; a statement by the school/local authority/academy trust agreeing to provide support to the parents for the purpose of complying with the contract. Medical evidence will need to be provided for any further absences or the absence will be marked as unauthorised. **Support:** • During the review, those involved will identify whether any additional support could be offered by the school or partner agencies • School to liaise with the local authority regularly to support any measures that are being taken	• Attendance tracked through Arbour • School ISA to do daily checks on the pupil's data • Office staff to inform Attendance Team of absence immediately, and call back even if reason given by parent. • Class teachers to offer more direct support as needed • Review monthly (period of 3months)



Stage Five: Use of Legal Measures		
Thresholds/triggers	**Actions to be taken**	**Monitoring procedures**
Initiate support at this level if any of the following criteria are met: • 10 sessions unauthorised (for lateness, this must be recorded as a U) • Support offered by school is having little impact • Any of the thresholds for legal action have been met	Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond **Enforcement:** • School will refer the case to the local authority. • Local authority to utilise appropriate legal powers to enforce attendance	• Attendance tracked through Arbour • ISA to do daily checks on the pupil's data • Class teachers to maintain regular individual support as required • Office staff to inform Attendance Team of absence immediately, and call back even if reason given by parent.

Appendix 3: Letters

Letter 1: Trigger 3 days or 6 sessions missed

SCHOOL ATTENDANCE – Be an Attendance HERO!

To the parent/carer of x,

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 97% (no more than 5 days or 10 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 Mrs. Pamuk.

Kind Regards,

The Attendance HERO Team.

'Be an attendance HERO (Here Everyday Ready and On time)'

Letter 2: Trigger 6 days/ 12 sessions missed (IAP)

SCHOOL ATTENDANCE - Be an Attendance HERO!

To the parent/carer of x,

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 97% (no more than 5 days or 10 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 give you a call to discuss this concern further and offer you some support. We will work together to create an individual attendance plan.

Phone call date:

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

Kind Regards,

The Attendance HERO Team.

'Be an attendance HERO (Here Everyday Ready and On time)'

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

SCHOOL ATTENDANCE – Be an Attendance HERO!

To the parent/carer of x,

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 wth 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 an attendance 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 97% (no more than 5 days or 10 sessions missed) 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:

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

Kind Regards,

The Attendance HERO Team.

'Be an attendance HERO (Here Everyday Ready and On time)'

Letter 4: 10 unauthorised sessions

SCHOOL ATTENDANCE – Referral to the Inclusion Officer

To the parent/carer of x,

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 _____ 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 _____ to implement an attendance contract and small targets were set to improve attendance.

You failed to attend/attended these 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. At least 10 of these sessions are unauthorised.

Due to this, the case will be referred to our Inclusion Officer, Emma Painter.

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:

Emma Painter
Inclusion Officer
Blackburn with Darwen Borough Council
5th Floor | 10 Duke Street | Blackburn | BB2 1DH
Tel: 01254 222515
Mobile: 07890397241
Email: emma.painter@blackburn.gov.uk

Kind Regards,

The Attendance HERO Team.

'Be an attendance HERO (Here Everyday Ready and On time)'

Letter: Failure to attend meetings

SCHOOL ATTENDANCE – Be an Attendance HERO!

To the parent/carer of x,

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,

The Attendance HERO Team.

'Be an attendance HERO (Here Everyday Ready and On time)'

Letter: Late letter

SCHOOL ATTENDANCE – Be an Attendance HERO!

To the parent/carer of x,

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 Mrs Pamuk.

Kind Regards,

The Attendance HERO Team.

'Be an attendance HERO (Here Everyday Ready and On time)'

Appendix 4: Fast Track

Fast Track to Attendance Pathway process (6 - 8 weeks)

What is it?

Fast Track is a time-focussed model of best practice, which concentrates on early intervention in cases of persistent non-attendance. It aims to ensure a fast, effective approach to the implementation of strategies to tackle non-attendance and the underlying causes.

Fast Track involves engaging the parents and specifying what improvements need to be made over a fixed timeframe – usually 6- 8 weeks.

Where no improvement is made within the specified timeframe, legal proceedings may be initiated in the Magistrates Court.

What is the threshold for the pathway?

- Attendance is 80% or above but less than school's expected level of attendance over a 10 - week period, with unauthorised absences of 10 sessions or more. This may fall over 2 terms.
- Family may have previously received an FPN and may have previously been prosecuted for failing to secure their child's regular attendance at school.
- There are no known additional factors or complexities e.g. case is not open to CSC, support services, child has mental health issues, EBSA etc.
- School have made attempts to support the family in improving attendance which have not been successful, or there is persistent and evidential non-engagement.
- School have held/attempted to hold a meeting with parents to discuss their concerns and the possibility of Fast Track Intervention pathway being implemented.

Fast Track to Attendance Pathway process

All cases that school are considering for the Fast Track to Attendance pathway must be discussed with the Inclusion Officer at the termly meeting* and agreed that it is the most appropriate measure to assist in improving attendance. Schools will need to present the Inclusion Officer with the attendance data, evidence of attempts that have been made to resolve the attendance issues and demonstrate that parents have refused to engage with support or have not made any sustained attempt to improve attendance.

*this allows for time to gather evidence of poor attendance before the termly meeting

Case is agreed: school to send 1st letter (fast track pre-referral letter) to parents after school have met, attempted to meet with parents to discuss their attendance, to commence the process and provide parents with the pre-referral information, and supporting leaflet.

OR

Case is not agreed: school need to initiate further support and/or referrals to appropriate agencies.

The school will write to the parents of identified pupils, inviting them to discuss attendance issues and arrange a meeting. At this meeting, or in the letter, school should discuss the reason for the meeting and Fast Track to Attendance Pathway. The letter should also stipulate the legal responsibilities and implications of the pupil's absence from school.

At the meeting, parents will be advised that legal action can be initiated at that time.

However, if the pupil and parents agree to address the poor attendance immediately, prosecution can be deferred for up to 8 weeks whilst on the Fast Track to Attendance pathway.

During the meeting, the pupil and parents will have the opportunity to give reasons for poor school attendance – the school will attempt to resolve any school-based issues raised. Before the meeting concludes, parents will be informed that the pupil's attendance must have no unauthorised absences during the 8-week fast track period.

After the initial 10 school days on pathway, the pupil's attendance will be reviewed by school and the Inclusion Officer. If there is sustained improvement the pathway will be continued, and attendance monitored for a further 10 school days.

It will be for schools to agree and authorise any absences in accordance with The Education (Pupil Registration) (England) Regulations 2006 The Education (Pupil Registration) (England) Regulations 2006 (legislation.gov.uk)
If, however, there are continuing unauthorised absences during this time, then the Fast Track to Attendance pathway will continue as below.

Week by week

Week 1

- School to send 2nd letter (introduction) to parents
- School to monitor attendance for 10 school days
- Where improvements have been made; that is no absences or any absences are authorised by the school, monitoring to be continued by school for a further 10 school days.
- IO to discuss case with legal team to inform the family is on the pathway.

If there is no improvement within 10 school days:

Week 3

- School to send 3rd letter (initial warning) to parents
- Further monitoring for 10 school days
- Where improvements have been made; that is no absences or any absences are authorised by the school, case to close to IO and monitoring to be continued by school.

If there is no improvement within 10 school days:

Week 5

- Inclusion Officer to send 4th letter (fast track warning letter) to parents
- Where improvements have been made; that is no absences or any absences are authorised by the school, case to close to IO and monitoring to be continued by school

If there is no improvement within 10 school days:

Week 7

- Inclusion Officer to send 5th letter - notice of intention to prosecute

- IO to discuss case with legal team and prepare documentation.

When and how to close a case

Consideration can be given to issuing an extension letter (7th letter) if attendance is improving but is slower than anticipated/further absences are authorised and/or there are exceptional circumstances for the absences etc.
Where a pupil's attendance improves, and a decision is taken not to proceed to Court then the Inclusion Officer and school will write jointly to the family to inform them that their progress has been successful and the outcome i.e., no legal action will be taken.
Case closure codes
ATI – attendance improves
COURT – case has progressed to court
SCH – closed at the request of school e.g. further information has come to light

What if attendance deteriorates?

If the case is closed and pupil absence subsequently deteriorates, then the school will re-refer the case to the Inclusion Officer to consider next steps.

Please ask for:
Phone:
Email:
Date: 06/11/2026

School to insert logo here

Dear Parent/Carer

FAST TRACK TO IMPROVING ATTENDANCE

Blackburn with Darwen working in partnership with "name of school"

Insert name of school and Inclusion Team are working together to improve school attendance.

An indication of a student having difficulties is often visible through their school attendance. Upon speaking to many children and young people and their parents/carers, we are aware that some days off school can be missed through a variety of reasons. These may include ill health, feelings of being behind with work creating worry, anxiety, lack of motivation due to being out of routine, financial difficulties, fall outs with peers, parental separation etc. If we are able to identify any of these issues at an early stage, it is our aim to ensure that the appropriate support can be put in place for our children, young people and their families. We know that regular school attendance is vital for children to achieve their full potential both academically and socially.

Your child's attendance has been highlighted as a potential concern at %. That is equivalent to X days of absence since X.
It is possible some absences are authorised due to explanations of illness etc. In addition, there may be unauthorised days – all of which would be beneficial to discuss.

School are bringing this to your attention to enable you to have the opportunity to work in partnership with us if there are any difficulties that your child is/has been experiencing.

In the meantime, your child's attendance will be monitored from X until X. If there is no improvement in this time, then school will escalate this case to the local authority's Inclusion Team and the Fast Track to Attendance pathway will commence.
Please see enclosed leaflet regarding Fast Track for your information
If you would like to discuss this matter, or request a meeting, please do not hesitate to contact me using the details contained in this letter.

Many thanks for your support.

Yours sincerely

Please ask for:
Phone:
Email:
Date: 06/11/2026

Insert school logo here

Dear Parent/Carer

FAST TRACK TO IMPROVING ATTENDANCE

Blackburn with Darwen working in partnership with "name of school"

Name of child: (DOB:)
Pupil at:

As you were made aware in the letter sent to you on X, your child's attendance has been highlighted to the Inclusion Officer as a concern and is now at %, equivalent to X days of absence since X.
Following our previous discussion on X , your child has now been placed on the Fast Track to Improving Attendance pathway. *(In addition to the absences, late marks have also been recorded, if appropriate).*

As a parent/carer you have a legal responsibility to ensure that your child attends school regularly. Failure to do so may result in a prosecution in the Magistrates Court under the 1996 Education Act, Section 444(1).

We hope that by working in partnership with you, we can avoid any prosecution and help improve your child's attendance. Regular school attendance is vital for children to achieve their full potential both academically and socially.
Your child's attendance will be monitored and reviewed after 10 school days to give you the opportunity to improve the situation and work with school and/or Inclusion Officer if there are particular issues that you wish to raise.

If there is a clear and sustained improvement during this time, there is 100% attendance, or any absences are authorised by the school, then attendance will be monitored for a further 10 days. Where there is no evidence of a sustained improvement in attendance, the Fast Track pathway will continue, and you will be issued with a warning letter which outlines the legal position.
Further unauthorised absences may result in legal action.

If you would like to discuss this matter, or request a meeting, please do not hesitate to contact me using the details contained in this letter.

Many thanks for your support.

Insert school logo here

Please ask for:
Phone:
Email:
Date: 06/11/2026

Dear Parent/Carer

FAST TRACK TO IMPROVING ATTENDANCE
Blackburn with Darwen working in partnership with "name of school"

Name of child: (DOB:)
Pupil at

As you are aware, ***name of school*** and the Inclusion Team are monitoring your child's school attendance as part of the Fast Track initiative and you have been advised of our concerns. Following a review of your child's attendance, your child's attendance remains unsatisfactory at %, equivalent to X days of absence since X. Please see attached attendance print out for further details.

Please be advised that all future absences that are explained as dental treatment, health appointments or illness must now be covered by medical evidence which will be taken into consideration by the Headteacher. For health and dental appointments, the expectation is that your child attends school either side of that unless advised otherwise and in accordance with school policy. Children and young people should only be absent from school if they are unfit to attend. Most schools can support children's needs with medication and pain relief with parental consent.

Parents/Carers are responsible for ensuring their child's attendance at school under the Education Act 1996 (the Act) Section 7 which states that every child of compulsory school age shall cause him to receive efficient full-time education. If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his parent is guilty of an offence under s444 of the Act. A prosecution under this section can result in a fine of up to £1000.

You are at risk of legal action if there is no significant improvement in your child's attendance within the next 10 school days.

If you would like to discuss this matter further, or request a meeting, please do not hesitate to contact me using the details in this letter.
Many thanks for your support.

Appendix 5: 15 Day Alert

