

When you love to learn, you learn to love



Attendance Policy

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St John Fisher Catholic Primary School

Attendance

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1. Mission and Vision

At St John Fisher Catholic Primary School, we believe that every child is a unique gift from God, entitled to an education that nurtures their full potential. Our approach to attendance is the foundation upon which we build our shared journey of faith and academic excellence.

Mission: We stand united in faith with the courage to build a loving world of truth, justice, peace, and wisdom.

Vision: Growing together in faith and learning, guided by light and courage, to shape a loving and just world.

2. Core Values

Regular attendance is not merely a statutory requirement; it is a reflection of our commitment to one another. At St John Fisher, our approach to attendance is deeply rooted in our five core **LIGHT** values, which guide how we support our pupils and engage with our families:

Our approach to attendance is rooted in our five core values:

- **Love:** We create a warm, 'loving' welcome where every child feels they belong.
- **Integrity:** We are 'truthful' with parents about the impact of absence and maintain honest records.
- **Growth:** We believe daily attendance is the soil in which academic and spiritual 'growth' happens.
- **Hope:** We offer 'hope' through early intervention, never giving up on a family in crisis.
- **Togetherness:** We foster a community where attendance is a shared goal. No child is an island; when one is absent, our 'togetherness' is diminished.

3. Aims and Rationale

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

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

We will also promote and support punctuality in attending lessons.

Rationale: As a school committed to Justice and Togetherness, we recognise that individual rewards for 100% attendance can inadvertently penalise pupils with chronic health conditions or complex home lives. Our rationale is to move away from individual competition and towards a collective culture where every child feels they belong and every improvement is celebrated as 'Growth.'

4. Legislation and Guidance

This policy is based on the Department for Education's (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:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

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

5. Staff Mindset and High Expectations

All staff at St John Fisher are 'Attendance Champions.' We ensure our approach is consistent by:

- Giving staff the necessary attendance vocabulary and encouraging soundbites, such as *"Every school day is a great day"* and *"Your presence makes our class community complete."*
- Reminding staff to model a 100% expectation for pupils to attend and learn in every lesson.
- Ensuring staff members model personal punctuality themselves.
- Recognising that while mental health needs can be a barrier, long periods of absence often exacerbate anxiety; therefore, we emphasise that school attendance is a key support mechanism.

6. Roles and Responsibilities

6.1 The Governing Body

The Governing Body is responsible for:

- Setting high expectations of all school leaders, staff, pupils, and parents.
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Ensuring the school records attendance accurately in the register and shares the required information with the DfE and Bexley Local Authority.
 - Ensuring the school works effectively with local partners to help remove barriers to attendance.
- Recognising and promoting the importance of school attendance across the school's policies and ethos.
- Ensuring the school's attendance management processes are delivered effectively, providing consistent support for pupils who need it most by prioritising staff and resources.
- Ensuring the school has high aspirations for all pupils while adapting processes and support to pupils' individual needs.
- Regularly reviewing and challenging attendance data to help school leaders focus improvement efforts on individual pupils or cohorts who need it most.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Monitoring attendance figures for the whole school and evaluating the effectiveness of the school's processes to ensure they meet pupils' needs.
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan.
- Ensuring all staff receive adequate training on attendance as part of the regular CPD offer, so that staff understand the importance of good attendance, the

legal requirements for registers, and that absence is almost always a symptom of wider issues.

- Holding the Headteacher to account for the implementation of this policy.

6.2 The Headteacher

The Headteacher is responsible for:

- The implementation of this policy at the school.
- Appointing a designated senior leader for attendance (Senior Attendance Champion).
- Monitoring school-level absence data and reporting it to the Governing Body.
- Supporting staff with monitoring the attendance of individual pupils and the impact of strategies.
- Authorising the Local Authority to be able to issue fixed penalty notices.
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches.
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance.
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels.

6.3 The Senior Attendance Champion (Assistant Headteacher)

The designated senior leader responsible for attendance can be contacted via the school office. They are responsible for:

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

6.4 The School Attendance Officer

The School Attendance Officer can be contacted via the school office. They are responsible for:

- Monitoring and analysing attendance data and benchmarking it to identify areas of focus for improvement.
- Providing regular attendance reports to school staff and reporting concerns to the Senior Attendance Champion and the Headteacher.
- Working directly with the Bexley Education Welfare Officers (EWO) to tackle persistent absence.
- Advising the Headteacher when it is appropriate to issue fixed-penalty notices.

6.5 Working with the Bexley Education Welfare Officer (EWO)

The school works in a formal partnership with the Bexley Education Welfare Service. The EWO is a professional from the Local Authority who assists the school in fulfilling its legal duty by:

- Consultations: Reviewing data for pupils with attendance below 90% and seeking advice whenever attendance falls below 95%.
- Regular Monitoring: Meeting regularly with school leaders to monitor and support school attendance and punctuality.
- Home Visits: Visiting homes to offer support or identify 'hidden' barriers to attendance.
- Referrals: Investigating any irregular or unjustified patterns of attendance referred by the school.
- Statutory Action: Advising on and facilitating the legal thresholds for Notices to Improve and Penalty Notices.

6.6 Class Teachers

Class Teachers are responsible for:

- Creating a 'warm welcome' every morning to promote a sense of belonging.
- Recording attendance for both morning and afternoon sessions on a daily basis using the correct codes.
- Submitting registers by 8:50 am and 1:20 pm.
- Identifying and reporting immediate patterns of concern to the Senior Attendance Champion.

6.7 School Office Staff

School Office Staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record them on the school system.
- Transfer calls from parents/carers to the Senior Attendance Champion or Headteacher where appropriate to provide detailed support.
- Initiate 'First Day Calling' for any pupil not in school by 9:15 am without a provided reason.

6.8 Parents

In line with our value of Integrity, parents are expected to:

- Make sure their child attends every day on time.
- Call the school to report their child's absence before 9:00 am on the day of the absence and each subsequent day, advising when they are expected to return.
- Provide the school with more than one emergency contact number.
- Ensure that, where possible, medical and dental appointments are made outside of the school day.
- Seek support, where necessary, for maintaining good attendance by contacting the school on 020 8310 7311 or admin@sjf.bexley.sch.uk
- Consult the [NHS guidance "Is my child too ill for school?"](#) when considering keeping their child home.

6.9 Pupils

Pupils are expected to:

- Attend school every day on time.
- Engage with the school's 'Togetherness' rewards and take pride in their collective class attendance.

7. Recording Attendance

7.1 Attendance Register

We will keep an electronic attendance register and place all pupils onto this register. We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#), whether every pupil is:

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

Any amendment to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date on which the amendment was made, and the name/position of the person who made the amendment. We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

7.2 Timings of the School Day and Registration

- Soft Start: School gates open at 8:30 am to allow for a calm transition into the classroom.
- Official Start: The school day and morning registration officially begin at 8:45 am.
- Morning Register: Taken at 8:45 am and kept open until 9:15 am.
- Afternoon Register: Taken at 1:15 pm and kept open until 1:45 pm.
- School End: The school day ends at 3:15 pm.

7.3 Unplanned Absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9:00 am (or as soon as practically possible) by calling the school office on 020 8310 7311.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness. Where the absence is longer than 5 days, or there are doubts about authenticity, the school will ask for medical evidence (e.g., doctor's note, prescription, or appointment card). If the school is not satisfied, the absence will be recorded as unauthorised and parents will be notified in advance.

7.4 Planned Absence

Attending a medical or dental appointment will be authorised as long as the parent notifies the school in advance. However, we encourage parents to make 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.

7.5 Lateness and Punctuality

A pupil who arrives late:

- Before the register has closed: Marked as late (Code L). This applies to arrivals between 8:45 am - 9:15 am (Morning) or 1:15 pm - 1:45 pm (Afternoon).

- After the register has closed: Marked as an unauthorised absence (Code U). This applies to any arrival after 9:15 am or 1:45 pm respectively.

7.6 Following up Unexplained Absence

Where a pupil does not attend without reason, the school will:

- Call the parent on the morning of the first day of unexplained absence. If emergency contacts cannot be reached, we may contact the Bexley EWO or the police.
- Identify the correct attendance code and input it no later than 5 working days after the session.
- Call the parent on each subsequent day the absence continues without explanation.
- If an unexplained absence continues for 10 school days, the school will make a Child Missing Education (CME) referral to Bexley Local Authority.

7.7 Reporting to Parents

The school will regularly inform parents about their child's attendance and absence levels via formal reports at the end of each term. In line with our value of Integrity, we will also communicate more frequently if a child's attendance begins to show a downward trend.

8. Unauthorised Absences

8.1 Approval for Term-time Absence

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

A leave of absence can only be granted at the headteacher's discretion, prior to the event and including the length of time the pupil is authorised to be absent for.

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
- Study leave - attending school entrance examinations
- A temporary, time-limited part-time timetable
- Exceptional circumstances

We define 'exceptional circumstances' as rare, unavoidable, and short-term events that are considered significant. They are unique to each family and are decided by the head teacher based on their assessment of the request.

Unauthorised absences are periods of 'leave' which the school does not consider reasonable and for which no authorisation has been given. With unauthorised absence, the school does not agree that the reason given by a parent is acceptable.

As a leave of absence will only be authorised where either unplanned sickness or an authorised leave of absence above including exceptional circumstances as outlined above, family holiday is therefore an unauthorised leave of absence.

Where a leave of absence crosses the national threshold (10 sessions of unauthorised absence in a rolling period of 10 school weeks) it can lead to the Local Authority using sanctions and/or legal proceedings.

Unauthorised reasons include:

- Parents/carers keeping children off unnecessarily
- Truancy before or during the school day
- Absences which have never been properly explained
- Pupils who arrive at school after the register has closed
- Shopping, looking after other children or birthdays
- Day trips and holidays in term time, unless an authorised school trip
- Oversleeping
- Absence to look after an unwell sibling/family member
- Confusion over term dates
- School refusal

Some examples of exceptional circumstances include:

- A close family member's death or terminal illness
- Attending a funeral
- A parent's wedding
- A housing crisis
- A health professional recommends an absence for a parent or child's rehabilitation
- A child of service personnel who is about to go on deployment
- Important religious observances

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence, via an email to admin@sjf.bexley.sch.uk

The headteacher may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) 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)

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

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

9. Sanctions and Legal Intervention

St John Fisher works closely with the Bexley Local Authority to tackle poor attendance. Decisions on sanctions are made on an individual, case-by-case basis.

9.1 Penalty Notices

The Headteacher, Local Authority, or Police can fine parents for the unauthorised absence of a child of compulsory school age. St John Fisher follows the National Framework for fines:

- The Threshold: 10 sessions (5 days) of unauthorised absence in a rolling period of 10 school weeks.
- 5 Consecutive Days: Fines will be issued for term-time leave (holidays) of 5 or more consecutive days.

The headteacher (or someone authorised by them), 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.

Schools will consider whether a penalty notice for absence is appropriate in each individual case where one of their pupils reaches the national threshold for considering a penalty notice. Schools will not have a blanket position of issuing or not issuing penalty notices and will make judgements on each individual case.

The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it 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 £80 within 21 days, or £160.

Summary

Per Parent Per Child	Penalty Notice Fines will be issued to each parent, for each child that was absent. E.g. if you have 3 siblings absent for Term Time Leave, that would result in each parent receiving 3 separate fines.
5 Consecutive Days of Term Time Leave	Penalty Notice Fines will be issued for Term Time Leave of 5 or more consecutive days. Inset training days are school days and can be included in the 5 or

	more consecutive days where there was intent to be absent for term time leave.
10 Sessions of Unauthorised Absence in a 10 week period	Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10 week period.
First Offence	The first time a Penalty Notice is issued for Term Time Leave, or Irregular Attendance, the amount will be: £160 per parent, per child (if paid within 28 days), this will be reduced to £80 per parent, per child (if paid within 21 days).
Second Offence (within 3 years)	The second time a Penalty Notice is issued for Term Time Leave, or Irregular Attendance, the amount will be: £160 per parent, per child (if paid within 28 days)
Third Offence and any further offences (within 3 years)	The third time an offence is committed for Term Time Leave or Irregular Attendance, a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates Court. Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty in Magistrates Court can show on the parents' future DBS certificate, due to 'failure to safeguard a child's education'.

9.2 Notices 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.

Notices 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.

They 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 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

10. Strategies for Promoting Attendance

10.1 Promoting Attendance: A Collective Approach

In line with our commitment to justice and our value of Togetherness, St John Fisher does not offer individual attendance rewards (such as 100% certificates). We believe that attendance is a shared goal and that individual prizes can inadvertently penalise children with chronic illnesses or difficult home circumstances. Instead, we foster a sense of pride in our collective class communities.

10.2 Weekly Class Attendance Award: 'Attendance Ted'

The class with the highest overall attendance percentage each week is celebrated during our Friday Assembly.

- The winning class is awarded 'Attendance Ted' to look after in their classroom for the following week.
- Their achievement is displayed on the school's attendance board to celebrate their commitment to being 'Together.'

10.3 Weekly Punctuality Award: "Punctuality Panda"

Being 'Ready for the Day' is a key part of our school culture. The class with the fewest L (Late) marks each week is recognised for their collective efforts.

- The winning class is awarded the 'Punctuality Panda' bear to reside in their classroom.

- This reinforces the importance of the 8:30 am soft start and ensures that every child understands how their individual punctuality contributes to the 'Togetherness' of the whole class.

10.4 Celebrating Growth

We track and celebrate 'Growth' in attendance. Letters are sent home termly to those parents who have improved their child's attendance from below 90% on an upwards trajectory.

11. Supporting Pupils Who Are Absent or Returning to School

11.1 Pupils Absent Due to Complex Barriers to Attendance

The school works with the families of pupils with complex barriers to attendance to ensure that barriers are removed where possible. Strategies could include, but are not limited to: reduced timetables, additional incentives, a morning club for a soft start for children with particular needs, meeting families at the school gates, etc.

11.2 Pupils Absent Due to Mental or Physical Ill Health or SEND

Where children are unavoidably absent for a longer period of time due to mental or physical ill health, work is provided through google classroom that matches the work being done in class as closely as possible. If adjustments can be made to bring the child back into school, the school works closely with the family on putting these adjustments in place.

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

11.3 Pupils Returning to School After a Lengthy or Unavoidable Period of Absence

If children have been absent from school for a prolonged period, the school is able to offer a home visit from the teacher to reduce potential anxiety around the return to school. Families are consulted so that school are aware of any adjustments that might be required. If a health care plan or medical plan is needed for the child, this is in place before their return to school and staff members are made aware of this as necessary.

12. Attendance Monitoring

Attendance data is formally monitored by the designated senior leader for attendance and the attendance officer half-termly and children whose attendance has become a concern are highlighted to the EWO. Attendance is also monitored and discussed at pupil progress meetings if it has become a barrier to the child making good progress. Patterns are looked for (such as particular days of the week that a child is absent for) and reasons given for absences are also analysed. Punctuality is monitored in the same way.

12.1 Monitoring Attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

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

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 benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the local academy council board.

12.2 Analysing Attendance

The school will:

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

12.3 Using Data to Improve Attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis

- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families
- Provide regular attendance reports to facilitate discussions with pupils and families, and to the local academy council 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

12.4 Reducing Persistent and Severe Absence

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

The school will:

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

- Implement sanctions, where necessary (see section 5.2, above)
- Implement praise and rewards for families where attendance is seen to improve

13. Monitoring Arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the headteacher

At every review, the policy will be approved by the full LAC board meeting

14. Links with Other Policies

This policy links to the following policies:

- Child protection and Safeguarding policy
- Relationships and Behaviour policy