Attendance Policy

Lingfield Primary School

Policy Version Control	
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Policy prepared by (name and delegation)	Nicola Padgett
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Date released	20.03.2025
Next review date	Spring 2026

Inclusive Attendance

Name of the Senior Attendance Champion: Mrs Nicola Padgett

Introduction

Lingfield Primary School is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.

Annual Inclusive Attendance 7-Month Development Programme

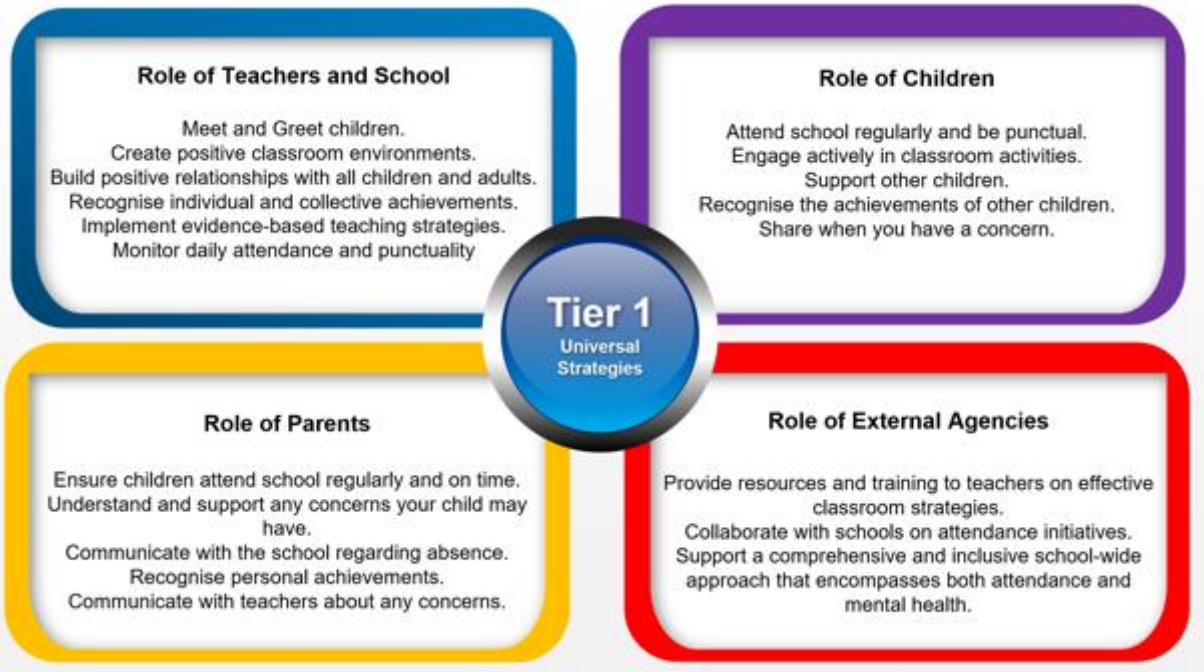
Each year, Lingfield Primary School review and further enhances attendance practices through dedicated participation in the Inclusive Attendance 7-month development programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible assistance.

A Multi-Tiered System of Support

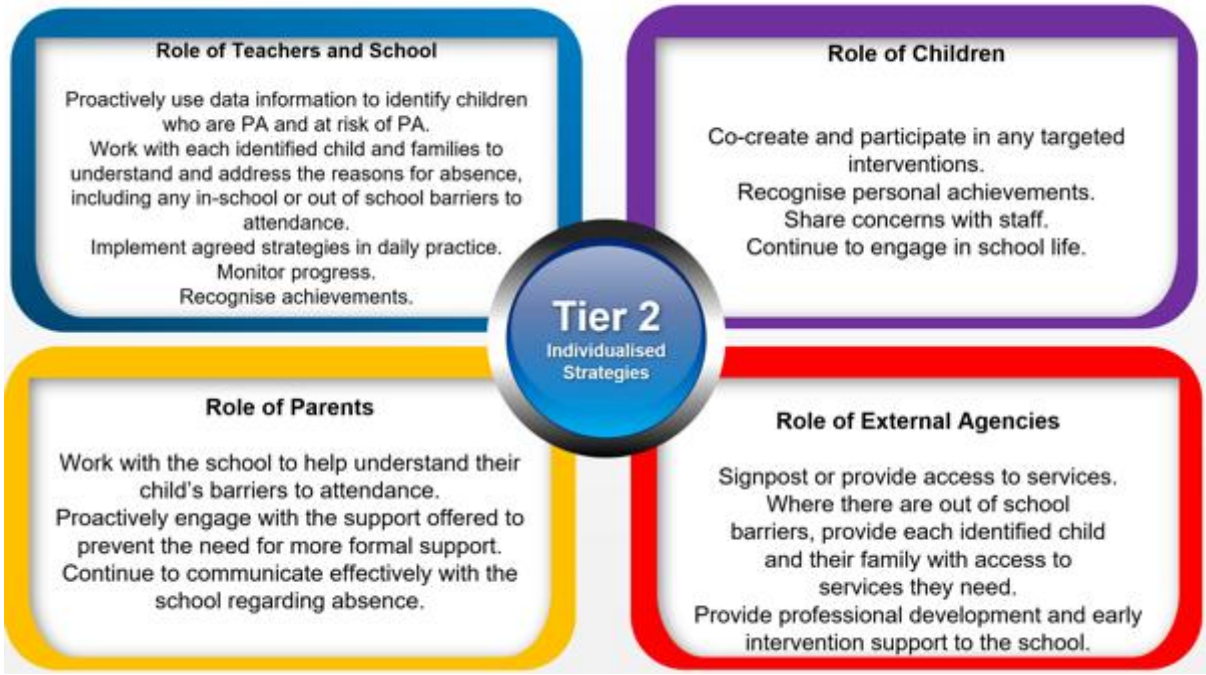
To guarantee a comprehensive approach to attendance, Lingfield Primary School implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external

agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

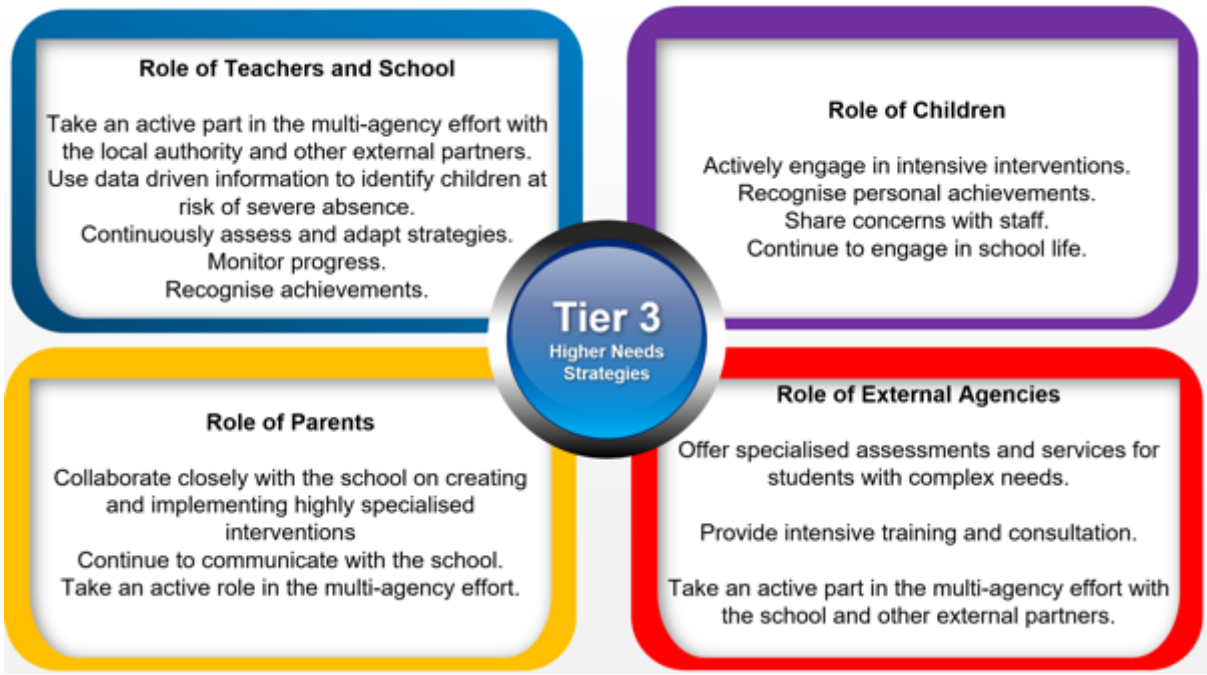
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



Lingfield Primary School Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

Rewards in school are aimed at making school a positive environment where our children want to come and learn. Giving children a sense of pride and worth in the school community gives children the positive recognition for coming into school and achieving.

We really appreciate the commitment that children and parents make to maintain good attendance and we like to celebrate this achievement in various ways:

- Weekly Best Attending Class - Class receive a treat announced in assembly on a Friday for the following week. Example of the rewards can be a hot chocolate, ice lolly, or extra playtime etc.
- Half Termly Raffle – Every week all pupils with 100% attendance are entered into a raffle where they have the chance to win a range of prizes.
- Recognition Attendance Award - Teaching Staff or School Council can nominate children who have achieved a success in their attendance.

NOTE: All celebrations are presented in whole school assembly

The Importance of School Attendance at Lingfield Primary School

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

Relationships:
School provides a vital social environment for children to interact with their peers, develop friendships and learn essential skills. Through consistent attendance children remain connected with their peers.

Teacher Interaction:
Regular attendance allows for meaningful teacher-child interactions and relationships. Teachers can provide personalised learning, support, address any questions and assess individual progress more effectively when children attend school.

Well-being:
High levels of school attendance contribute to the overall wellbeing.

School Engagement:
Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.

Academic Achievement:
Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.

Sticky Knowledge:
School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days or even being late means missing out on valuable learning opportunities.

Preventing Knowledge Gaps:
Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.

Building Routine:
School attendance establishes a structured routine in children’s lives, teaching them time management and responsibility, which are valuable life skills.

Legal and Parental Responsibility:
Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.

Factors Influencing Attendance

There are many factors which can impact on a child attending school, if you have any concerns, you should contact the school as soon as possible:

Health Issues:
Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.

Family Circumstances:
Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.

Bullying and Safety Concerns:
Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.

Socioeconomic Factors:
Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.

Special Educational Needs (SEN):
Students with special educational needs may require additional support and accommodations to attend school regularly.

Engagement and Motivation:
Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.

Academic Challenges:
Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.

Cultural and Language Barriers:
Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

Peer Pressure and Social Factors:
Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.

Parental Involvement:
Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Supporting Attendance at Lingfield Primary School

To address any identified attendance issues effectively, Lingfield Primary School will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific

factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

Attendance and Punctuality Expectations at Lingfield Primary School

- It is important our parents, carers and pupils understand the importance of uninterrupted attendance and punctuality at every stage of a child's education.
- To fulfil every child's potential at Lingfield we aim for all children to achieve a minimum of 183/190 days, (96%) attendance, excluding children who may have significant health issues, for example.
- It is important children and parents arrive at school on time to establishes good routines.
- It is important our pupils value their learning through regular attendance.
- Early Years children adhere to the policy to promote good habits at an early age.

Contact Details of School Staff at Lingfield Primary School

Name of Staff Member	Roles and Responsibilities	Contact Details
Nicola Padgett	Attendance Champion/HT	01642 319918 LDNicola.Padgett@lingfieldprimaryschool.co.uk
Melissa Martin	Attendance Manager/Officer	01642 319918 LDMelissa.Martin@lingfieldprimaryschool.co.uk
Nicola Padgett	Safeguarding Leader (DSL)	01642 319918 LDNicola.Padgett@lingfieldprimaryschool.co.uk
Emma Coupe	Governor for School Attendance.	01642 319918
Catherine Jones	Deputy Head Teachers.	01642 319918 LDCatherine.Jones@lingfieldprimaryschool.co.uk
Danielle Hudson	Attendance Officer	01642 319918

Strategies for Using Data to Target Attendance Improvement Efforts at Lingfield primary School

- The whole school cohort and Individual year groups.
- Individual pupils.
- Demographic groups, e.g., pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g., pupils with SEND, LAC, and pupils eligible for FSM.
- Pupils who have an allocated social worker or are known to social care.
- A pupil who is absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as CSE or CRE, particularly county lines.
- Intervention planning
- Pupils at risk of PA.
- Pupils at risk of SA.

School Times at Lingfield Primary School

The school day starts at 8.50am and ends at 3.15pm

Doors open for the children to come in early from 8.40am

Registration begins and school starts promptly at 08:50am.

All children are expected to arrive on time.

Lingfield Primary School employs a very flexible arrangement at the start of our school day. Classrooms are open from 8.40am and all children need to be in class no later than 8.50am. At 8.50am the school gate will be locked. If a child arrives after 8.50am, a late mark will be recorded against their name, and they must enter the school via the school office and sign in with a member of Office staff. The register closes at 09:20am. If your child arrives after the close of the register an unauthorised late mark will be recorded. Unauthorised late marks can contribute to Formal Action from the Local Authority. Other absence codes may be used where they are more appropriate i.e. Arriving late due to attending a medical appointment, for which evidence should be provided.

If your child arrives late for class, they miss out on important learning, which could affect their achievement. They don't have the social time to settle into class, like the other children and this can make them feel left out. It can be embarrassing for them, walking in while all the other children are learning, as well as the impact it may have on the rest of the class. Therefore, good punctuality at school is essential for children to achieve their full educational potential. It is also vital for children to form good habits for later life. Therefore, it is important that your child arrives at school, and on time. If your child regularly arrives late to school, this will be addressed by the Headteacher/Attendance Lead or Attendance & Welfare Officer. Formal attendance procedures may be initiated in response to unauthorised late marks.

Day-to-Day Processes for Managing Attendance at Lingfield Primary School

Attendance leads within the school review registers once they have been taken to ensure all children have a code.

Any notifications of absences from telephone calls and emails will be uploaded to the system and recorded with the reasons for the absence.

Absences need to be reported to the school office on 01642 319918 prior to the commencement of the school day, with a reason for the absence. Alternatively, parents/carers can email the school office on Lingfieldprimaryschool@lingfieldprimaryschool.co.uk . At times it may be necessary for parents/carers to supply medical evidence in the form of appointment cards or prescribed medication.

Parents are expected to ring school each day of their child's absence.

If an absence has not been reported to school, school will complete investigations to ascertain the reason for the child's absence. This will include an absence call/email/text to first contacts (and subsequent contacts if required) on the system, and/or a home visit.

If no contact has been made with school in the first instance, the Office Manager/Learning Mentor will make a first day call/email or text to parents/carers that have not contacted the school regarding their child's absence by 9.50am.

If no response is received/contact cannot be made a phone call will be made to the second / third contacts for the child.

If contact cannot be made with the family, a home visit may be initiated. This process will be repeated for each day of absence, until the Currently Missing Education procedures are enacted (10th day of absence. Prior to this 10th day cut off, the Headteacher/Deputy Head Teacher will take relevant safeguarding action on a case-by-case basis. Home visits will be conducted, and appropriate services will be contacted to seek further information e.g. sibling secondary schools, Facebook, police to identify the child's whereabouts. The Headteacher will also contact local schools if it is believed that the child may have moved setting.

Where an absence is not reported/is ongoing, more information is needed, or school is not satisfied with the validity of the reason a follow up telephone conversation or home visit may follow. Welfare calls and home visits where necessary will continue to be made to children who continue to be absent.

Please note that the Attendance & Welfare Officer supports school with Absence and attendance monitoring and may contact you by means of telephone or home visit.

Strategy for Reducing Persistent and Severe Absence at Lingfield Primary School: Steps in Absence Concerns

It is important children attend school and on time, to ensure learning is not missed, as much as possible. As part of teaching and learning cycle, attendance is monitored in school, to ensure learning missed is addressed. Therefore, every week the attendance of individual children is monitored, and letters may be sent to parents to make them aware of this. Attendance monitoring is also important as school may be able to offer support to parents and children who are regularly unwell or struggling.

Attendance leads/Office Manager within the school review registers once they have been taken to ensure all children have a code.

Any notifications of absences from telephone calls and emails will be uploaded to the system and recorded with the reasons for the absence.

Welfare calls and home visits where necessary will continue to be made to children who continue to be absent.

There are many stages of monitoring attendance within school, and we believe it is important to inform parents at each stage. Therefore, the steps below outline the procedures school undertake when attendance concerns are raised:

<u>Attendance falls below schools expected attendance level of 96% (183/190 days)</u>

An awareness letter will be sent home to advise parents/carers of the concerns. Where a pattern of absence has arisen, you may be contacted by telephone to discuss. If this point is early in the year, for example after only one half-term, the class teacher may be asked to speak with parents in the first instance.

Attendance continues to deteriorate / Risk of Persistent Absence (175/190 days (92%)

If concerns continue and/or your child is it risk of becoming a persistent absentee, a 2nd attendance letter will be sent to parents informing them of their child's dip in attendance, this may also involve inviting them into school to discuss their child's attendance with a member of the Senior Leadership Team/Learning mentor and/or Attendance & Welfare Officer and an improvement plan may be put in place. Permission to contact the school nurse maybe obtained and you may be asked to provide medical evidence to support absences. If this point is early in the year, for example after only one half-term, the class teacher may be asked to speak with parents in the first instance.

Attendance has fallen to 90% or below (171/190 days (90%))

At 90% and under your child is considered a persistent absentee. At 50% and below, they are considered severely absent.

A planning meeting invite may be sent inviting parents into school to discuss their child's attendance with the Headteacher/AWO and an Improvement plan put in place. A copy of the written letter shared is retained on the child's file. The planning meeting gives school and parents the opportunity to discuss the concerns & offer support if needed to improve their child's attendance. A Multi Agency approach is adopted, and referrals to other services made where necessary. Attendance targets are set, and a review meeting will be held 6-8 weeks later. Further medical evidence may be requested for future absences.

A referral may be made to the Attendance & Welfare Officer if your child is persistently absent for which you will be informed by letter. Planned intervention will take place which will include a planned home visit or a meeting in school to discuss any barriers to your child's regular school attendance with a multi-agency approach where applicable. An Improvement plan will be put in place and reviewed.

Unauthorised absence
If attendance concerns persist and Unauthorised absence is a concern – a Formal Attendance Meeting will be arranged (Attendance Case Conference) and sanctions may be put in place.
As a child's regular attendance at school is a legal requirement, subject to section 444 of the Education Act 1996, legal intervention may be deemed to be necessary. A referral may be made to the Local Authority to arrange either the issue of a summons or penalty notice to the parent of a child who is not attending school regularly
More information can be found using this link: School attendance | Middlesbrough Council

Children's whose attendance is dropping and below the expected 183/190 days (96%), an awareness letter will be sent home to advise parents/carers of the concerns.

Children, who are PA/SA and absent from school, are referred to the Local Authority School Attendance Service Officer, if school cannot contact parents/careers and have no reason for the absence or school is not satisfied with the validity of the reason.

School Attendance Officer/Headteacher will conduct home visits, leaving a calling card if no contact is made.

If parents do not contact school daily reporting the absence, then a welfare call home will be made each day the child is absent.

Steps In absence Concerns

Attendance is analysed to identify patterns of absence that may cause concern. Children who miss ten days of school with no valid reason and children have not been seen by school staff of the Attendance Officer, will be reported to the Local Authority School Attendance Officer as a child missing in Education (CME).

On some occasions, it will be necessary to request a police welfare check. If the school has concerns around child exploitation, school will make a referral into Middlesbrough Vulnerable, Exploited, Missing, Trafficked team (VEMT)

There are many stages of monitoring attendance within school, and we believe it is important to inform parents at each stage. Therefore, the steps below outline the procedures school undertake when attendance concerns are raised:

Attendance is between 175/190 days (92%) and 181/190 days (95%)

Parents/carers may receive a phone call from the Headteacher to discuss their child's attendance but will always receive a letter. A copy of the awareness letter shared is retained on the child's file. If this point is early in the year, for example after only one-half term, the class teacher may be asked to speak with parents in the first instance.

Attendance is between 171/190 days (90%) and 175/190 days (92%)

A letter may be sent to parents inviting them into school to discuss their child's attendance with a member of the Senior Leadership Team/welfare officer, but a letter explaining the attendance concern will always be sent. Permission to contact the School Nurse maybe obtained, and a referral of support through Early Help may be offered. Further medical evidence will be requested for future absences. A copy of the written letter shared is retained on the child's file. If this point is early in the year, for example after only one-half term, the class teacher may be asked to speak with parents in the first instance.

Attendance has fallen below 171/190 days (90%)

A phone call may be made to parents from the Head or Educational Welfare Officer and a letter will be issued. Assuming there has been no one specific reason for persistent absence, such as Term Time holiday, or long-term illness, a written invitation inviting parents into school to discuss their child's attendance with the Head /or the Chair of the LGB/ Educational Welfare Officer. A copy of the written letter shared is retained on the child's file. If this point is early in the year, for example after only one-half term, the class teacher may be asked to speak with parents in the first instance. Permission to contact the School Nurse maybe obtained, and a referral of support through Early Help / other professional service may be offered. Further medical evidence will be requested for future absences.

A copy of the written letter shared is retained on the child's file.

Unauthorised Absence

Unauthorised absence process begins including legal procedures and multi-agency professional involvement if attendance remains below 171/190 days (90%).

Lateness and Punctuality

Lingfield Primary School employs a very flexible arrangement at the start of our school day. Classrooms are open from 8.40am and all children need to be in class no later than 8.50m. At 8.50am the school gate will be locked. If a child arrives after registration at 8.50am, a late mark will be recorded against their name, and they must enter the school via the school office and sign in with a member of Office staff. The register closes at 09:20am. If your child arrives after the close of the register an unauthorised late mark will be recorded. Unauthorised late marks can contribute to Formal Action from the Local Authority, where criteria is met. Other absences codes may be used where they are more appropriate i.e. Arriving late due to attending a medical appointment, for which evidence should be provided.
Unless there is an exceptional agreement, for example medical needs, any child arriving after 9:20am will be signed in and an unauthorised absence mark will be recorded and could result in a referral to the Local Authority and legal action taken.
If there is an unavoidable reason for your child getting to school late, please telephone us to let us know.

If your child arrives late for class, they miss out on important learning, which could affect their achievement. They don't have the social time to settle into class, like the other children and this can make them feel left out. It can be embarrassing for them, walking in while all the other children are learning, as well as the impact it may have on the rest of the class. Therefore, good punctuality at school is essential for children to achieve their full educational potential. It is also vital for children to form good habits for later life. Therefore, it is important that your child arrives at school, and on time.

However, if no improvements are made and attendance remains a cause for concern, school will have no option but to procedure to an Attendance Case Conference.

Details of the National Framework for Penalty Notices at Lingfield Primary School

To provide consistency, the Government have introduced a new national framework for schools and Local Authorities. All schools are now required to consider a fine when a child has missed 10 sessions (5 school days) for unauthorised reasons.

Leave of Absence & Term time holidays

Students should not be taken out of school during term time unless it is unavoidable. If you wish to request leave of absence in term time for any reason, you are required to complete a leave of absence request form (available online or via the school office) and submit this to the Headteacher 4 weeks Prior to the absence. We will endeavour to inform you in writing regarding the outcome of the request within 15 school days of the request.

Schools are required to consider requests for leave of absence in term time, although a family holiday is not an acceptable reason for a child to miss school. If a student is absent for 5 days or more (10 sessions or more in a rolling 10 week period) then the school is expected to refer the matter for the consideration of a Penalty Notice being issued by the Local Authority.

Fines are issued by the Local Authority and with effect from August 2024, the fine for school absences for each parent is £80 per child if paid within 21 days, or £160 if paid within 28 days.

In the case of repeated fines, if a parent receives a second fine for the same child within any three-year period, this will be charged at the higher rate of £160.

Fines per parent will be capped at two fines within any three-year period. Once this limit has been reached, other action such as a parenting order or prosecution will be considered.

Removal from Roll

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

Elective Home Education

Please refer to the Children Missing in Education policy for procedures regarding the removal of children from the school roll.

Parents must inform the school in writing if they intend to educate their child at home. School will then inform the Local Authority.

Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes.

Code /\ (Present at the school):
• Pupils must be present during registration to be counted. • If a pupil leaves after registration, they are still counted as attending for statistical purposes.
Code L (Late arrival before the register is closed):
• The pupil arrives after the register starts but before it closes. • Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes. • If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.
Code K (Attending education provision arranged by the local authority):
• Pupil attends educational provision arranged by the local authority, not by the school. • Examples include attending courses at college or receiving home tutoring. • Schools must record the nature of the provision and ensure notification of absences.
Code V (Attending an educational visit or trip):
• Pupil attends a school-arranged educational visit or trip supervised by school staff. • Must take place during the recorded session. • If pupil doesn't attend, record absence using relevant absence code.
Code P (Participating in a sporting activity):
• Pupil attends an approved educational sporting activity.

- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):

- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):

- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):

- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.

- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.

- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.

Requesting Absence Leave

Parents or carers must request leave of absence for their child in writing at least 10 school days in advance. Forms can be located on the school website or collected from the school office.

Leave of absence during term time will only be authorised in exceptional circumstances.

Holiday Request

Holidays during term time will not be authorised unless there are exceptional circumstances.

Holiday requests must be made in writing, and a decision will be communicated to the parents or carers within.

Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 171/190 days (90%) or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 95/190 (50%) or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Absence Definitions

- Arrival at school after the register has closed.
- Not attending school for any reason.

Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised Absence

- Parents keeping children off school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have never been properly explained.
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Lingfield Primary School adhere to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy at Lingfield Primary School

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health and Wellbeing Policy
- SEND Information Report
- SEND Policy
- Pupil Premium Policy
- Children Missing in Education

Roles and Responsibilities

***Teachers*:** In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children. Here are the key roles and responsibilities of teachers regarding attendance:

Monitoring Attendance: Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.

Promoting Punctuality: Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

Taking Immediate Action: When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.

Early Intervention: Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.

Maintaining Communication: Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.

Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

Setting Expectations: Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.

Creating a Welcoming Classroom Environment: Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

Identifying Barriers: Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.

Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.

Attendance Records: Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).

Collaboration: Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.

Supporting Positive Behaviour: Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

Safeguarding: Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.

Professional Development: Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.

Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

***Teaching Assistant and Learning Mentors*:** Teaching assistants (TAs) and Learning Mentors (LM) in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being. Here are some key roles and responsibilities of teaching assistants regarding attendance in school.

Monitoring Attendance: TAs often work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.

Positive Relationships: TAs can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.

Attendance Support: TAs can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.

Reinforcing Expectations: TAs can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.

Communication: TAs can maintain open lines of communication with children's parents or guardians. They can inform parents of any attendance concerns and collaborate with them to find solutions.

Attendance Interventions: TAs can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.

Supporting Students with Special Needs: TAs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.

Identifying Patterns: TAs can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.

Promoting Engagement: TAs can engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.

Safeguarding: TAs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.

Role Modelling: TAs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.

Professional Development: Continuous professional development can enhance TAs skills in addressing attendance issues and supporting children effectively.

Collaboration: Collaborating with teachers and other school staff is essential. TAs can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.

Recognition of Attendance: TAs can participate in recognising children's attendance.

Lingfield Primary School Attendance Champion:

Attendance Champion: The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates. Here are some key aspects of their role identify within our school:

Developing and Implementing Attendance Policies: Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.

Data Analysis: Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

Early Intervention: Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

Supporting Families: Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.

Mentoring and Coaching: Some Attendance Champions offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.

Providing Resources: Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

Monitoring and Reporting: Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.

Interventions and Incentives: Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.

Staff Training: Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

Legal Compliance: Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.

Safeguarding: Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

Community Engagement: Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

Continuous Improvement: Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.

Promoting a Positive School Culture: Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Governors/Trustees: School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

Here are some key aspects of the role of governors/trustees in supporting children's attendance, identify and select the appropriate ones:

Policy Development: Governors/trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

Statutory Compliance: Governors/trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.

Strategic Oversight: Governors/trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

Policy Implementation: Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

Setting Targets: Governors/trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

Reviewing Interventions: Governors/trustees assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

Parental Engagement: Governors/trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.

Training and Development: Governors/trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

Safeguarding: Governors/trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Community Links: Governors/trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.

Challenge and Support: While supporting school leadership in attendance improvement efforts, governors/trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

Continuous Improvement: Governors/trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

Senior Staff: Senior staff in UK schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance. Here are key aspects of their role:

Leadership: Senior staff, including the headteacher/principal and deputy headteacher/vice principal, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.

Policy Development: Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.

Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.

Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.

Early Intervention: Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

Parental Engagement: They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.

Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

Supporting Vulnerable Students: They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.

Recognising Attendance: They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.

Enforcing Policies: Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.

Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

Continuous Improvement: They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.

Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

Parents: Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates. Parents role is important because they:

Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.

Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.

Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.

Be Involved in Homework: Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.

Attend Parent-Teacher Conferences: Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.

Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.

Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.

Lead by Example: Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.

Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.

Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.

Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children: Children also play a significant role in attending school regularly and ensuring their educational success. Children can play an active part in ensuring school attendance is prioritised by taking on key roles and responsibilities in school:

Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.

Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

Responsibility: Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.

Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.

Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

Safety Awareness: Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.

Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.

Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.

Goal Setting: Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

Ownership of Learning: Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

Safeguarding Children and Attendance at Lingfield Primary School

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow ***Keeping Children Safe In Education*** guidance to ensure safe practices.

Review

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.