LAAT

Attendance Principles

“You are the God that Sees Me”

Genesis 16:13

In our Trust, Attendance is everyone’s business. With this combined attention to support our pupils and families, we believe that pupils will attend more regularly, benefitting from all that education has to offer.

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Foreword by Jackie Waters-Dewhurst, CEO

I am delighted to see this document, the fruition of work by so many at LAAT – those in schools and in the central team - in place and ready to do what we do – change lives. My thanks go to those on the Attendance Working Party and those that have supported them. My thanks also go to the hundreds of parents and carers who took the time to complete the Attendance Survey which has helped to shape this document. True to the vision statement of the Trust "You are the God who sees me" we want to be a Trust who sees people, who listens to their views and their stories and who uses those to understand and to seek a better way.

We know that there is much in the media about attendance and rightly so, as this document points out – if children aren't in school, they can't learn, and without learning they will not have available to them the rich breadth of opportunity for employment and future successes. But the lack of understanding of complex problems and needs has been largely overlooked and at LAAT we seek to address this.

We know that our parents and carers have had concerns around the ability to provide children with affordable quality family time, an increasing need to support children's mental health and an increase in those needs, in part caused by the ravages inflicted on lives through the pandemic and lack of health support. There is a desire, which we share, to ensure that children have a wider range of experiences than can be found in a classroom; social, cultural, sporting opportunities, travel and the arts in all their iterations and there is a strong feeling of which we are not unsympathetic, that fines are both unjust and ineffective, however, we all want the best for our children and it is undeniable that future choices are dependent on effective education.

This document sets out the reasons why we believe poor attendance is an issue for the flourishing of children and their economic and social futures. It has some surprising facts, such as that children are at home with their parents for only 15 days less than they are in school! but more than that, it concentrates on ensuring that schools have the tools to work *with* parents to remove barriers, it provides consistent processes in dealing with attendance which should reduce unfairness or the perception of unfairness and sets out easy expectations of all parties.

If we want our children to succeed, to become all that they can be, then they need; not only the confidence and strength that comes from being part of an active, loving, nurturing family unit, but also the key to opening a future of work and all the possibilities that brings. This is what education does for them and this is what this document describes so well.

Jackie Waters- Dewhurst

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Why Attendance Matters

We want all children to enjoy coming to our schools so they can learn and achieve their potential, both academically and socially. We believe that education helps to give children choices and opportunities, and to maximise these chances, they need to come into school regularly, which means at least **185 days out of the 190 set school days**, leaving another 175 days for family holidays, weekends away or other activities.

Since Covid, the number of children persistently absent from schools (absent for more than 10% of the time or 19 days) across the country, is double what it was prior to Covid and this is mirrored in our Trust too. We know that we have more children than ever before, missing school, which we find hugely concerning.

Coming to school should be important and we want to work with families to **reconnect** with coming to school regularly.

Our schools are sociable spaces where children learn to develop relationships with their peers and the adults around them. They learn to be with people who are different to them and to appreciate the diversity that this presents. They learn to disagree well, forgive each other, enjoy each other's company, and have fun. **We know that children learn best when they are happy and have friends.**

Our schools are safe places, where a child's welfare is a key priority. They learn to be independent from their families and to feel safe as they do this. They learn to trust people beyond their families and to develop healthy relationships with other children and the protective adults around them. **We know that children learn best when they feel safe.**

Our schools are places of learning; from the youngest learners, just starting on their academic journey, to our students sitting their GCSEs. At each step of this journey, there will be vital learning building blocks that are added to the ones that came before, and that add to a complete picture, for a learner, over time. Sometimes these blocks are repeated, but often, they are not. **We know that children learn best when they have the right building blocks.**

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We know that in isolation, a few days missed due to sickness can be made up**. Like a strong tower, the blocks remain intact** and with a supportive family around them, this missed time is a drop in the ocean of their total time in school.

But we also know that sometimes, it is more than the odd day here or there. Over time, it is weeks and months away from school, away from friends and away from the chance to add to their learning building blocks and **over time this makes the tower unstable;** this harms their chances of doing well at each stage; they struggle to learn to read because they missed too many days of school when they were 4/5/6 yrs. old; this means that unless corrected, they **enter KS2 at a disadvantage** to their peers and because of this, the **rest of primary school is a struggle**, especially reading and basic maths skills. Sadly, if this pattern of absence continues, when they enter **KS3** at secondary school, **they will struggle** to access the rest of the curriculum and the increased expectations of studying individual subjects. This then means that each secondary year becomes harder than the one before, **and achieving good GCSE grades**, in order to choose what they want to do next, becomes increasingly unlikely and all of the **choices and possibilities become narrower.**

And it is **choice** that we want children to have. The **choice** to study A levels, the **choice** to go to a college they would like to attend to study for a vocation that will give them a decent wage and enable them to live a life free from poverty, the **choice** to go to university to study something they are passionate about.

And so, coming to school each day matters. It matters to a child's development, both socially and academically, and over time, it matters to their life chances.

We recognise that attendance is a matter for the whole school community. Our Attendance Vision should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, bullying, behaviour and inclusive learning. This Attendance Vision and Principles is linked to our Attendance Policy which takes into account the Human Rights Act 1998, The 2010 Equality Act, The Disability Discrimination Act 1995 and The Race Relations Act 2000.

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The legal framework

This Attendance Vision and Principles document is in line with the Department for Education (DfE) 'Working Together to Improve school Attendance,' statutory guidance for schools, academies, independent schools and local authorities (August 2024), and alongside additional statutory guidance on children missing education, supporting children at school with medical conditions, suspensions and exclusions, alternative provision, and Keeping Children Safe in Education.

This document should be read in conjunction with our Trust Attendance policy which sets out the standard operating process in our schools.

The law says:

- All children over five years old must have appropriate full-time education.
- Since September 2015, all young people must continue in education or training until the end of the academic year in which they turn 18.
- It is the legal responsibility of parents/carers with parental responsibility to ensure their child (of compulsory school age) attends the school they are registered at regularly, failure to do may result in prosecution by the Local Authority.

The 'Working Together to Improve school Attendance,' guidance sets out the statutory roles and responsibilities of parents, school, academies and local authorities. There is a summary for parents which can be found here https://assets.childsscommissioner.gov.uk/wpuploads/2022/12/aaa-guide-for-parents-on-school-attendance.pdf

The use of penalty notices (fines)

As a Trust, we want to avoid, where possible, the use of fines for poor attendance as we hope to work in partnership with parents before it reaches this stage. We hope that by being clear about expectations for attendance, and by creating safe and happy schools, parents and carers are in no doubt as to what is being asked of them and the reasons why.

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We are mindful of the cost-of-living difficulties that some families may be experiencing and understand that fines increase this burden. We are also very aware of the financial incentives that holiday companies offer for term time holidays. **However, even with both of these factors, our overriding priority is to ensure that children are receiving their legal entitlement to an education and therefore, we do support the use of fines in our schools, including for term time holidays, unless this has been agreed by the school because it is considered exceptional.**

From the 19th of August 2024, the way in which fines can be issued changed nationally, with these key points:

- From September 2024 a fine is to be issued if a child misses 10 sessions (5 days) of unauthorised absence in a period of 10 school weeks; these weeks do not need to be consecutive and can spanning different terms or different school years.
- This threshold of 10 sessions (5 days) can include any combination of unauthorised absence, including arriving 'late' which is considered as 1 session, e.g. a child can meet the threshold if they have had 6 lates and 2 days absent (10 sessions in total). However, the Local Authority can issue a fine before the threshold is met for parents/carers who it is felt are deliberately keeping below the threshold by repeating patterns of non-attendance for their child.
- Fines have risen from £60 to £80, or £160 if not paid within 28 days.
- Schools will still determine whether to issue a fine and the Local Authority then administer them.
- 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 to two fines within any three-year period. Once this limit has been reached, other action like a parenting order or prosecution will be considered.

What is being asked of parents and carers?

To maximise the learning opportunities for all children, we ask the following:

- All children of compulsory school age to aim to attend at least **185 of the available 190 days which would give your child an overall annual attendance figure of 95%.**
- That children arrive at school on time.

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- That any leave of absence requested is for an exceptional one-off reason and is **discussed with the school prior to the absence.** This **will not include absence for family holidays*** or for children to take part in a protest activity during school hours.
- That any medical appointments, including the dentist, are taken out of school hours. However, we also know the limitations with these services and if an appointment takes place within the day, we ask that this is with the least disruption possible and that children attend the majority of the day. **Please note** :These appointments will need proof of appointment to ensure the absence is authorised.
- That term time holidays are not taken, including long weekends.
- That any absence for sickness is not extended beyond what is reasonable (see appendix 1 – NHS Is my child too ill for school? - NHS (www.nhs.uk))
- That parents and carers have an open dialogue with the school where regular attendance is becoming difficult, at the earliest opportunity, without fear of judgement. This could include a difficult family situation such as the break-up of a relationship, or a bereavement for example, or other compassionate reasons.

**We appreciate that some flexibility may need to be given where parents and carers are in professions such as the emergency services and the forces where annual leave is more difficult to have in school holidays. Please speak to the school regarding this.*

How schools support good attendance

- We aim to make our schools welcoming and happy places, free of bullying, where all children regardless of ability, are seen and heard, where children feel happy coming to school and in partnership with parents and carers, we will work to overcome any barriers to children attending regularly.
- We work hard to ensure the Curriculum is broad, diverse and engaging so that children want to attend school. We monitor the quality of each of our schools' curriculums regularly to ensure this is the case and have key curriculum principles which all our schools adhere to.
- We know that for some children, especially those with Special Educational Needs and/or Disability (SEND) including Social Emotional and Mental Health (SEMH) issues, those with medical conditions, including those with long term illness, those with a social worker and those that are Looked After or

previously Looked After, sometimes coming to school may be difficult. By establishing positive relationships with the school and family, and by offering a wide range of support, we aim to encourage improved attendance.

Across the Trust there are many different ways in which schools could support such as:

- Breakfast clubs
- Nurture rooms
- Adapted curriculum
- Specific provision for mental health concerns
- Pastoral intervention
- Lunch and breaktime clubs to reduce anxiety
- Use of Pastoral staff to 'meet and greet' students
- Use of Family Workers
- Clubs and enrichment opportunities
- Use of child mentors
- Catch up learning sessions in school and online
- Reintegration plans for longer absences (phased returns)
- Early Help Assessments (EHAs) to help meet unmet needs
- Support with travel
- Attendance conversations with the school to establish a route back to better attendance
- For those children with an Educational Health Care Plan (EHCP), that the provisions set out in the plan, including any related to attendance and access, are met.

What happens when a child does not attend?

All schools are required, by law, to keep an accurate attendance register and this is taken at the start of the morning and afternoon sessions. Using the codes specified by the DfE, attendance is recorded electronically and maintained by the school with the Trust having oversight. The DfE also has access to this and schools can also use a 'View your education data' dashboard to monitor patterns in attendance.

All our schools have a robust process for following up on any missed school days (see appendix 2 for the Trust's Standard Operating Procedure) or lateness. A summary of this process is below:

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- Late is considered to be arrival between 9:00am and 9:15am, where the register is still open, and will be recorded as 'L.' Late codes do not count towards overall attendance and the thresholds for fines.
- Arrival after 9:15am, when the register is closed, will be recorded as 'U' which means an unauthorised late.
- If a child is not present by 9:15am, office staff will contact the parent/carer.
- If no reasonable explanation is given for a child not attending, or the parent/carer cannot be contacted, the absence is considered 'unauthorised' and coded as 'N.'

Attendance is monitored closely by the class teacher, the Attendance Lead which may or may not be the Headteacher, and office staff; regular absences resulting in a child being considered 'persistently' or 'severely' absent, or an extended absence, will be a cause for concern and may result in all or some of the following:

- Liaison with external agencies and Local Authorities.
- Informing the Local Authority of any child likely to miss 15 days of school due to sickness (this does not include hospitalisation or a long-term medical condition).
- If a child has a social worker, they will be informed of any unexplained absence.
- Calling parent or carers to explain the school's concern.
- Writing letters to parents and carers informing them of attendance concerns or where calls have been made and no improvement seen.
- Writing to parents and carers inviting them to attend a meeting regarding their child's attendance – an Attendance Support Meeting.
- A Parent:School Attendance Agreement to be put in place.
- Direct work with a child and family involving incentives and removing barriers.
- The Attendance Lead will seek information about any problems or difficulties that may be affecting the child's attendance at school and discuss how these may be resolved.
- Home visits, either pre-arranged or without notice to initiate contact with parents or carers and undertake assessments.
- A penalty notice fine being issued by the Local Authority.

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- Where necessary, the Local Authority may instigate legal proceedings including parental prosecution in the Magistrates' Court and/or applying for Education Supervision Orders through the Family Court.

Absence due to illness

Where a child is absent due to sickness and is genuinely unable to attend school, then the school, after being informed by the parent or carer, can authorise a child's absence.

Where appropriate and able to do, a child can be set remote learning; this will be organised in partnership with the school and parent or carer.

It is important to keep the school office informed if your child is going to be absent at the start of the day. Schools ask that parents follow the NHS guidance (Appendix 1) for when children should be kept off but that for minor illness such as colds, children return to school quickly. Children experiencing vomiting or diarrhoea should be kept off for 48hrs since the last episode.

Schools will monitor and engage with parents as soon as a pattern of absence becomes apparent. Any absence where no reason has been provided will automatically be recorded as unauthorised.

The decision to authorise an absence **can only be taken by the Headteacher**, or the person designated by the Headteacher to take this decision.

Under the new guidance, **where a child has 15 days of unauthorised absence or looks like this might be the case, the school has a duty to contact the Local Authority** and if the child has a social worker, they must also be informed.

Monitoring Attendance

In our Trust, attendance is 'everyone's business' which means that collectively, all Trust colleagues have a responsibility to work to improve attendance for a pupil or group of pupils, including class teachers, form teachers, subject teachers (secondary) who should have the strongest relationship with pupils.

All schools nationwide will monitor attendance. In our Trust we do this because:

1) We do not want any pupil to be missing out vital building blocks of learning.

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2) Absence from school could be a sign of a concerning safeguarding issue and we want to ensure that all of our pupils are safe. Where we feel this is a safeguarding issue, we will inform the Local Authority Social Care team. Regular absence from school is considered a safeguarding concern and all schools are bound by statutory guidance Keeping Children Safe in Education, to view regular absence as a concern, reportable to the Local Authority Social Care.

All of our schools are very different and so the monitoring of attendance will look different from school to school. However, all members of staff, including class teachers, teaching assistants, office staff, pastoral staff and Headteachers, will have processes for the monitoring of attendance in their schools. In line with the Government's documents, Working Together To Improve School Attendance 2024 and the Summary Table of Responsibilities for School Attendance, we ask our schools to do the following:

1) Class teachers, form tutors
    - To notice initial absence and make themselves aware of the reasons given via the electronic register and then discuss this with the Attendance Lead.
    - Where absence is repeated, to make time during PPA or free periods, to contact the parent/carer to enquire about the reasons for absence, expressing a desire to have the pupil back in school and discussing any concerns the parent or carer may have, following this up. This should be recorded on CPOMs.
    - Warmly welcoming returning students back into their classrooms, following an absence, with a commitment to helping the student to catch up on missed learning.
2) Attendance Leads
    - To set aside regular time to review attendance across the school, year groups, pupil groups to highlight any potential early patterns of absence and any risk of persistent absenteeism.
    - To cross reference attendance with pupil attainment, responding to areas of concern.
    - To meet with their Local Authority Attendance Officer or similar, via the statutory targeted support meetings, sharing data, identifying and carrying out actions to improve attendance for pupils.
    - To ensure that there is a range of supportive measures in place to help improve attendance, which is regularly reviewed and evaluated to ensure it is remains effective.
    - To monitor the reintegration of pupils following short or long term absence to ensure pupils are warmly welcomed back into school with reasonable steps taken to support academic catch up and emotional support where needed.

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3) Governors
    - Under our scheme of delegation, Governors have a core responsibility for Behaviour and Attendance, and will, via the scheduled meetings, be made aware of the school's attendance figures, any barriers to improving attendance and the steps the school is taking.

As a Trust, we are fully committed to improving the life chances of all of our students via regular attendance and access to education with the following steps being taken:

4) Central Trust Services
    - Will gather and analyse Trust Attendance Data, sharing this with all schools and reporting to the Board of Trustees.
    - Liaise with Attendance Leads, providing support and resources for improving attendance.
    - Monitor the Trust Attendance Policy and Standing Operating Procedures to ensure both remain fit for purpose
    - Monitor the range of support that schools are putting in place to improve attendance and remove barriers to attendance.
5) Board of Trustees
    - Will monitor whole Trust Attendance data patterns and trends, exploring the actions taken to improve attendance, refocussing the Central Team where needed.
    - Communicate with stakeholders on attendance matters, where needed, to support the Trust's overall vision for good attendance.

Persistent and Severe Absence

Government guidance defines that a student is considered to be **Persistently Absent if they miss 10% or more of school in any given period**, that is not explained by a period of illness, for example. Schools monitor this and will be in contact with parents and carers to offer support and guidance to improve attendance. This is to ensure students are not missing out on education and the vital building blocks they need to succeed. Persistent absence can also be a safeguarding concern.

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A child is considered **Severely Absent when they are missing around 50% of school time** and this is a serious cause for concern and could also be considered a serious safeguarding concern. It is likely that a school will have been working with a family for some time before this point and external agencies will be involved in supporting the family.

Communicating with parents and carers

In our schools, we want to ensure that there is a **strong partnership between home and school, without fear or judgement.**

We would hope that where a parent or carer may be experiencing difficulties in getting their child to attend school, for whatever reason, that they contact the school and speak openly and honestly about this, asking for the school's support.

Our schools will work hard to speak sensitively to parents and carers in this situation, offering a variety of supportive options to improve attendance and this will include Attendance Support Meetings when attendance begins to be a cause for concern.

The use of Parent:School Attendance Agreements.

Where a parent/carer or the school has identified that a child's attendance is causing concern, and before the pattern becomes embedded, intervention should take place to improve attendance overall.

<u>Intervention steps</u>

1. Student's attendance is raised as a concern either by school or parent/carer via a phone call. This would usually be when attendance is around 95% and where this is not explained by a period of explained illness for example.
2. School and parent/carer discuss possible barriers and identify and support options via an Attendance Support Meeting.

a) If the absence is caused by an underlying, ongoing medical issue, the school should seek support from health professionals and consider any remote learning options available.

b) If the student has identified SEND, then the SENDCo should review provision to ensure this is not providing a barrier to attending. A student with an EHCP should have their plan reviewed by the school to ensure needs are being met.

c) If the student has SEMH, the school and parent/carer should review any plans such as pastoral support plans (PSPs), in school interventions and adjust where needed.

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3. If attendance continues to be a concern, and the student is considered persistently absent, the support should be reviewed and a period of monitoring agreed, with a parent:school Attendance Agreement put in place, setting out the support and expected outcomes. **If a student has a social worker, they must be informed.** If the parent/carer does not willingly engage in this, the school should continue to put the agreement in place and liaise with the Local Authority. If any fine thresholds have been met, the school will inform the Local Authority who will determine whether a fine is issued.
4. If attendance continues to be a concern, with the student remaining persistently absent or severely absent, and/or parent/carer/student disengages with the intervention, then the school will contact the Local Authority. If a child has a social worker, they must be informed. If any more fine thresholds have been met, the school will contact the Local Authority who will determine whether a fine be issued.

Reintegration of a child following an absence

Hopefully, most of our students will only ever be absent for minor periods of time due to illness; a cough, a cold and the usual childhood viruses. In these circumstances, and with a history of good attendance, with all of the learning blocks in place, coming back to school following a day or two out, should be relatively easy. In these cases, **teachers will**:

- Always warmly welcome a child back into the class or lesson.
- Work with the child during lesson time to help go over what learning has been missed.
- Offer some additional time with either the teacher or a teaching assistant to go over what has been missed, if a little more support is needed.
- If more than one child was absent, this can be done as a small catch-up group.
- Set some additional home learning.

However, it may be that due to illness or some other reason, the absence has been for longer and some more intense catch-up support may be required. This can be included within the Parent:School Attendance Agreement, if this is in place, and will involve some the following:

- Always warmly welcome a child back into the class or lesson.
- Planned support from the teacher during lessons.

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- Planned additional support from the teacher or teaching assistant (for secondary age children, this could also be after school).
- Additional homelearning.
- Recorded lessons via MSTeams.
- For secondary age students, self-study, revision guides and online learning platforms.
- Specific needs related interventions such as mental health support.

A final thought

We know that all parents, carers, teachers and Headteachers want the very best for each and every child in their care. We know that we all have this shared ambition. We also know that **Education is a powerful key to unlocking the World for our young people**, where the choices are then theirs to make. This means that coming to school every day (or nearly every day) gives our young people the very best chance at a successful and fulfilling future; working together we can achieve this.

"Education is the most powerful weapon which you can use to change the world."
Nelson Mandela

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Appendix 1

NHS Guidance (Is my child too ill for school? - NHS (www.nhs.uk)

There are government guidelines for schools and nurseries about health protection and managing specific infectious diseases at GOV.UK. These say when children should be kept off school and when they shouldn't.

If you do keep your child at home, it's important to phone the school or nursery on the first day. Let them know that your child won't be in and give them the reason.

If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know.

What to do about other conditions

High temperature
If your child has a high temperature, keep them off school until it goes away.

Feeling anxious or worried
It's normal for children to feel a little anxious sometimes. They may get a tummy ache or headache, or have problems eating or sleeping.

Avoiding school can make a child's anxiety about going to school worse. It's good to talk about any worries they may have such as bullying, friendship problems, school work or sensory problems. You can also work with the school to find ways to help them.

If your child is still struggling and it's affecting their everyday life, it might be good to talk to your GP or school nurse.

Coughs and colds
It's fine to send your child to school with a minor cough or common cold. But if they have a high temperature, keep them off school until it goes.

Encourage your child to throw away any used tissues and to wash their hands regularly.

Chickenpox
If your child has chickenpox, keep them off school until all the spots have crusted over.

This is usually about 5 days after the spots first appeared.

Cold sores
There's no need to keep your child off school if they have a cold sore.

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Encourage them not to touch the blister or kiss anyone while they have the cold sore, or to share things like cups and towels.

Conjunctivitis
You don't need to keep your child away from school if they have conjunctivitis, unless they are feeling very unwell.

Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

COVID-19
If your child has mild symptoms, such as a runny nose, sore throat, or slight cough, and feels well enough, they can go to school.

Your child should try to stay at home and avoid contact with other people if they have symptoms of COVID-19 and they either:

- have a high temperature
- do not feel well enough to go to school or do their normal activities

What to do if your child has tested positive
Your child is no longer required to do a COVID-19 rapid lateral flow test if they have symptoms. But if your child has tested positive for COVID-19, they should try to stay at home and avoid contact with other people for 3 days after the day they took the test.

Ear infection
If your child has an ear infection and a high temperature or severe earache, keep them off school until they're feeling better or their high temperature goes away.

Hand, foot and mouth disease
If your child has hand, foot and mouth disease but seems well enough to go to school, there's no need to keep them off.
Encourage your child to throw away any used tissues straight away and to wash their hands regularly.

Head lice and nits
There's no need to keep your child off school if they have head lice.
You can treat head lice and nits without seeing a GP.

Impetigo
If your child has impetigo, they'll need treatment from a pharmacist or GP, often with antibiotics.

Keep them off school until all the sores have crusted over and healed, or for 48 hours after they start antibiotic treatment.

Encourage your child to wash their hands regularly and not to share things like towels and cups with other children at school.

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Measles
If your child has measles, they'll need to see a GP. Call the GP surgery before you go in, as measles can spread to others easily.

Keep your child off school for at least 4 days from when the rash first appears.

They should also avoid close contact with babies and anyone who is pregnant or has a weakened immune system.

Ringworm
If your child has ringworm, see your pharmacist unless it's on their scalp, in which case you should see a GP.

It's fine for your child to go to school once they have started treatment.

Scarlet fever
If your child has scarlet fever, they'll need treatment with antibiotics from a GP. Otherwise they'll be infectious for 2 to 3 weeks.

Your child can go back to school 24 hours after starting antibiotics.

Slapped cheek syndrome (fifth disease)
You don't need to keep your child off school if they have slapped cheek syndrome because, once the rash appears, they're no longer infectious.

But let the school or teacher know if you think your child has slapped cheek syndrome.

Sore throat
You can still send your child to school if they have a sore throat. But if they also have a high temperature, they should stay at home until it goes away.

A sore throat and a high temperature can be symptoms of tonsillitis.

Threadworms
You don't need to keep your child off school if they have threadworms.

Speak to your pharmacist, who can recommend a treatment.

Vomiting and diarrhoea
Children with diarrhoea or vomiting should stay away from school until they have not been sick or had diarrhoea for at least 2 days (48 hours).

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Appendix 2 – Standard Operating Procedure – including use of Entry Sign and First day absence

Daily Procedures

Morning Procedures

Preparation

Teachers: Ensure electronic devices and MIS systems are ready before the class arrives. Ensure paper register available as back up.

Admin: Confirm that all attendance systems are functioning and updated and paper registers issued to all classes (weekly)

Attendance Taking

Class Teachers take attendance at the start of the day. Registers open when the class starts at 9.05am and closes half an hour later at 9.35am. This can be done using: Electronic MIS or paper attendance register (if internet not available).

Recording and Reporting

Digital Entry: Teachers enter attendance directly into the school's attendance MIS, using the appropriate DfE Codes.
If digital entry unavailable: Teachers mark students' attendance on paper register, using the appropriate DfE Codes and submit them to the office.

Follow-up on Absences

Automated System: Send automated notifications (emails, texts, or phone calls) to parents / carers of absent students.

Admin: Take calls from parents/carers about reasons for absence and when the pupil will return, and record on the school MIS

Admin staff review remaining 'N' codes from all classes and contact parents / carers for first day absence where a reason has not been provided to understand why and when the pupil will return, update** MIS.

All parents have a duty to inform the school when their child is absent.

Mid-Morning Procedures

Safeguarding Review

Daily Summary: Daily attendance report generated from MIS, highlighting absences and unauthorised lates. Forwarded to Attendance Lead and all class teachers.

Class Teachers: Review for 'N' codes. If this is an attendance concern decide on next course of action: contacting other emergency contacts, if a safeguarding concern followed up with DSL, potential welfare visit.

Where reasonably possible school should hold more than one emergency contact number for each pupil. It is good practice for schools to have additional options to contact a responsible adult to ascertain the reason for absence.

Afternoon Procedures

Teachers take attendance at the beginning of afternoon sessions, using the appropriate DfE Codes.
Admin will compile final attendance data and update the MIS using the appropriate DfE Codes.

End-of-Day Procedures

Parent Contact: Class Teacher contacts parents / carers if required; attendance, lates, early departures, unexplained absences and document the communication on MIS.

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Record Maintenance: Teachers to submit any remaining documentation to the office, Admin to scan and upload any relevant documents to MIS.

Special Situations

Expected Absences Collect and verify medical notes or parental reasons offered & upload to MIS (if required). Code absences as authorised in the attendance system.
Unexpected Absences Contact parents / carers for unexpected absences and document the communication.
Late Arrivals and Early Departures Parents are required to sign in/out at the office for late arrivals and early departures on **Entry Sign**.
Record Keeping: Office staff update attendance records** on MIS to reflect changes during the day, using the appropriate DfE Codes and procedures.

The attendance register is a record of the pupils present at the time it was taken, the register should only routinely be amended where the reason for absence cannot be established at the time it is taken and it is subsequently necessary to correct the entry. If amendments are made, schools must ensure the register shows the original entry, the amended entry, the reason for the amendment, the date on which the amendment was made, and the name of the person who made the amendment.

By following these procedures, schools can effectively manage attendance, ensure accurate record-keeping, and address attendance-related issues proactively.
Weekly Attendance Summary Report auto-generated by MIS and forwarded to Attendance Champion.

Weekly Review

Attendance Champion to lead in line with whole school approach – Teachers / Year Group Leads / EWO / Attendance Officer / SENCO.
Review weekly attendance reports to identify patterns of absenteeism. Monitor and analyse weekly attendance patterns and trends. Look at individual pupils, cohorts and year groups (including their punctuality) across the school.
Intervention:

- Follow up with students and parents if attendance issues are identified.
- Regularly inform parents about their child's attendance and absence levels.
- Hold regular meetings with the parents of pupils who the school (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.

Monthly

Review monthly attendance data to identify trends and potential issues. Prepare overview reports for Governors.
Intervention Plans:

- Meet with parent / carers and students to address attendance issues, look at any barriers impacting on attendance. Consider what interventions can be put in place to remove barriers. Develop and implement action plans to improve attendance for students with recurring absenteeism.
- If required complete Early Help Assessment to gather information and if there is a need refer to outsides agencies to support young person and family.
- Review actions plan every 4 weeks and communicate to parents / carers.

Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met. If the issue persists, take an active part in the multi-agency effort with the local authority and

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other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.

Best Practices

- **Consistency**: Ensure all teachers follow the same procedures for recording and reporting attendance.
- **Accuracy**: Double-check attendance records for accuracy at multiple points during the day.
- **Communication**: Maintain open communication with parents and guardians regarding attendance policies and expectations.
- **Support**: Provide support and resources for Parents / carers / students struggling with attendance.

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