Attendance Policy

Version	3
Date	September 2025
Responsibility for the Plan	Inclusion Lead
Approved by	Trust Board
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RECORD OF AMENDMENTS

When Was the Plan last Updated?		
Date	**Name**	**Detail (changes made)**
July 2025	Lisa Whitehead	Updated terminology, amended flow chart diagram, added in new LA policies for compliance
July 2026	Lisa Whitehead	Updated statutory guidance used as supporting documents, roles and responsibilities, school MIS system and attendance data sections. Included clarity around who to contact in school for attendance support and made the name of Senior Attendance Champion clear.
September 2026	Danielle Brown	Details specific to Limpsfield added: Timings and incentives

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1. Purpose

Cascade Multi-Academy Trust believes that attendance and punctuality is the key to success for all of our pupils. Attendance is the highest priority across all of our settings. We want our schools to transform the life chances of our children and therefore being in school every day allows them to benefit from all the opportunities available to them. It is our belief that pupils should enjoy learning, experience success and realise their full potential. This policy clearly sets out our expectations regarding attendance and punctuality and the actions and support on offer to enable good attendance for all pupils.

2. Aims

At Cascade Multi-Academy Trust, our culture and ethos values good attendance. We want our children to feel like they belong in our schools.

We want to raise the aspirations and expectations for all pupils and so we take our responsibility to support good attendance very seriously. We want our pupils to attend school every day. We believe that children who attend regularly are more likely to feel settled in school, maintain friendships, keep up with their learning and gain the greatest benefit from their education. We want all our pupils to enjoy school, and to grow up to become emotionally resilient, confident and competent adults. Regular attendance and punctuality are essential in the workplace and children who are used to attending school on time every day, unless they are too unwell to attend, will be better prepared for the attendance expectations in the workplace.

We want to work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. We want pupils and parents to feel listened to and understood.

We want to support our pupils to be the best that they can be, recognising strengths and removing their individual barriers to success whilst developing their independence and ensuring that they are included in all aspects of school life.

There is a clear link between good attendance and achievement as well as the development of social, emotional, and personal skills.

3. Legislation

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement.

This policy complies with statutory guidance and non-statutory guidance, including but not limited to, the following:

- The Education Acts 1996 and 2002
- The Equality Act 2010
- The School Attendance (Pupil Registration) (England) Regulations 2024
- DfE (2026) 'Working together to improve school attendance'
- DfE (2025) 'Children missing education'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2024) 'Providing remote education'
- Sheffield Local Authority Leave in Term Time Guidance August 2025
- Sheffield Local Authority Children who are not in school policy December 2024

This policy operates in conjunction with the following policies:

- Anti-Bullying Policy
- Safeguarding Policy
- Behaviour and Relationships Policy
- SEND Policy
- Equality and Inclusion Policy
- Supporting Pupils with Medical Conditions at school Policy

4. Limpsfield Junior School Attendance Staff

Within our school, a number of staff members work as part of the Attendance Team to support families where this is needed. The following adults are available in school to speak to regarding attendance:

Attendance Officer – Linda Wilson
Attendance Lead – (Senior Attendance Champion) Danielle Brown
SENDCO – Zoe Sampson
Learning Mentor – Katie Griffiths
Safeguarding Lead – Jemma Jeavons
Deputy Headteacher – Danielle Brown
Headteacher – Jemma Jeavons
Chair of Governors – Nicky Jowitt

Danielle Brown is the Senior Attendance Champion. Her office can be found near the main office.

Trust Inclusion Lead – Lisa Whitehead
Trust Chief Executive Officer – Sue Bridges

5. Roles and Responsibilities

As good school attendance is an integral part of the school's culture, we recognise that it is everyone's responsibility to support this. It is important that everyone understands their role in promoting good attendance. The table below explains the role of all stakeholders.

	Roles and Responsibilities
Pupil	• Attend school every day • Arrive in their classroom on time for registration • Inform an adult at the school office of their name and class should they arrive after the gates have closed • Pupil voice
Parents and Carers	• Ensure that their child(ren) attend school every day and on time as is their statutory duty (Section 7 of the Education Act 1996) • Read the school attendance policy • Inform staff if there is an issue which means that their child cannot attend school (either in person or over the phone) • Share any barriers to attendance with school staff and work alongside school (and wider outside agencies if required) to overcome these • Provide a reason for their child's absence before the start of the school day and advise when they are expected to return • Book any routine appointments outside of school time e.g. after school, at weekends or in the holidays. • Ensure that their child comes to school before and/or after any medical appointments that cannot be arranged outside of school hours such as an appointment at Ryegate Children's Centre • Provide school with at least two emergency contact numbers for their child • Update any contact details (phone numbers or addresses) immediately after they have changed • Ensure that holidays and periods of extended leave are booked outside of term time

	• Complete a Term Time Leave request including evidence at least 10 days in advance •
Attendance Ambassadors	• Attend meetings led by the Attendance Lead • Promote attendance across school and drive attendance incentives e.g. by standing on the gate with school staff during incentive weeks and sharing information about attendance in assemblies • Carry out targeted support with others pupils, either in their own class or a buddy class, on specific areas e.g. talk to the pupils about how they can arrive at school earlier if focusing on punctuality and complete a reward chart to represent this visually • Write a termly newsletter for the whole school including key dates, document exciting events in school and any other relevant information
Class Teacher and Teaching Assistants	• Record attendance and punctuality accurately • Take official electronic register within the designated time at the start of both the morning and afternoon sessions • Share information about pupil absence with key school staff e.g. record the initials of any absent pupils on the class daily attendance records on doors or through conversations with the Attendance Officer • Promote good attendance by encouraging pupils to come to school every day and providing a positive learning environment • Meet and greet pupils as they arrive at school so that they feel a sense of belonging • Welcome pupils back to school following an absence • Promote attendance initiatives and incentives within class • Discuss absences with children • Identify any emerging patterns of absence for pupils • Support targeted children as identified by the Attendance Officer either through face-to-face conversation or over the phone (attendance between 96%-100% including

	referring to any patterns of absence e.g. missing Wednesdays as this is the day the class go swimming or have PE) • Record attendance discussions using school systems (CPOMS) • Work in partnership with parents/carers and wider school staff where appropriate to address any concerns raised • Support the Attendance Ambassadors to carry out their duties in class • Challenge and encourage school attendance both informally and at parents' evenings • Complete 'teacher voice' paperwork prior to attendance meetings as requested by the Attendance Lead • Pupil voice
School Office Staff	• Take phone calls from parents reporting a child's absence and challenge where appropriate • Record reported absence using school systems (CPOMS) • Welcome children, parents and carers as they arrive at the school office • Promote good attendance by encouraging pupils to come to school every day • When pupils arrive late with parents, discuss the reason for the late arrival with the adults and share this with the School Attendance Officer • When pupils arrive late without parents, share this with the School Attendance Officer • Welcome pupils back to school following an absence • Promote attendance initiatives and incentives across school • Share absence phone calls for vulnerable children in a timely manner to Danielle Brown
School Attendance Officer	• Maintain accurate attendance records • Take phone calls from parents reporting a child's absence and challenge where appropriate • Record reported absence using school systems (CPOMS)

	• Make phone calls to parents of pupils who have not informed school of their child's absence • Carry out home visits for absent pupils with other school staff • Make home visits to persistently absent pupils or those at risk of becoming persistently absent • Speak to parents either in person or over the phone following a child's first absence (term 1) or when a child has 100% attendance falls below 96% in terms 2 or 3 and document this as an 'Initial Concern' discussion on CPOMs • Work with Attendance Leads to follow intervention steps when trigger points are reached • Record late marks on SIMS, correctly coding these based on the child's time of arrival and documenting the number of minutes late (before the register closes (L) and after the register closes (U)) • When pupils arrive late without parents, contact parents to discuss the reason for the late arrival • Welcome children, parents and carers as they arrive at the school office • Promote good attendance by encouraging pupils to come to school every day • Welcome pupils back to school following an absence • Populate and update the attendance tracker • Organise and co-ordinate attendance initiatives and incentives alongside the Attendance Lead • Collate weekly attendance data and share with school staff • Monitor individual pupil attendance and prepare data reports as necessary • Liaise with other agencies and record attendance for any pupils accessing Alternative Provision • Processing Term Time Leave requests • Processing and referring penalty notice documentation to the Local Authority • Working with Attendance Teams in the Trust

	• Attend Sheffield City Council Network Sessions • Report Children Missing in Education • Support the gathering of evidence to support legal proceedings • Liaise with Primary Admissions regarding pupils awaiting allocation • Liaise with other school settings and nursery providers to request information about siblings' attendance • Make phone calls prior to the start of the school day for any pupils who were absent the previous day • Make 'early morning' phone calls to targeted pupils to support punctuality and routines
Attendance Lead (also Senior Attendance Champion)	• Consistently implement the attendance policy • Write the attendance action plan based on the Trust's attendance strategy • Implement and action the school attendance action plan and Trust strategy • Lead and promote whole school attendance including through assemblies and displays • Ensure that all school staff know the importance of school attendance and understand their roles and responsibilities • Ensure that all staff are appropriately trained and receive professional development for their role • Develop and share consistent ways to communicate with parents for all staff including the short and long term consequences of poor attendance • Monitor whole school attendance to identify patterns and trends • Use data to identify cohorts to target for attendance and punctuality initiatives and incentives alongside the Attendance Officer • Develop and implement attendance initiatives to impact upon attendance data • Carry out home visits for absent pupils with other school staff

	• Make home visits to persistently absent pupils or those at risk of becoming persistently absent • Meet with parents either in person or over the phone after two periods of absence following an 'Initial Concern' • Complete an ADPR plan detailing targets, actions and support for families at the 'Attendance Concerns' stage • Review this documentation fortnightly as required • Complete a second AC meeting with parents to identify any further support required and implement this alongside any other school staff or outside agency • Carry out SAP meetings alongside the Local Authority Inclusion and Attendance Team specialist to further support the family around attendance and punctuality • Link with key members of staff to ensure attendance interventions are appropriate • Line manage the Attendance Officer • Complete any legal paperwork linked to school attendance • Select, train and support Attendance Ambassadors •
Safeguarding and/or Pastoral Team	• Promote the Trust's Attendance Policy • Follow the Trust Graduated Response to pupil absence • Have an overview of all pupil attendance for identified individuals • Conduct safe and well home visits where appropriate • Challenge absences reported by parents or carers with the aid of the telephone script • Assist with parent carer attendance meetings when safeguarding is a factor • Deal with escalated attendance issues • Work with Attendance Team to follow intervention steps when trigger points are reached • Work with Attendance Officer on interventions, sanctions, and rewards • Work with pupils and families to deliver interventions to improve attendance

	• Promotion of attendance to parents, carers, students, and external agencies
Deputy Headteacher/Headteacher	• Recognise and promote the importance of good attendance as part of the school's vision, values, ethos and day-to-day life • Provide a positive learning environment • Ensure consistent implementation of the Trust attendance policy and develop a school level attendance plan alongside the attendance lead • Lead and promote whole school attendance, setting high expectations for the attendance and punctuality of all pupils • Ensure that all school staff know the importance of school attendance and understand their roles and responsibilities • Ensure Attendance is a discussion point in Senior Leadership Team meetings • Ensure that the Trust graduated response to tackling absence is implemented effectively • Share attendance data at regular intervals with school staff (weekly via the school newsletter or bulletin and as part of Senior Leadership meetings) • Ensure accurate maintenance of the school roll • Monitor and evaluate whole school attendance and report to Local Governing Board through the Headteacher's Report • Oversee attendance intervention • Ensure systems for effective home-school liaison are in place • Ensure budgets allow to provide rewards for attendance
Trust Inclusion Lead	• Develop and deliver an attendance strategy and strategically lead improvements in attendance across Cascade Multi-Academy Trust • Review and update the Trust Attendance Policy regularly in accordance with DfE (Department for Education) and Local Authority guidance • Co-ordinate and provide Continuing Professional Development for Attendance

	Team in conjunction with school headteachers • Develop, lead and implement a Trust wide common graduated response across the Trust for pupils • Co-ordinate and implement the national and local guidance for schools relating to issues on attendance and inclusion • Provide support, guidance and updates about current legislation to the Senior Leadership Teams and governing bodies within the Trust • Monitor the attendance data and related issues of the Trust and ensure swift and efficient action is taken by school and Trust staff to address any issues • Plan, co-ordinate and contribute to the Trust attendance team meetings between Senior Leadership teams and attendance staff
CEO	• Ensure Trust wide strategic leadership of attendance • Develop and deliver an attendance strategy and strategically lead improvements in attendance across the Trust alongside the Trust Inclusion Lead • Review and update the Trust Attendance Policy alongside the Trust Inclusion Lead • Monitor the attendance data and related issues of the Trust and ensure swift and efficient action is taken by school and Trust staff to address any issues • Ensure sufficient allocation of resources to support good attendance • Ensure proficient staff training and development
Local Governing Body	• Provide strategic challenge and support to school leaders • Ensure that national school attendance regulations, guidelines and other legislation is fully and properly complied with • Monitor implementation of the Trust's Attendance Policy • Monitor school attendance data and related issues through a standing item on the governing body agenda

	• Ensure the Headteacher provides the governing body a half termly attendance report which is broken down into vulnerable groups which is compared to Locality, Sheffield and National attendance figures • Ensure systems for effective home-school liaison are in place
Trust Board	• Provide strategic challenge and support to school leaders • Ensure that national school attendance regulations, guidelines and other legislation is fully and properly complied with • Monitor implementation of the Trust's Attendance Policy • Monitor school attendance data and related issues through a standing item on the Trust Board agenda • Ensure the CEO and/or Inclusion Lead provides the governing body a half termly attendance report which is broken down into vulnerable groups which is compared to Locality, Sheffield and National attendance figures

6. Registration

Times of the Day

Year 3 and Year 5	Time	Year 4 and Year 6	Time
Gates open	8.30am	Gates open	8.40am
Registration	8.35am	Registration	8.45am
Lunch	11.40am (Year 3) 12.30pm (Year 5)	Lunch	11.40am (Year 4) 12.30pm (Year 6)
End of the school day	3.05pm	End of the school day	3.15pm

Admissions Register

The admission register (Arbor) contains personal details of every child in every school along with the date of admission or re-admission to the school, information regarding parents and carers, and details of the school last attended. Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school.

Registration

The law requires schools to take an attendance register twice a day, once at the start of the morning session and then again during the afternoon session.

The register must record whether the pupil was:

- Present
- Present at an approved educational visit
- Absent (using the correct code dependent upon the reason for the absence)

Incentives to Support Good Attendance

- Attendance focus weeks: These will take place once a term. Each child who attends every day will receive a raffle ticket and a chance to win a prize.
- Full House: Each day all children within a class attend, the class receives a full house ticket. Once 10 tickets are collected, the class receives an extra breaktime.
- Praise in assembly: Attendance figures for each year group are shared and celebrated.
- 100% attendance for the class: When all children in a class have attended school everyday for a week, the class receives an extra breaktime.
- 100% attendance badge: 100 % attenders are celebrated at the end of the year and they receive a badge.

7. Absence Procedures

If a child is absent or late to school, parents/carers should:

- Contact the school every day their child is absent before 8.30am either by telephone call or face to face
- Share the evidence that is available to support your child's absence. Medical evidence could include appointment cards, appointment text messages or emails, receipt of prescriptions or a medication sticker which identifies the child's name and date prescribed
- If a child is absent, school-based attendance teams will:
- Make contact with the family by either calling or carrying out a home visit on the second day of absence or first day if we have not heard from home
- Make contact with any named outside agencies when appropriate

Parents/carers are expected to contact school at an early stage and to work with the staff in resolving any problems together. We will always try to resolve the attendance issues by agreement in the first instance. At Limpsfield, you can speak to Danielle Brown (Attendance Lead) or Jemma Jeavons (Headteacher) if you would like support for your child around attendance. If efforts to improve the child's attendance fail and unauthorised absences persist, advice will be sought from the Local Authority and/or prosecutions will be pursued.

8. Recording Absence

Morning and afternoon attendance and absences are recorded electronically using the school's Management Information Systems. Attendance Officers will use attendance codes as set out by Department for Education.

Code	Recorded as	Information
/ \	Present	In attendance at school
B	Present	Attending face to face education off site including Alternative Provision
C	Authorised Absence	Leave of absence authorised by the school • C1 - Leave of absence for the purpose of participating in a regulated performance • C2 - Leave of absence for a compulsory school age pupil subject to a part-time timetable
D	Not expected to attend	Used for any pupils attending another provision which they are registered at including attending Alternative Provision at another school, accessing Hospital and Home Education, attending Sheffield Inclusion Centre or on a managed move
E	Authorised Absence	Suspended or Permanently Excluded
G	Unauthorised Absence	Holiday or Term Time Leave not granted by the school
I	Authorised Absence	Illness (not medical or dental appointment)
J1	Authorised Absence	Leave of absence for the purpose of admission to another educational institution
K	Present	Attending education provision arranged by the Local Authority, for example, where SENDSARs are funding provision or where the Local Authority are providing the 6th day education
L	Present	Late arrival before the registers have closed
M	Authorised Absence	Attended a medical appointment
N	Unauthorised Absence	Reason for absence not yet provided
O	Unauthorised Absence	Absent from school without authorisation
P	Present	Participating in a supervised sporting activity
Q	Not expected to attend	Unable to attend the school because of a lack of access arrangements (School Transport not yet in place)
R	Authorised Absence	Religious observance
S	Authorised Absence	Study Leave
T	Authorised Absence	Parent travelling for occupational purposes, and the pupil has attended for at least 200 sessions in preceding 12 months
U	Unauthorised Absence	Arrived to school after registration closed
V	Present	Attending an educational visit or trip

W	Present	Attending work experience
X	Not expected to attend	Non-compulsory school age children are not expected to attend
Y	Not expected to attend	Unable to attend due to unavoidable/exceptional circumstances • Y1 - Unable to attend due to transport normally provided not being available • Y2 - Unable to attend due to widespread disruption to travel • Y3 - Unable to attend due to part of the school premises being closed, for example, this may be due to damage or teacher strikes • Y4 - Unable to attend due to the whole school site being unexpectedly closed, for example, extreme weather, damage, no hot water, or heating • Y5 - Unable to attend as pupil is in criminal justice detention, for example, in police detention, remanded to youth detention, awaiting trial or sentencing, or detained under a sentence of detention • Y6 - Unable to attend in accordance with public health guidance or law, contrary to or prohibited by any guidance relating to the incidence or transmission of infection or disease • Y7 - Unable to attend because of any other unavoidable cause, for example, an emergency has prevented the pupil from attending. The unavoidable cause must be something that affects the pupil, not just the parent.
Z	Not expected to attend	Prospective pupils or previous pupils not on admission register
#	Not expected to attend	Used for planned whole or partial school closure.

9. Types of Absence

Absence is classified by school as either authorised or unauthorised.

'Authorised' absence means that the school has either given approval in advance for a pupil of compulsory school age to be away from the school, or has accepted an explanation offered afterwards as justification for absence. These are mornings or afternoons away from school with an evidenced reason for example, some illness, medical/dental appointments which unavoidably fall in school time, emergencies, or other unavoidable cause.

'Unauthorised' absence is where a school is not satisfied with the reasons given for the absence. Absence will be unauthorised if a pupil is absent from school without the permission of the school. Whilst parents can provide explanations for absences, it is the school's decision whether to authorise the absence or not. Unauthorised absence can lead to issuing of Notice to Improve letters and/or prosecution.

Unauthorised absence includes (but not limited to):

- Absences which have not been properly explained
- Parents/Carers keeping children off school unnecessarily
- Frequent reoccurring illness without medical intervention
- Children who arrive at school after the morning registers are closed (too late to be marked present – U code)
- Being too tired to attend
- Shopping
- Birthdays
- Sleeping at a relative's house
- Waiting at home for a washing machine to be mended or a parcel to be delivered
- Day trips
- Long weekends and holidays in term time (unless very exceptional circumstances are agreed in writing, in advance by the school)
- In the case of term time leave - if a pupil is kept away from school longer than agreed, the additional absence is unauthorised.

Religious Observance
Our Trust acknowledges the multi-faith nature of the school community and recognises that on some occasions, religious festivals may fall outside of school holidays or weekends. In accordance with the law, the school will authorise one day's absence for a day exclusively set apart for religious observance by the religious body to which the parent belongs. Should any additional days be taken, these will be recorded in the register as unauthorised absence. If necessary, the school will seek advice from the parents' religious body, to confirm whether the day is set apart.

Gypsy, Roma and Traveller absence
The school will authorise the absence of a Traveller pupil, of no fixed abode, who is unable to attend school because they are travelling with their parent who is engaged in a trade or business of such a nature as to require him to travel from place to place.

This is subject to certain limits, depending on the child's age and number of sessions absent. The school will discuss cases individually with Traveller parents as necessary. Parents should let the school know of their plans as far in advance as possible. Authorised Traveller absence will be recorded appropriately in the register. To help ensure continuity of education for Traveller children, wherever possible, the child should attend school elsewhere when their family is travelling for occupational purposes. In which case, the child will be dual registered at that school and this school, which is their 'main' school.

Children from Gypsy, Roma and Traveller communities whose families do not travel for occupational purposes are expected to register at school and attend as normal. They are subject to the same rules as other children in terms of the requirement to attend school regularly.

Pupils with SEND and/or health conditions, including mental health issues

The Trust recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers. We will support families and pupils if a child is finding attending school difficult.

In line with the SEND Policy and Medical Policy, each school will ensure that reasonable adjustments are made for SEND pupils to reduce barriers to attendance, as detailed on a child's Education Health and Care Plan, Health Care Plan, Extended Support Plan (previously My Plan if started prior to September 2023) or Support Plan. The school will secure additional support from outside agencies where appropriate.

Parents who have concerns about their child's mental wellbeing can contact our school's Designated Safeguarding Lead/Mental Health Lead for further information on the support available. Parents should also contact their GP or the NHS Helpline by phoning telephone number 111 for advice if they are concerned. In case of emergency, parents should dial 999. Where school has concerns about a pupil's mental health (either related to non-attendance or otherwise), parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a child that is also a safeguarding concern, they will inform the DSL (Designated Safeguarding Lead) and the Child Protection and Safeguarding Policy will be followed. Appropriate support will then be identified and offered.

If a child is unable to attend school for long periods of time due to their health needs, the school will:

- Gain parental medical consent to discuss medical needs and support to be put into place
- Discuss the pupil with the representative from Sheffield's Inclusion and Attendance team
- Provide the LA with information about the pupil's needs, capabilities, and support provided
- Help the pupil reintegrate at school when they return.

To support the attendance of children with SEND and/or health issues (in line with our SEND policy), each school will:

- Hold termly review meetings to evaluate any implemented reasonable adjustments (more frequently if required) and to recognise strengths and needs
- Seek pupil voice about ways to support the child
- Identify any unmet needs through discussion with the parent and child (supported by the Sheffield Support Grid)
- Request support or assessment from outside agencies if appropriate
- Enable a pupil to access a reduced timetable where needed and review this as appropriate

- Tailor support to meet their individual needs.

Reduced Timetables

Pupils are entitled to a full-time education, suitable to their age, ability and aptitude, and any special educational needs or disabilities that they may have. If, for any reason, our school is unable to provide a pupil with a full-time education due to the pupil's needs, we will work with the pupil, parent and other agencies where appropriate, to come to a mutually convenient arrangement. Any part-time timetables will be for the shortest amount of time possible whilst arrangements are made to support the pupil's return to a full-time timetable. Reduced timetable paperwork will be completed (where necessary) and all discussions will be documented and recorded on CPOMs.

10. Responding to Poor Attendance and Punctuality

Punctuality

It is a parent's responsibility to make sure that their child attends school on time. This encourages habits of good timekeeping and lessens any possible classroom disruption.

When a child arrives late to school, they miss important events like assemblies, teacher instructions and introductions to lessons. Children often also feel embarrassed at having to enter the classroom late. The table below indicates how frequent lateness can add up to a considerable amount of learning being lost. This can seriously disadvantage children and disrupt the learning of others.

Minutes late per day	Days of teaching lost in one year	Number of lessons missed
5 mins	3 days	15 lessons
10 mins	6 days	30 lessons
15 mins	9 days	45 lessons

Lateness

We expect all pupils to be in class when the register is taken. The child will receive a late mark if they are not in on time. The registers will be closed half an hour after the register is taken. At Limpsfield, this will be at 9.05am (Year 3 and Year 5) and 9.15am (Year 4 and Year 6).

If a child arrives after this time, they will receive a U code that shows them to be on site, but this will not count as a present mark and it will mean they have an unauthorised absence. This may mean that parents could face the possibility of receiving a Notice to Improve letter, if the problem persists.

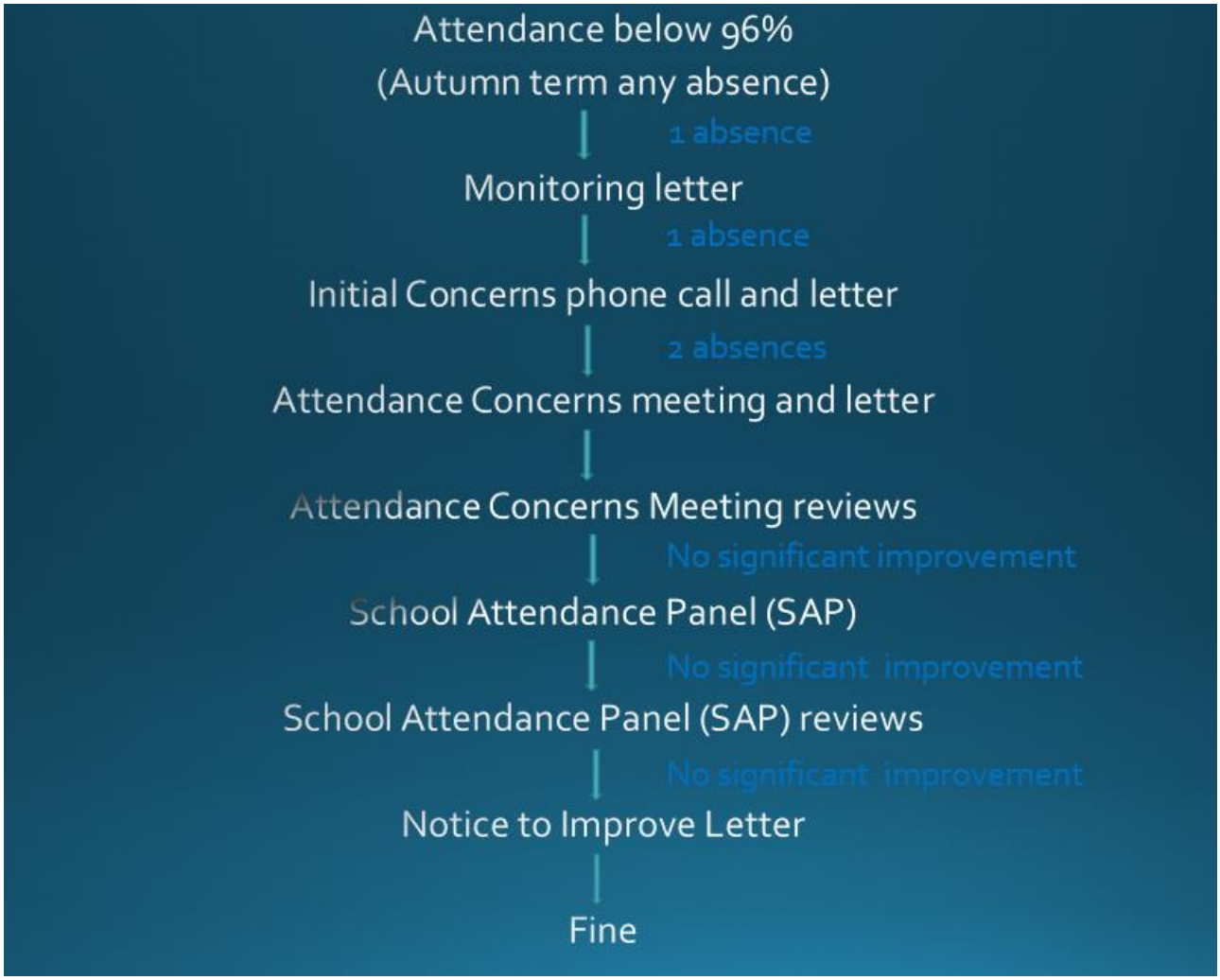
If a child is regularly late, they will be sent a letter reminding them of the school start time. If a child is persistently late, parents will be asked to meet with the school's Attendance Lead so that the appropriate support can be identified.

Poor Attendance

Sometimes pupils can be reluctant to attend school. We encourage parents and pupils to be open and honest with us about the reason for their child's absence. If a child is reluctant to attend, it is better to be honest about this when speaking to school staff rather than cover up their absence or give in to pressure to let the child stay at home. This can give the impression to the child that attendance does not matter and can make things worse. As a school, we need to understand the reasons why a pupil is reluctant to attend in order to be able to support pupils and parents in the best way.

When school has concerns about the attendance of a pupil, we will do our best to make the parent(s) aware of the concerns about their child's attendance and give them the opportunity to address this. If parents do not engage with the support offered and the child's attendance does not improve enough, this may result in legal sanctions. Parents will be asked to meet with the Attendance Lead to discuss the matter.

In line with Attendance Policy, school staff will follow the Trust's graduated response.



11. Support Systems

Cascade Multi-Academy Trust recognises that poor attendance is often an indication of difficulties in a child's life. This may be related to problems in school or at home. Parent or carers should contact the school as this will help identify additional support that maybe required.

The support offered by each school will be child centred and planned in discussion and agreement with both parents or carers and pupils.

Each school will implement the following strategies to support improved attendance:

- Initial Concerns discussions
- Attendance Action Plan
- Referral to school's Pastoral Team
- Referral to outside agencies where appropriate
- Signpost parents to support
- Attendance Concerns meetings
- Reintegration support packages

Additional support may be offered by school staff in a number of ways. These include:

Phone Calls and Home Visits

The aim of a home visit is:

- To establish a partnership between home and staff so that all parties share their knowledge about the child to enable the individual needs of the child to be met
- To develop and strengthen relationships with parent and carers in the best interests of the child

Reasons for phone calls:

Phone calls may be used when:

- A family needs support to get a child up in the morning (like an alarm clock)
- Clarity is needed around the reason for an absence

Reasons for home visits:

Home visits are important in helping the school to contact and support parents and carers. They are particularly useful as they enable the parent or carers to still have contact with the school, but in their own environment.

Home visits may be used when:

- School has not been informed of the reason for a child's absence

- Children are refusing to come into school
- There are attendance issues or concerns for a child or children within a family
- Phone contact has been attempted several times without success
- School has concerns about a child's safety and there are welfare or safeguarding concerns for the pupil
- Parental support is required to develop strategies to help their child attend school where attendance is an issue
- A child has been off school for a period of time, for example, due to a medical issue
- There are suspicions that someone may be on holiday contrary to earlier indications (for example, when a child is not at school and reported as being ill during the same period for which a request for exceptional leave in term-time had been refused or has not been requested)
- A parent has indicated that their child will no longer attend school and school are required to follow CME procedures.

In some cases, where there is no improvement, this may result in a formal action plan being produced in the form of an Attendance Contract or support from the Inclusion and Attendance Team.

Where a pupil misses ten unauthorised sessions (half days) within a ten-week period, Penalty Notice Fines will be considered in line with the National Framework for Penalty Notices.

If a pupil is at risk of being persistently absent, we will work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, school will signpost and support access to any required services in the first instance and act as a lead practitioner if attendance is the only issue and/or the local threshold for formal Early Help is not met. If the issue persists, school will take an active part in multi-agency working with the local authority and other partners. If a case meets the threshold for formal Early Help/family support, school staff will complete the Early Help Assessment and act as the lead practitioner where all partners agree that school is the best placed lead service. Where the lead practitioner is outside of the school, we will continue to work with the local authority and partners.

Where a pupil is a young carer, this will be recorded in the school census. If the pupil's caring role may be contributing to absence, schools will work in partnership with the pupil and their parents to understand barriers to attendance and to put appropriate support in place.

12. Persistent Absenteeism

A pupil is classified as a 'persistent absentee' if they miss 10% or more schooling for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parent/carers fullest support and co-operation to tackle this. The school will monitor all absence thoroughly. Any case that is seen to have

reached the PA threshold, or is at risk of moving towards it, is given priority, and parent/carers will be informed of this immediately.

If a pupil is persistently absent, we will continue with the support put in place when the child was at risk of becoming persistently absent. Further additional targeted support will then be offered to remove any barriers. Where there is a lack of engagement from families, school will hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, not engaged with by parents or is inappropriate, school will work with the local authority on legal intervention. This may include issuing Notices to Improve, Penalty Notices and/or prosecution. Where there are safeguarding concerns also for a pupil, we will seek support through a referral to social care if appropriate. We will also seek support from other schools such as previously attended schools or schools where a sibling attends.

Pupils with attendance below 50% are classified as a 'severe absentee' and may be referred to Children Social Care from which the family may receive intensive statutory support in conjunction with the Local Authority.

13. Request for Leave of Absence

Headteachers are only allowed to grant leave of absence to pupils in exceptional circumstances. Department for Education guidelines are clear that taking term-time holidays will not be considered as an exceptional circumstance. All requests for exceptional leave in term time must be considered on its merits. If leave is unauthorised a Penalty Notice must be sought. The impact upon the child's learning and well-being must be central to the decision made. The Headteacher may consider previous leave requests and other factors related to the child when making their decision.

All applications for leave of absence must be made in advance by the parent with whom the child normally lives. The school will consider each application individually, taking into account the specific facts and circumstances and relevant background context behind the request.
If leave of absence is declined by the school yet parents or carers still remove their child, then this would be classed as unauthorised absence for which a Fixed Penalty Notice and/or court summons may be issued.

Parents/carers who do not request term time leave and take their child on 'unauthorised leave', could be liable for a Fixed Penalty Notice and/or prosecution and even potentially lose their place at their school. In line with the National Framework for Penalty Notices, school staff are expected to request the Local Authority issue a Fixed Penalty Notice of £160 (if paid between 21 and 28 days). This is reduced to £80 (if paid within 21 days). Each parent/carer can be issued with a penalty notice, for each child, **one per parent per child**, issued separately.

For example - 2 parents/carers within one family with 2 children
Each parent/carer will be issued 2 fines, one for each child. The overall cost to each parent would be £320 if paid within 28 days, reduced to £160 if paid within 21 days for

a **first offence.** For a **second offence,** the amount would be £320 as there will be no opportunity to pay at the reduced amount.

A second offence within a 3-year period will require payment of £320 paid within 28 days. If a third offence is committed within a 3-year period, consideration will be given alternative legal interventions. Cases found guilty in Magistrates Court can show on the parents' future DBS certificate.

Parents should complete a Leave of Absence Request form which is available from school. The request should be submitted as soon as it is anticipated and wherever possible, at least four weeks before the absence. Although such absence may be unauthorised, it is better that school know a child is safe, rather than missing. Please be aware that parents may be required to provide school with additional evidence in order to support the parental request. If we have any concerns about possible safeguarding risks, such as risk of FGM or Forced Marriage, we will follow the necessary protocols (please see our school's Safeguarding Policy for more information).

14. Children Missing from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have. Children Missing Education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment, or training) later on in life.

School staff prioritise children who go missing so that they are located quickly. This includes pupils who are not on roll because their parents have not applied for a school place or chosen not to start at their allocated school or pupils who have stopped attending their current school because they have moved house or not returned from Term Time Leave.

When a pupil has been identified as missing, the Attendance Officer will arrange for checks to be undertaken and will liaise with the Children Missing from Education Team.

If the Attendance Officer is made aware that a child has moved to Sheffield but is not on roll, they should inform the parent to apply for a school place via the school admissions team. The Attendance Officer should inform the parents that a referral to the CME team is taking place as it is the school's duty to safeguard the child. The Attendance Officer should seek information about the children including the child's full name, date of birth, current address, parents name and contact details and the name and address of their last school if known to support the referral.

If the Attendance Officer is made aware that a child has been allocated a school place but the parent does not take up that place within 10 school days, they should inform Primary Admissions who in turn will forward the details to the CME team. The Attendance Officer should engage with the parents prior to this, in an attempt to

promote the school's ethos and values as well as to alleviate any anxieties or worries about the school setting.

If the Attendance Officer is made aware that a child is missing from school, they will take reasonable steps to locate the missing child including:

- Carry out at least two home visits made by members of the attendance team, following local guidance and risk assessment. If appropriate make enquiries with neighbour(s), family members or visit previous addresses
- Leave a calling card at the visited address including the school's contact details
- Check with agencies known to be involved with family
- Check with Local Authority from which the child moved from originally, if known

These checks need to be completed within the first five school days of the child's absence.

If the school has been made aware of the forwarding address of the pupil, including a postcode, the Attendance Officer will complete Form A – Notice of Removal and forward to the CME team. The Attendance Officer may remove the child from roll upon completion of the form and submission of details to CME. If the school is not aware of the pupil's whereabouts, the Attendance Officer will complete Form B – Intent to Remove and forward to the CME team. The Attendance Officer will remove the pupil from roll once informed by CME of the removal date.

*see Appendix A for reasons for deletion from admission register

Nursery age children

For nursery children that leave at the end of the summer term and have not been offered a place in the school's reception class, the school should send a CTF to the child's new school and the child will be removed from roll.

15. Looked After Children

The Safeguarding Lead and the Designated Teacher within each school will liaise with the Children Looked After Team. The school's Attendance Officer will have daily telephone contact for Welfare Calls regarding the attendance of Looked After Children. Schools will work in partnership with the Local Authority Virtual School to develop and deliver a Personal Education Plan (PEP) that supports good attendance.

16. Using Attendance Data

Each week the school's attendance team will monitor and analyse attendance patterns and trends using the school tracker and Arbor. They will use this information to deliver intervention and support in a targeted way to pupils and families, including by identifying early indicators of poor attendance and changes in attendance at individual pupil, cohort and year group level. This information will then be shared with

all class teachers to provide support for individual pupils. This data will also be shared with the Senior Leadership Team and Pastoral Teams.

School staff will conduct analysis of half-termly, termly, and full year data to identify patterns and trends. This will include analysis of pupils and cohorts and identifying patterns in uses of certain codes, and days of poor attendance. Each school will benchmark their attendance data (at whole school, year group and cohort level) against local, regional, and national levels or performance of similar schools to identify areas of focus for improvement. Senior leaders will devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher than average absence or pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers. Each school will monitor the impact of school wide attendance efforts, including any specific strategies implemented or specific cohorts they have sought to target. The findings will then be used to evaluate approaches or inform future strategies. Each Headteacher will provide data and reports to support the work of the board or governing body and the Trust Inclusion Lead will provide an overall report to the Trust Board.

Each term parents will be updated about their child's attendance . During the autumn and spring parents' evenings, teachers will share each child's attendance record and discuss the impact of the child's attendance on their progress as appropriate. There will also be a written report on attendance annually in the pupil's end of year school report. Where a child's attendance drops for whatever reason, school will write to parents to highlight this, unless there is a good reason not to.

Attendance data for each class will be shared with parents on a weekly basis via Class Dojo.

Attendance data will be shared with the Department for Education and the Local Authority as required.

17. Legal Sanctions

Section 444 of the Education Act 2011 states that if a parent fails to ensure the regular school attendance of their child if he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence. Parents with more than one school aged child need to be aware that each child's irregular attendance is dealt with as a separate matter.

The school will provide the Local Authority with evidence required for a prosecution under Section 444 of the Education Act 2011 and will appear as a prosecution witness if required by the court. This is to ensure that parents realise their own responsibilities in ensuring attendance at school and most importantly about returning children to education.

A parent found guilty of this offence can be fined up to £2500 and or be imprisoned for a period of three months.

Alternatives to Section 444 prosecution are Parenting Contracts, Penalty Notices, or an Education Supervision Order.

Parenting Contracts (Anti-Social Behaviour Act 2003)

A Parenting contract is a voluntary agreement between school and the parent, it can also be extended to include the child and any other agencies offering support to resolve any difficulties leading to improved attendance.

The contract will outline attendance targets and will detail agreed actions that will help to achieve the target. The contract will be reviewed regularly.

The contract can be used as evidence in a prosecution should parents fail to carry out agreed actions.

Penalty Notices (Anti-Social Behaviour Act 2003) Penalty Notices will be considered when:

- A child is absent from school for the purpose of a leave of absence in term time and the absence has not been authorised by the school.
- A student has accumulated an unacceptable level of unauthorised absence and further unauthorised absence has occurred following written warning to improve.

A Penalty Notice gives the parent the opportunity to discharge themselves of their legal responsibility if a £160 fine is paid within 28 days or £80 if paid within 21 days of the date the notice was issued.

Failure to pay the Penalty Notice may result in a prosecution under Section 444 of the Education Act 2011. Penalty Notices will be used in accordance with Sheffield City Council's Penalty Notice Protocol.

18. Monitoring and Evaluation

This policy will be reviewed annually as guidance from the Local Authority or Department for Education is updated around attendance. The policy will be available on the school and Trust website for reference.