

Every child has the right to receive full time education.

Children can only make the most of educational opportunities if they attend regularly and on time.

Lessons lost will never be found.

95% attendance or below is a cause for concern.

90% or below is considered to be persistent absenteeism

It is not a parental right to take a child out of school for a holiday

What does the school do?

- We provide 190 days of planned curriculum delivery – not a day should be missed.
- We send out termly reminders to all parents about the importance of attendance.
- We listen and support.
- We report levels of school attendance to: School governors, The Department for Education and OFSTED.
- We monitor attendance regularly every week.
- We inform parents of their child's unacceptable absence and where appropriate liaise with parents to discuss the issue and to offer support.
- We aim to achieve an attendance target of 97%.
- We reward the highest attending class each week.

The Following Reasons for Absence Will Not Be Authorised.

- Holidays
- Day trips
- Birthdays
- Looking after the house
- Looking after other family members
- Illness of another family member, i.e. pupil kept off school when sibling unwell

- Shopping during school hours
- Unwell pets

What can parents do to help and support our School?

- Report the absence of your child as early as possible on the first day of absence.
- Ensure that your child is in school for registration – so they don't miss out on the first part of the day.
- Do not take holidays during term time.
- Understand that the beginnings and ends of terms are as important as any other time in school.
- Do not allow your child time away from school unless it is absolutely necessary.
- Encourage a pattern of punctuality and good attendance with your child – let them see that it matters. This sets them up for their future
- When one of your children is off school, make sure that you get the others into school – ask a friend to bring them to school and check to ensure arrival.
- Take notice of how much time your child has been away from school.
- Let us know if you are about to leave the area, change your address or any of your contact numbers. Ensure that we always have up-to-date contact information.
- Arrange dentist and routine appointments out of school hours where possible

Nobody knows your child better than you do! Your input into their learning is vital for their progress and success. We want to work with you and can offer support, guidance and advice about a whole range of potential issues or challenges.

Strategy for attendance below 90%

Letters are sent home at end of each half term, detailing absence, number of sessions missed and number/type of lessons missed these equate to.

Although we recognise that each child is individual and each family's circumstances are unique, we follow a strategic approach depending on the reasons for absence.

SEND/emotional issues

We know some children can find attending school difficult at times. When this happens, we work positively with families to understand the reasons and put the right support in place quickly. Our aim is to remove barriers, rebuild confidence and routines, and help every child feel safe, known and ready to learn.

1) Work in Partnership with Parents

- We will **listen first** and keep communication open and non-judgemental.
- A named staff member will be your **main point of contact**.
- We'll agree how and when we update you (e.g., daily check-ins, weekly review).
- We'll share practical strategies to use at home (morning routines, gradual exposure, rewards, sleep hygiene) and **align school and home approaches**.

2) Soft Starts

- Gentle, calm starts to the day to **reduce anxiety at the gate**:
 - Earlier/quiet entry via a side gate
 - Short settling time in a **calm space** (e.g., library/nurture room)
 - Low-demand activities on arrival (drawing, reading, Lego, sand timers)
 - **Predictable routines** and visual timetables

3) Named Key Adult (1:1 Key Person)

- Your child may have a **trusted adult** who greets them daily, checks in at agreed points, and helps with transitions.

4) Emotional Support

- Our **ELSA (Emotional Literacy Support Assistant)** provides targeted sessions on:
 - Managing worries and big feelings
 - Friendship skills and problem-solving
 - Confidence, resilience, and coping strategies

5) Pupil-Parent-School Meeting & Co-Created Action Plan

- We'll meet with you and your child to **identify key issues** and agree what will help.
- Together we will **co-create a written action plan** with clear, achievable steps, timelines and review points.
- We'll agree **what success looks like** (e.g., arrival on time 4/5 days; in class by 9:15 for a week; full mornings by week 3).

6) Consultation with Specialists (as needed)

- With consent, we will consult or refer to:

- **Specialist Teaching Service** (learning/environmental adjustments)
- **Emotionally Based School Avoidance (EBSA) team** (advice on anxiety-led non-attendance)
- **Educational Psychology** (assessment and plan)
- **School Health/GP** (where health is a barrier)
- **Local Authority Education Welfare/Education Inclusion** (if attendance remains low)

Our focus is always to **support early** and prevent escalation. Legal processes are last resort and only used where support and partnership have not led to improvement.

Illness

We understand that children will occasionally feel under the weather, and we never want them in school if they are genuinely too unwell to learn or could spread infectious illness.

However, for *minor* illnesses—such as a mild cold, slight cough, headache, or mild discomfort—children are usually well enough to attend school.

To support good attendance, we encourage parents to:

- **Administer minor medication at home before school**, such as children’s paracetamol or antihistamines, if this helps them feel comfortable for the school day.
- **Send children in**, even if they are not feeling 100%, as often they brighten up once they are with friends and engaged in learning.
- **Avoid keeping children home “just in case”** when symptoms are mild or manageable.
- **Make use of the school’s medication procedures** if your child needs prescribed medicine during the day

We will check in daily with parents about illness and may ask for a DRs note in some cases.

Holidays and Term-Time Leave

Taking holidays during term time has a significant impact on children’s learning and wellbeing. For this reason, we follow national guidance and apply a consistent, fair approach.

Term-Time Holidays Will Be Unauthorised

- All requests for term-time leave must be made in writing to the Headteacher.
- In line with Department for Education guidance, **holidays during term time cannot be authorised**, except in very limited and genuinely exceptional circumstances.
- Where parents choose to take unauthorised holiday, **the school may request a Fixed Penalty Notice** (fine) from the Local Authority.

More Than 10 Sessions in 10 Weeks

If a pupil has **more than 10 sessions (5 days) of unauthorised absence** within any **10-week period**, the family may be invited to a meeting with:

- The **Headteacher**, and
- A **representative of the Governing Board**

This meeting will focus on:

- The importance of regular attendance
- The impact of missed schooling
- Any underlying issues the school can support with
- Next steps and expectations going forward