



ATTENDANCE POLICY

REVIEWED BY SLT

UPDATED : JUNE 2026

MINUTE NUMBER APPROVAL : FGB JULY 2026

2167/1

NEXT REVIEW DATE : JULY 2027

ATTENDANCE POLICY

This policy reflects the vision and aims of Hadfield Infant School.

‘At the heart of the community, Hadfield Infant School gives children the key to their education, unlocking the doors to the wider World.’

Introduction

This Policy has been written to adhere to the relevant Children’s Acts, Education Acts, Regulations and Guidance from the Department of Education in addition to guidance from the Local Authority. Parents/carers have the legal responsibility for ensuring their child’s regular attendance and failure to do so is a criminal offence under Section 444 of the Education Act 1996.

Our Ethos - Attendance Matters

At Hadfield Infant School we believe that every day counts.

The infant years provide the foundations for all future learning. It is during these crucial years that children learn to read fluently, develop confidence in mathematics, build friendships, establish positive learning habits and develop the skills that will support them throughout their education and beyond. Regular attendance is therefore essential if children are to achieve their full potential academically, socially and emotionally.

Learning builds progressively over time and missing even a single day of school can result in children missing important teaching, opportunities to practise key skills and valuable experiences with their peers. Research consistently demonstrates that pupils who attend school regularly achieve better outcomes, develop stronger relationships and are better prepared for the next stage of their education.

At Hadfield Infant School, our attendance culture is underpinned by our three school rules: **Be Ready, Be Respectful** and **Be Safe**.

Be Ready means arriving at school every day, on time and prepared to learn. Excellent attendance helps children establish positive habits, routines and resilience that will support future success.

Be Respectful means valuing education, recognising the importance of learning and understanding how absence can impact not only a child’s own progress but also their sense of belonging within the school community.

Be Safe means ensuring that every child is seen, supported and protected. Attendance is a key safeguarding priority. We have a duty to know where our children are and to ensure they are safe and well. Where a child is absent and we have not received an explanation, we will always follow this up.

Parents and carers have a legal responsibility under Section 444 of the Education Act 1996 to ensure that their child attends school regularly and punctually. Whilst we recognise that children will occasionally be absent due to genuine illness or exceptional circumstances, we expect all pupils to attend every day that the school is open.

We actively promote excellent attendance through positive relationships, clear expectations and a supportive partnership with families. We recognise that barriers to attendance can arise and are committed to working alongside parents and carers to identify concerns early and provide appropriate support. Our approach reflects the Department for Education's expectation that schools should adopt a 'support first' approach, helping families overcome challenges before considering formal intervention.

Parents must report all absences directly to the school office before 9.00am on each day of absence. Absences should not be reported through Class Dojo, messages to teaching staff or through other parents, as these methods cannot be monitored consistently during teaching time.

If we have not received notification of your child's absence by 9.10am, school staff will contact parents and emergency contacts to establish the reason for the absence and to ensure the child is safe. Where contact cannot be made and the whereabouts of a child remain unknown, the school may undertake a welfare check and, where appropriate, seek support from external agencies in line with our safeguarding procedures.

By working together, we can ensure that every child is present, supported, safe and able to benefit from the rich learning experiences and opportunities available at Hadfield Infant School every day.

Hadfield Infant School encourages all parents/carers to work in partnership with the school in order to improve attendance and punctuality and recognises that whilst 'parents have the primary responsibility to ensure that pupils of compulsory school age attend school regularly,' (DfE 1999) we are here to support you in that also.

Our Support First Approach

At Hadfield Infant School, our approach to attendance is driven by guidance from the Department of Education 'Working Together to Improve School Attendance' with a heavy emphasis on a Support First Approach. We ensure early, individualised and compassionate intervention that considers a holistic view of the child. We work with parents and carers as equal partners, building strong relationships and listening carefully to the barriers affecting attendance. Influenced by the ATTEND framework, we encourage open, supportive discussion to capture the voice of all parties including the child, parent/carer and school to identify both push and pull factors and to understand more about the challenges the pupil may be facing. We view attendance as an essential part of safeguarding, in line with the emphasis in statutory guidance that attendance is central to 'Keeping Children Safe in Education.'

Aims & Objectives

Regular attendance is fundamental to children's success at Hadfield Infant School. The early years of education provide the foundations for future learning, personal development and wellbeing. Our attendance policy is designed to support pupils, parents, staff and governors in working together to ensure that every child attend school regularly, arrives on time and is ready to learn.

By promoting excellent attendance, we enable children to fully access the rich curriculum, develop positive relationships, build confidence and establish the habits that will support them throughout their education and beyond.

Through this policy we aim to:

- **Create lifelong habits.** Establish lifelong habits of attendance, punctuality and responsibility from the earliest stages of a child's education.
- **Provide consistent learning.** Ensure every child has full access to a broad, balanced and ambitious curriculum through regular attendance.
- **Academic achievement.** Maximise achievement and progress by reducing lost learning and minimising gaps in knowledge and understanding.
- **Enable social development.** Promote children's social, emotional and personal development through consistent participation in school life and opportunities to build positive friendships.
- **Create strong home/school relations.** Foster strong and trusting relationships between children, families and staff, creating a culture where attendance is valued by all. Ensure that attendance is viewed as a shared responsibility between school, parents, carers and pupils.
- **Inclusive and supported environment.** Promote a positive, welcoming and inclusive environment where children feel safe, secure, respected and eager to attend school.
- **Early support and identification.** Identify attendance concerns at the earliest opportunity and provide timely support to children and families to remove barriers to attendance.
- **Clear understanding of our graduated approach.** Maintain a clear graduated response to attendance concerns, ensuring that support is provided first, whilst fulfilling our statutory responsibilities where attendance does not improve.
- **Attendance as a priority for all.** Ensure all stakeholders understand the importance of attendance as both an educational priority and a safeguarding responsibility.

• **School Rules.** Embed our school values of Be Ready, Be Respectful and Be Safe through the promotion of excellent attendance and punctuality.

Definitions

Authorised absence	An absence is classified as authorised when a child has been away from school for a legitimate unavoidable reason and the school has reviewed notification from a parent or carer.
Unauthorised absence	An absence is classified as unauthorised when a child is away from school without permission of the school even if the absence is supported by the parent.
Persistent absence	In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions. This is considered to be a significant cause for concern.

Procedures –

Procedures will be carried out and monitored by our school attendance champions/officers.

Attendance Champion/Officer	Mrs Dodd	Headteacher
	Mrs Kidd	Deputy Headteacher
	Mrs Lowe	SENDco
	Mrs De Vega Oldham	Assistant Headteacher
	Mrs Wilkinson	School Business Manager
	Mrs McLoughlin	Office administration

The attendance officers will monitor and analyse data regularly to ensure that intervention is delivered quickly to address habitual absence at the first signs. The graduated response will then be followed to ensure that every child achieves the best possible attendance at Hadfield Infant School.

Annex 1 outlines our detailed monitoring and action graduated response. When attendance improves, no further action is taken.

The governing board will regularly review attendance data, including examinations of recent and historic trends, and will support school in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance against local, regional and national level data to identify areas of success and areas of improvement and will share practice which has been effective with other schools.

Class teachers are responsible for:

- Promote excellent attendance and punctuality.
- Monitor attendance daily.
- Identify concerns early and report them.
- Liaise with families where appropriate.
- Contribute to attendance support plans.

Administration staff are responsible for

- Data analysis: collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.
- Safeguarding: Aware of safeguarding protocols and report any concerns related to a pupil's safety or well-being promptly to the appropriate school staff.
- Taking immediate action: When a pupil is absent without prior notification or a valid reason, administration staff should take immediate action.
- Implementing school policies: Administration staff should adhere to and implement the school's attendance policies and procedures, including sending attendance letters to families.

The Headteacher is responsible for:

- Strategic oversight.
- Report to Governors.

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- Ensure legal compliance.
- Lead enforcement decisions.

The Attendance Champions are responsible for:

- Monitor attendance data.
- Lead attendance interventions.
- Support families.
- Coordinate external support.
- Maintain attendance records.

Parents/Carers are responsible for

- Ensuring excellent attendance for their child at school.
- Communicating with school: Establish open lines of communication with our school. Inform the school office promptly if your child is going to be absent due to illness or other reasons. This helps school to keep accurate attendance records.
- Setting expectations: Clearly communicate your expectations about attendance to your child. Empathise the importance of attending school regularly and on time.
- Monitor progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.
- Seek support if needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.
- Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Registration

From September 2026 we will be offering a free breakfast club provision which will allow children on site to access breakfast and a soft start to school from 8.25am. The school register officially opens at 8.55am and children are expected to be in school by 9.00am, this gives plenty of time for all pupils to come into their classroom and be ready to learn.

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Each class teacher has the responsibility for marking the attendance register at the beginning of the morning and afternoon session. All attendance records are documented using Arbor Software. Attendance registers are legal documents, and these must be kept secure and preserved in line with the relevant retention schedule.

Lateness

Children who are persistently late, after close of register, soon fall behind with their learning.

Any pupil who comes into school after 9.00am will be marked as late. Records are kept of those pupils who are late; this is documented on the electronic register for each pupil (Attendance code – L)

Any child who arrives for school later than 9.20am will be marked as late after close of register (Attendance code – U). This is an unauthorised absence for the whole session and will affect your child’s overall attendance percentage and can be used to calculate absence thresholds for legal decision making.

Children who have attended a dentist appointment and subsequently come to school later than 9.00am will have the absence recorded as a medical absence (Attendance code -M).

Persistent Absence (PA) monitoring

There are various groups of pupils who may be vulnerable to high absence and PA, such as:

- Children in need
- Looked after children (LAC)
- Young carers
- Pupils who are eligible for FSM (Free School Meals)
- Pupils with EAL (English as an additional language)
- Pupils with SEND (Special Educational and Disability Needs)
- Pupils who have faced bullying and/or discrimination

The school will use several methods to help support pupils at risk of Persistent Absence to attend school. These include:

- Offering catch-up support to build confidence and bridge gaps
- Offering 'soft starts' and or 'meet and greet' in cases where pupils are school refusers or anxious

- Meeting with pupils to discuss patterns of absence, barriers to attendance, and any other problems they may be feeling.
- Establishing plans to remove barriers and provide additional support
- Making regular contact with families to discuss progress
- Sharing attendance data at all family meetings (two parents evening and end of year report)
- Assessing whether an Educational Health Care (EHC) plan may be appropriate
- Considering what support for re-engagement might be needed, including for vulnerable groups.

The school will focus particularly on pupils who have rates of absence that drop below 90%, and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing. Please see Annex 2 for our flowchart on how we will deliver our attendance strategies.

Where a pupil is at risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care. The school will also bear in mind that the continuation of severe PA following intervention may constitute neglect and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

In the case of Persistent Absence, arrangements will be made for parents to speak to Mrs Dodd. **The school will inform the LA, on a termly basis, of the details of pupils who fail to attend regularly, or who have missed 10 school days or more without authorisation.**

Where a pupil has not returned to school for 10 days after an authorised absence, or is absent from school without authorisation for 20 consecutive days, the school will initiate the Child Missing in Education (CME) procedure.

Absences

Parents/carers are asked to make contact by 8.50 on the first day of absence, by calling the school office and either speaking with a member of staff or leaving a voice message as described.

Please note that Class Dojo is not monitored for absences.

Parents/carers are also asked to inform the school if there is a likely return date. Parents/carers are expected to call each day following the first day of absence to update school. If no contact has been made, the first day contact procedures will be followed to establish the reason for absence.

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First day contact process

Where a child is absent from school and we have not received any contact from the parent/carer, we initiate a first day contact process. We have a duty of care to all children that attend out school to ensure their safety and wellbeing. Office staff check all registers each morning to identify those pupils who are absent without explanation and, as a safeguarding requirement, make contact with the parents of these children by telephone. If we cannot get hold of you via the phone, a home visit may be conducted. This is to fulfil our statutory duty of care.

Please see the school’s first day contact procedures as detailed in Annex 4.

Parents will be required to contact the school **before the start of the day** on the first day of their child’s absence and **every subsequent** day thereafter, giving a clear reason for the absence by explaining what illness or symptoms are present. This is to we can monitor illnesses and viruses that might affect the whole school community.

Applications for Leave of Absence in Term Time

In September 2013 the government introduced new regulations making it clear that Headteachers **must not** give approval for any leave of absence during term time, including holidays, unless there are exceptional circumstances.

Any requests for term time leave should be made on an Absence Request Form available from the school office and handed in **two school weeks** before the first date of the requested absence whenever possible. You must have received written authorisation before your child can be absent from school.

Please note that new regulations imposed from August 2024 mean that you could be faced with a fine and possible court prosecution if you take your child out of school for longer than five days over a ten-week period. This will be discussed further in the section **National Framework for penalty notices**.

Parents/carers may be issues with a penalty notice or prosecution should leave of **5 days or more** be taken which is **not authorised** by the Headteacher, or where unauthorised absence contributes to wider poor attendance that meets the legal threshold (Attendance code – G)

Performance and activities, including paid work (outside of school but during school hours)

The school will ensure that all pupils engaging in performances or activities, whether they receive payment or not, which require them to be absent from school, understand that they will be required to obtain a licence from the Local Authority which authorises the school's absence(s)

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Additional arrangements will be made by the school for pupils in engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education – this may involve private teaching. These arrangements will be approved by the LA who will ensure that the arrangements are suitable for the pupil.

The pupil will receive education that, when taken together over the term of the licence, amounts to a minimum of three hours per day that the pupil would be required to attend a school maintained by the LA issuing the licence. This requirement will be met by ensuring a pupil receives an education:

- For not less than six hours a week; and
- During each complete period of four weeks (or if there is a period of less than four weeks, then during that period) for periods of time not less than three hours a day; and
- On days where the pupil would be required to attend school if they were attending a school maintained by the LA; and
- For not more than give hours on any such day.

Where a licence has been granted by the LA and it specifies dates of absence, no further authorisation will be needed from the school. Where an application does not specify dates, and it has been approved by the LA, it is at the discretion of the Headteacher to authorise the leave of absence for each day. The headteacher will not authorise absences which would mean that a pupil's attendance would fall below 95%. Where a licence has not been obtained, the headteacher will not authorise for a performance or activity.

The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness.

Illness and healthcare appointments

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to obtain the approach for the child's absence to attend such appointments as far in advance as is practicable. Parents will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment.

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Religious observance

Parents will be expected to request absence for religious observance at least two weeks in advance.

The school will only accept request from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as a day where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

The school may seek advice from the religious body in question where there is doubt over a request.

Gypsy, Roma and Traveller absence

Where a pupil's parents belong to a community covered by the code and is travelling for occupational purposes, the parent will be expected to request a leave of absence for their child at least three weeks in advance. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

SEND and health-related absence

The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

The school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or IHPs and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding policy will be followed. All pupils will be supported in school through our Senior mental health co-ordinator and Mental Health first aiders.

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

- Inform the LA if a pupil is likely to be away from the school for more than 15 school days
- Provide the LA with information about the pupils needs, capabilities and programme of work
- Help the pupil reintegrate at school when they return
- Make sure the pupil is kept informed about school events and clubs
- Encourage the pupil to stay in contact with other pupils during their absence.

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there has been signs of significant improvement.

To support the attendance of pupils with SEND and/or health issues, the school will consider;

- Holding termly meetings to evaluate any implemented reasonable adjustments
- Incorporating a pastoral support plan
- Carrying out strengths and difficulties questionnaire
- Identifying pupils' unmet needs through the Common Assessment Framework
- Using an internal and external specialist
- Enabling a pupil to have a reduced timetable
- Ensuring a pupil can have somewhere quiet to spend lunch and breaktimes
- Phased returns to school where there has been a long absence
- Small group work or one to one lesson
- Tailored support to meet their individual needs

Truancy

Truancy will be considered as any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

All staff will be actively engaged in supporting the regular attendance of pupils and understand the importance of continuity in each pupil's learning.

Immediate action will be taken when there are any concerns that a pupil might be truanting. If truancy is suspected, the headteacher is notified, and they will contact the parent to assess the reasons behind the pupil not attending school.

The following procedures will be taken in the event of truancy:

- In the first instance, a meeting will be arranged to discuss this with parents to determine whether any support can be put in place to prevent further truancy.

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- Further instances would then lead to a letter being issued alongside this policy so that parents are aware of their legal obligation in ensuring that their children attend school. Ongoing support will be given by school throughout this time.
- Continued truancy could ultimately lead to a penalty notice being issued
- A penalty notice is issued where there is overt truancy, inappropriate parentally condoned absence, excessive holidays in term time and persistent late arrival at school.

The DSL will be involved where an instance of truancy may be linked to a safeguarding concern. Any safeguarding concerns will be dealt with in line with the Child Protection and Safeguarding Policy.

Addressing attendance concerns

Whilst our baseline is a minimum of 95% attendance our expectations are for attendance to remain above 95%, our aspiration is for every child to attend school every day unless there is a genuine reason preventing attendance. Every day counts.

It is important for children to establish good habits early on in their school career and particularly whilst at Infant school, children need to be in school to learn the foundation skills in all subjects – particularly maths, literacy and reading. It is the responsibility of the Headteacher and the governors to support good attendance and to identify and address attendance concerns promptly. We rely upon parents to ensure their child attends school regularly and punctually and therefore where there are concerns regarding attendance parents are always informed of our concerns.

The school will work to cultivate strong, respectful relationships with parents and families to ensure their trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they can understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services and the Family support team.

The school will ensure that there are two sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education -parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances i.e. sickness or absences that have been authorised by the Headteacher in advance.

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The school will regularly inform parents about their child's level of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, the attendance officer and headteacher will work collaboratively with the pupil and their parents to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly.

The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related too the pupil's experiences in school, the attendance officer will work with any relevant school staff, e.g. the DSL and SENCO, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the pupil's family, the attendance officer will liaise with any relevant external agencies or authorities e.g. children's social care, Family support ream or the LA, and will encourage parents to access support that they may need.

If a child's attendance does not improve and absences are unauthorised, they may lead to consideration of parental responsibility measure which include the issue of penalty notice fines and other statutory action.

National Framework for penalty notices

The new national threshold for consideration of legal action is **10 sessions (5 days) of unauthorised absence in a rolling period of 10 school weeks**. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence, including lates after close of register (Attendance code- U) and unauthorised leave in term time (Attendance code – G)

Monitoring and review

Attendance and punctuality will be monitored throughout the year. The school’s attendance target is to be above the National average for attendance and below National average for persistent absence.

This policy will be reviewed annually by the Headteacher and governors.

Any changes made to this policy will be communicated to all relevant stakeholders.

Tier 1 Universal Approach	Tier 2 Targeted Approach	Tier 3 Specialist Approach 90% or below
	At risk of Persistent Absence 91-95%	
Attendance policy reviewed annually and shared with all stakeholders	Daily, weekly, half termly and termly monitoring of attendance to identify trends or patterns	Daily, weekly, half termly and termly monitoring of attendance % to recognise and identify any trends or patterns
Meet and greet all children positively and build genuine caring relationships with all children and adults	Proactively use data to identify children who are at risk of persistent absence	Monitor progress, assess, adopt strategies where appropriate
Calm Zones and Happy breathing use to help provide emotional safety for all children on entering the classroom.	Continue to identify children with falling attendance through daily registers	90% or below
Early morning check ins	Work with each identified child and family to understand and address reasons for absence, identifying potential barriers to attendance	PHASE 1 – Wellbeing phone call from attendance officer offering support and inform them of the pupil's attendance and that it will be closely monitored
Transitions into school carefully considered for children and parents	97% Early Arbor message informing parent/carer of current attendance and offering an opportunity to discuss with attendance officer	PHASE 2 – Letter 1 sent to offer a supportive meeting to discuss pupils' attendance and inform that any further illnesses will not be authorised without a medical note (this would be on a case-by-case basis)
Robust first day absence contact procedure	93% Early intervention supportive phone call from attendance officer	PHASE 3 – Letter 2 sent informing of a given date and time to attend a meeting with the Headteacher or SLT. An attendance support plan would be developed.
Registers are led by class teacher and attendance is monitored	Monitor progress and follow up on celebrating achievements with the families (recognition of attendance)	PHASE 4 – If parents/carers fail to attend the meeting and there is no further improvement in attendance, a penalty notice warning letter will be sent.
Attendance recognition assemblies		
Teachers' delivery quality first teaching		
Deliver academic and pastoral interventions for identified children and families informed by pupil progress meetings		Individualised, bespoke arrangements (such as personalised meet and greets, earlier start time, school roles, responsibilities/reward charts)
Absent child with no reason, day 1 absence procedure begins		Home visits/support with transport to and from school where needed
Home visit/well being visit where applicable		Take an active part in multiagency approach with local authority, ISAT, and other external partners
Weekly attendance tracked and % addressed as part of weekly monitoring or persistent absence		Use data driven information to identify children at risk of severe absence
Graduated approach to letters with declining attendance		Apply local authority escalation processes where appropriate in consultation with the ISAT (Inclusion support advisory teacher)
Wider agencies signposted for parents		Provide interventions to support children where needed
Teachers share attendance report as part of parents evening		Continuously assess and adapt strategies to follow up on celebrating achievements with the families.
Breakfast provision – early start time of 8.25 for a soft start and incorporate strategies which help pull the children into school.		

Role of parent and carer	Work alongside school staff to ensure the child is attending school regularly and on time Support school to continue to build strong attendance and punctuality Work in collaboration with school staff to ensure positive transitions at drop of and pick up times Engage with school communication including newsletters, attendance celebration, expectations as well as any social media/dojo updates Work with staff to support the child to address any concerns raised Communicate effectively with school regarding any absence providing evidence where required.	Work with school to identify barriers and or challenges Proactively engage with support provided by school Continue to communicate with school effectively regarding absences providing evidence where required Celebrate improvements in attendance with family	Work with school to continue to identify barriers and/or challenges to attendance Respond to communications with school and proactively engage with school support and external support, including formal plans Take an active role in resourcing additional support Celebrate improvements in attendance with family
Role of external agencies	Derbyshire Inclusion support advisory service to review Attendance policy Provide resources and training on effective classroom strategies Support the implementation of the Attendance and other inclusion related policies Collaborate with school on attendance initiatives Signpost parents where suitable to agencies, where applicable Support school to utilise agencies that can support strong attendance in school.	Signpost to appropriate agency support, where applicable Support a comprehensive and inclusive school wide approach that encompasses both attendance and emotional wellbeing. Where there are out of school barriers, provide access to services and signpost to support.	Provide professional development and early intervention to support school Signpost the formal TAF process and review meetings Signpost or provide access to services accordingly to identified barriers Support the school with Derbyshire Local Authority escalation procedures, where appropriate
Role of children	Attend school regularly, be punctual and engage positively in all areas of school life Support other children to be positive members of Hadfield Infant School Celebrate achievements of other children in and out of celebration assemblies Speak to a trusted adult in school if they have worries or concerns	Co-construct and participate in any targeted interventions, where applicable Recognise personal achievements Continue to talk to an adult if there is a concern Continue to engage in all aspects of school life	Actively engage in a range of interventions Recognise personal achievements Continue to engage in all aspects of school life Continue to talk to an adult when/if you have a concern

Attendance monitored weekly by Attendance Champions	
Children with attendance of or below 97% receive an Arbor message to inform them and offer support from our attendance champions. 'We have a duty of care to inform you that your child's attendance has fallen below our school's target of 97% and is currently at ____%. If you feel our support would be beneficial, please don't hesitate to contact us.'	
Initial concern – Children with attendance below 93% receive a supportive call from an attendance champion to inform them and offer support. A three-weekly, supportive check in until attendance significantly improves. Each case is discussed with the wider safeguarding team in weekly SLT meetings.	
Attendance falls below 90%	
Phase 1 – A wellbeing phone call will be made to the parent/carers by our Attendance Champions. The aim of the call - To make them aware of their child's low attendance - Find out if any support is required to improve their child's attendance - Inform them that their child's attendance will continue to be monitored to ensure that it improves	
Phase 2 – If there is no improvement in the pupil's attendance, this will trigger a letter (<u>Letter 1</u>) to parents to: - Inform them that their child's attendance has not improved and that it will be monitored - Inform them that any further illnesses will not be authorised without a medical note (This will be on a case-by-case basis) - Inform them that 10 sessions of unauthorised absence within a rolling 10-week period will result in a fixed penalty notice - Inform them of any further action that may be taken if there is no improvement in attendance such as enforcement from the LA - Propose a school meeting/home visit/telephone conversation to discuss ways in which we can support your child.	
Phase 3 – If there is not improvement, and parents/carers do not engage in schools support regarding their child's attendance, a further letter (<u>Letter 2</u>) will be sent informing them. - Of a given time and date to attend a final and formal meeting with Mrs Dodd and Mrs Kidd, to discuss their child's attendance - That failing to attend, and if there is no current improvement in attendance, a referral for further support may be made/consideration of enforcement	
Phase 4 – If parents/carers fail to attend the meeting and there is no further improvement in attendance A fixed penalty notice warning letter (<u>Letter 3</u>) will be sent informing them of their child's current attendance That a referral to the Local Authority to issue a fixed penalty notice has been made	
The attendance champions will make regular contact via phone and ClassDojo message to offer help and support and to keep communications open. This will be logged via our online safeguarding system.	
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Annex 4

Graduated response to no contact regarding an absence	
Telephone call to primary parent/carer	If no contact has been made by 9.15 as a result of the initial message, school will make a phone call to the primary parent/carer of the pupil.
Telephone call to other contacts	If not contact has been made by 9.45 then school will call all listed contacts for the pupil.
Class Dojo message	If not contact can be made through calling the parent/carer and all other available contacts, a Class Dojo message will be sent out to inform parents/carers that is contact is not made by 10.30, this will trigger a home visit. <i>‘We have tried unsuccessfully today to contact you regarding your child’s absence. If we do not hear from you before 10.30am, we will conduct a home visit in order to fulfil our statutory safeguarding duty of care. Thank you.’</i>
Home visit	If contact has still not been made by 10.30am, the office will inform All DSL’s and SLT, and a home visit will be conducted. If not Contact can be made from a home visit, a home visit letter Will be left at the house requesting contact as soon as possible.
Escalation to external agencies	If your child is still unaccounted for by the end of the school day, Social care will be contacted for advice and to request a Safe and Wellbeing check be made. If the pupil has a social worker, they will Be informed that the pupil has not been in school today and that They have not been seen when a home visit was carried out.

Annex 5

Hadfield Infant School

Merseybank Road

Hadfield

SK13 1PN

Headteacher: Mrs F Dodd

Home visit notification

Your child has not attended school today and we have not received a reason for their absence. We have made two phone calls to the contact numbers provided, but have been unable to make contact. In order to fulfil our statutory safeguarding duty of care, we have conducted a home visit today _____ at _____.

If we do not hear from you by the end of the school day, we will contact Call Derbyshire (Children's services) for advice and request a safe and wellbeing check to be made. The police may also be contacted should we continue to not hear anything from you. We will follow professional advice.

Please contact us as soon as possible.

Annex 6

[Date]

Dear Parent/Carer,

Formal Attendance Concern

I am writing to inform you that despite previous communication regarding your child's attendance, there has not been sufficient improvement. Your child's current attendance is ____%.

As a school, we have a statutory duty to monitor attendance and to work alongside families to ensure children attend school regularly. We are concerned that your child is now missing a significant amount of learning, which may impact their academic progress, social development and overall wellbeing.

As part of our graduated attendance response, your child's attendance will now be formally monitored.

Due to the current attendance concerns, any future absences due to illness may require medical evidence in order for the absence to be authorised. Examples of acceptable evidence may include:

- Appointment cards
- Prescriptions
- Medication labels
- Medical letters
- Evidence of consultations with healthcare professionals

Please note that this requirement will be reviewed regularly and considered on an individual basis.

We would like to invite you to attend a meeting, telephone discussion or home visit so that we can explore any barriers to attendance and discuss what support may be available to your family.

Our aim is to work collaboratively with parents and carers to improve attendance before further intervention becomes necessary.

Please contact the school office within five school days to arrange a suitable time.

Yours sincerely, Headteacher

Annex 7

[Date]

Dear Parent/Carer,

Persistent Absence Concern

I am writing to express serious concern regarding your child's attendance, which is currently ____%.

The Department for Education classifies attendance below 90% as Persistent Absence. At this level, your child is missing a significant proportion of their education, which can have a substantial impact on academic achievement, emotional wellbeing, social development and future outcomes.

Despite previous communication and support offered by the school, attendance remains a concern and has not improved sufficiently.

As part of our attendance procedures, your child's attendance will continue to be closely monitored.

Please be aware that:

- Any future illness absence may require medical evidence before it can be authorised.
- The Department for Education's National Framework states that 10 sessions (5 school days) of unauthorised absence within a rolling 10-school-week period may result in a referral to the Local Authority for consideration of a Fixed Penalty Notice.
- Continued poor attendance may result in formal involvement from the Local Authority Attendance Team.
- Further action may include attendance contracts, formal monitoring, penalty notices or legal proceedings under Section 444 of the Education Act 1996 where appropriate.

We want to emphasise that our priority remains supporting your child and family. We are committed to working with you to identify and overcome any barriers to attendance and would welcome the opportunity to meet with you to agree an Attendance Support Plan.

You are therefore invited to attend a meeting on:

Date: _____

Time: _____

Location: _____

If you are unable to attend, please contact the school office immediately so that alternative arrangements can be made.

We hope that by working together we can secure improved attendance and ensure your child benefits fully from the opportunities available at Hadfield Infant School.

Yours sincerely,

Headteacher

Hadfield Infant School