

All Saints Inter-Church Academy

Attendance Policy

June 2026

1. Statement of Intent

At All Saints Inter Church Academy, we believe that excellent attendance is fundamental to enabling every child to achieve their full potential. Attendance is not simply about being present in school. It is about belonging to a community, building positive relationships, accessing enriching experiences and developing the knowledge, skills and character needed to thrive both now and in the future.

Rooted in our Christian values of Service, Hope, Integrity, Nurture and Excellence, we are a beacon of light in our community, a place where every child is known, valued and empowered to flourish.

We believe that every child deserves the very best. Through an unwavering commitment to equity, we seek to ensure that all children, regardless of background, circumstance or need, receive exceptional opportunities to grow academically, spiritually and personally.

Our school is more than a place of learning. It is a focal point for our community where families, staff and local partners come together in service of a shared purpose: to nurture hearts and minds, inspire hope and pursue excellence in all we do.

We recognise that regular attendance is essential if children are to fully benefit from the opportunities available to them. Through nurture and care, we build resilience and confidence, preparing our pupils to shine brightly in the world beyond our gates.

Whilst the school has a statutory responsibility to monitor attendance and, where necessary, work with external agencies to address attendance concerns, our primary aim is always to work alongside families in a spirit of partnership, compassion and shared responsibility.

Attendance is everyone's responsibility. By working together, we can ensure that every child attends school regularly, feels a strong sense of belonging and is able to achieve their full potential.

2. Why Attendance Matters

At All Saints Inter Church Academy, we believe attendance is about far more than simply being present in school. Regular attendance enables children to access the rich experiences, meaningful relationships and exceptional opportunities that help them grow academically, spiritually and personally.

Children who attend school regularly are more likely to:

- Develop secure knowledge, skills and understanding across the curriculum.
- Build positive relationships with peers and trusted adults.
- Experience a strong sense of belonging within the school community.
- Participate fully in collective worship, enrichment opportunities and wider school life.
- Develop resilience, confidence and independence.
- Achieve their full academic, social and personal potential.

The impact of attendance on educational outcomes is clearly demonstrated within our own school.

Analysis of attainment data at All Saints Inter Church Academy shows that pupils whose attendance is 96% or above are 32% more likely to achieve age related expectations than pupils whose attendance falls below 96%.

The impact on higher attainment is even more significant. Pupils with attendance of 96% or above are more than three and a half times more likely to achieve above age related expectations than pupils whose attendance falls below 96%.

Where attendance falls below 90%, outcomes reduce considerably. Pupils attending school 90% or more of the time are approximately 61% more likely to achieve age related expectations than pupils whose attendance falls below 90%. Pupils with attendance below 90% are almost three times more likely to be working significantly below age related expectations.

These findings mirror national trends and reinforce the importance of regular attendance. Every day in school contributes to children's learning, wellbeing, confidence, relationships and future opportunities.

Missing school means missing learning, experiences and opportunities that cannot always be replicated elsewhere.

For this reason, promoting excellent attendance is a shared responsibility between the school, pupils, parents, carers and the wider community.

3. Aims

This policy aims to:

- Promote a culture in which attendance is valued, expected and celebrated.
- Ensure that all pupils attend school regularly and punctually.
- Support every child to access their full educational entitlement.
- Identify attendance concerns at the earliest possible stage.
- Understand and address barriers to attendance through a supportive and graduated approach.
- Promote strong partnerships between school, families and external agencies.
- Ensure attendance procedures are applied fairly, consistently and transparently.
- Fulfil all statutory responsibilities relating to attendance and safeguarding.
- Reduce levels of persistent and severe absence.
- Ensure all pupils are able to achieve, belong and thrive through regular engagement in education.

4. Legislative and Guidance Framework

This policy has been developed in accordance with the following legislation and guidance:

- Education Act 1996
- Children Act 1989
- Children Act 2004
- Equality Act 2010
- Working Together to Improve School Attendance (Department for Education)
- Keeping Children Safe in Education
- School Attendance (Pupil Registration) (England) Regulations
- Summary Table of Responsibilities for School Attendance
- Children Missing Education Statutory Guidance
- Mental Health Issues Affecting a Pupil's Attendance: Guidance for Schools
- Working Together to Safeguard Children
- Cambridgeshire County Council School Attendance Guidance

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

- Mental Health and Wellbeing Policy
- Children Missing Education Procedures
- Elective Home Education Procedures

Attendance is both an educational and safeguarding priority. The school recognises that poor attendance can be an indicator of unmet need and is committed to ensuring that attendance concerns are addressed promptly, proportionately and effectively.

5. Roles and Responsibilities

Attendance is everyone's responsibility. Securing excellent attendance requires a collaborative approach involving pupils, parents, school staff, governors and external agencies.

The Local Governing Body

The Local Governing Body will:

- Promote the importance of regular attendance and punctuality.
- Ensure attendance remains a strategic priority within the school.
- Monitor attendance information through regular reports.
- Hold school leaders to account for attendance outcomes.
- Ensure the school complies with statutory attendance duties.
- Monitor the attendance of vulnerable groups and evaluate the effectiveness of attendance strategies.
- Ensure appropriate resources are allocated to support attendance improvement.
- Review this policy annually.

The Headteacher

The Headteacher, Mrs Sarah Johnson, has overall responsibility for attendance within the school and will:

- Promote a culture where attendance is valued and expected.
- Ensure this policy is implemented consistently.
- Monitor attendance patterns and trends.
- Ensure appropriate intervention and support are in place.
- Authorise or decline requests for leave during term time.
- Work with external agencies where attendance concerns arise.
- Ensure attendance is considered as part of safeguarding arrangements.
- Report attendance information to governors.
- Ensure all staff understand their attendance responsibilities.

The Deputy Headteacher

The Deputy Headteacher, Mrs Tracy Pooley, will:

- Support the implementation of this policy.
- Lead attendance meetings where appropriate.
- Monitor attendance information alongside the Attendance Officer.
- Support vulnerable pupils and families.
- Coordinate interventions and support plans.
- Work closely with safeguarding leads where attendance concerns are identified.
- Support reintegration arrangements following periods of absence.

The Attendance Officer

The Attendance Officer, Miss Leanne Smith, will:

- Monitor attendance and punctuality daily.
- Undertake first day response procedures.
- Analyse attendance patterns and identify concerns.
- Communicate regularly with families regarding attendance.
- Coordinate attendance meetings and support plans.
- Maintain accurate attendance records.
- Monitor pupils at risk of persistent absence.
- Monitor pupils at risk of severe absence.
- Liaise with Cambridgeshire attendance services and other agencies.
- Support the implementation and review of attendance contracts.
- Ensure attendance interventions are recorded and reviewed.
- Produce attendance reports for senior leaders and governors.

Class Teachers

Class teachers play a vital role in promoting attendance and will:

- Maintain accurate attendance registers.
- Create a welcoming and inclusive classroom environment.
- Promote positive attendance through daily interactions.
- Identify emerging attendance concerns.
- Raise concerns promptly with leaders.
- Support pupils returning following absence.
- Work collaboratively with families to remove barriers to attendance.

Parents and Carers

Parents and carers have a legal responsibility to ensure that children of compulsory school age receive an appropriate full time education.

Parents and carers are expected to:

- Ensure their child attends school regularly and punctually.
- Notify the school of absence as soon as possible.
- Provide reasons for absence.
- Attend attendance meetings when requested.
- Work in partnership with the school to address attendance concerns.
- Ensure medical appointments are arranged outside school hours where possible.
- Avoid taking holidays during term time.
- Update contact information promptly.

Pupils

Pupils are expected to:

- Attend school regularly.
- Arrive punctually.
- Engage positively with learning.
- Inform trusted adults if they are worried about attending school.
- Work with staff and families to improve attendance where concerns arise.

6. Promoting Excellent Attendance

At All Saints Inter Church Academy, attendance is promoted through a culture of belonging, high expectations and strong relationships.

We recognise that children attend school regularly when they feel safe, valued, included and successful.

The school promotes attendance through:

- High quality teaching and learning.
- Positive relationships between staff, pupils and families.
- A culture of inclusion and belonging.
- Effective transition arrangements.
- Strong safeguarding systems.
- Early identification of barriers to attendance.
- Timely support and intervention.
- Recognition of attendance improvements.
- Celebration of positive attendance.
- Effective communication with families.
- Access to pastoral support where required.
- Opportunities for pupil voice and participation.

Attendance support will always seek to understand the reasons behind absence rather than focusing solely on attendance percentages.

The school is committed to working collaboratively with families to identify barriers and agree solutions that enable children to attend school successfully.

7. Attendance and Belonging

At All Saints Inter Church Academy, we recognise that attendance and belonging are closely linked.

Children are more likely to attend school regularly when they feel:

- Safe.
- Known.
- Valued.
- Respected.
- Included.
- Successful.
- Connected to their peers and adults.

Creating a culture of belonging is therefore central to our attendance strategy.

Through our Christian values of Service, Hope, Integrity, Nurture and Excellence, we seek to ensure that every child experiences school as a place where they are welcomed, supported and encouraged to thrive.

Where attendance concerns arise, the school will seek to understand the child's experience and identify any barriers affecting their sense of belonging.

These may include:

- Friendship difficulties.
- Anxiety.

- Bullying concerns.
- Special educational needs.
- Mental health difficulties.
- Family circumstances.
- Medical needs.
- Social or emotional challenges.

Attendance concerns will therefore be addressed not only through monitoring and intervention, but through ensuring that children remain connected to the life of the school and feel a strong sense of belonging within our community.

By nurturing positive relationships and maintaining high expectations, we aim to ensure that every child is able to achieve, belong and thrive.

8. Registration and Punctuality

Regular attendance and punctuality are essential in ensuring that pupils maximise their learning opportunities and develop positive habits that will support them throughout their education and beyond.

The school day is structured as follows:

Activity	Time
School gates open	8.35am
Classroom doors open	8.35am
Classroom doors close	8.45am
Morning registration closes	8.50am

Pupils are expected to arrive at school between 8.35am and 8.45am in order to settle into class and be ready to begin learning promptly.

The period between 8.45am and 8.50am provides pupils with valuable opportunities to engage in early learning activities, receive important information about the school day and prepare for learning.

Children arriving after 8.45am must enter school through the main entrance and report to the school office.

Late Arrival

Children arriving after classroom doors have closed but before registration closes at 8.50am will be recorded as late.

Children arriving after registration has closed at 8.15am will be recorded in accordance with the appropriate statutory attendance code.

Repeated lateness can have a significant impact on educational progress. Even a few minutes missed each day can accumulate into substantial lost learning over the course of an academic year.

The school will monitor punctuality closely and will work proactively with families where patterns of lateness emerge.

Persistent Lateness

Where a pupil demonstrates a pattern of lateness, the school may:

- Contact parents or carers to discuss concerns.
- Monitor punctuality over an agreed period.
- Offer support to address barriers.
- Arrange an attendance meeting.
- Implement an Attendance Support Plan.
- Seek support from external agencies where appropriate.

The school recognises that persistent lateness may be linked to wider family, social, emotional or practical difficulties and will seek to understand and address these wherever possible.

9. Reporting Absence

Parents and carers are expected to notify the school as soon as possible on the first day of absence.

Where possible, absence should be reported before 8.00am.

The reason for absence should be clearly communicated and include:

- The nature of the illness or reason for absence.
- The expected duration of absence, where known.
- Any additional information that may assist the school in supporting the pupil.

Parents and carers should continue to keep the school informed where an absence extends beyond one day unless alternative arrangements have been agreed.

Planned Absence

Where a pupil is expected to be absent due to a medical appointment or other unavoidable circumstance, parents should inform the school in advance whenever possible.

Evidence may be requested in relation to:

- Hospital appointments.
- Consultant appointments.
- Medical treatment.
- Other appointments requiring absence during the school day.

Where possible, appointments should be arranged outside school hours.

Where this is not possible, pupils should attend school before and after the appointment wherever practical.

Unexpected Absence

Unexpected absence should be reported via the school's established reporting procedures.

Failure to provide a reason for absence may result in the absence being recorded as unauthorised.

10. First Day Response Procedures

The safety and wellbeing of every child is of paramount importance.

As part of the school's safeguarding responsibilities, all unexplained absences will be followed up promptly.

Stage 1: Initial Monitoring

Registers are checked immediately following the close of registration.

Any pupil who is absent without explanation will be identified.

Stage 2: First Contact

The Attendance Officer will seek to establish the reason for absence by:

- Contacting parents or carers.
- Sending messages where appropriate.
- Attempting contact using all available emergency contacts where necessary.

All contact attempts will be recorded.

Stage 3: Escalation

Where contact cannot be established and concerns remain regarding a child's welfare, further action may be taken.

This may include:

- Contacting additional emergency contacts.
- Liaising with relevant professionals.
- Discussion with safeguarding leads.
- Home visits where appropriate.
- Welfare checks.
- Referral to external agencies.

The level of response will be determined by the individual circumstances and any known vulnerabilities.

Vulnerable Pupils

Enhanced procedures may be implemented immediately for pupils who are:

- Subject to Child Protection Plans.
- Children in Need.
- Looked After Children.
- Previously known to social care.
- Identified as vulnerable through safeguarding processes.
- Experiencing significant attendance difficulties.

In such cases, same day welfare checks may be undertaken where appropriate.

Recording

All attendance related contacts, actions and outcomes will be recorded appropriately and retained in accordance with school procedures.

11. Safeguarding and Attendance

Attendance is a safeguarding priority.

The school recognises that poor attendance may be an indicator of wider safeguarding concerns, including:

- Neglect.
- Domestic abuse.
- Mental health difficulties.

- Child exploitation.
- Family breakdown.
- Housing instability.
- Unmet special educational needs.
- Emotional wellbeing concerns.
- Financial hardship.
- Caring responsibilities.

Attendance information forms an important part of the school's safeguarding systems and is regularly reviewed by leaders.

Early Identification

The school will seek to identify attendance concerns at the earliest possible stage.

Where attendance patterns begin to emerge, staff will seek to understand the reasons behind the absence and provide support where appropriate.

Vulnerable Pupils

Particular attention will be given to pupils who may be more vulnerable to attendance difficulties, including:

- Pupils with SEND.
- Disadvantaged pupils.
- Young carers.
- Pupils with medical conditions.
- Children supported by social care services.
- Pupils experiencing mental health difficulties.
- Children who have experienced trauma or adverse childhood experiences.

Multi Agency Working

The school recognises that attendance difficulties are often complex and may require coordinated support.

Where appropriate, the school will work with:

- Cambridgeshire County Council.
- Attendance services.
- Early Help services.
- Health professionals.
- Social care teams.
- Educational psychologists.
- SEND professionals.
- Other relevant agencies.

Attendance as a Protective Factor

Regular attendance supports children's wellbeing, learning, social development and safety.

By ensuring children attend school regularly, we strengthen protective factors and help ensure that pupils remain visible, supported and able to access the help they need.

For this reason, attendance concerns will always be considered through both an educational and safeguarding lens.

12. Authorised and Unauthorised Absence

The school is responsible for determining whether an absence should be recorded as authorised or unauthorised.

Whilst parents and carers provide reasons for absence, only the school can decide whether an absence meets the criteria for authorisation in accordance with statutory guidance.

The school will always seek to apply these decisions fairly, consistently and transparently.

Authorised Absence

An absence may be authorised where there is a legitimate reason for a pupil to be absent from school.

Examples may include:

- Genuine illness.
- Medical or dental appointments that cannot reasonably be arranged outside school hours.
- Hospital treatment.
- Religious observance recognised by the family's faith community.
- Exceptional circumstances approved by the Headteacher.
- Exclusion from school.
- Other circumstances permitted within statutory attendance guidance.

The school may request supporting evidence where appropriate.

Examples may include:

- Appointment letters.
- Hospital correspondence.
- Medical evidence.
- Professional reports.

The school reserves the right to seek further information where attendance patterns give rise to concern.

Unauthorised Absence

An absence will normally be recorded as unauthorised where:

- No reason for absence has been provided.
- The reason provided is not considered acceptable under attendance regulations.
- The school has not granted leave of absence.
- A pupil is absent for reasons such as shopping trips, birthdays, family outings or avoidable appointments.
- A pupil is taken on holiday during term time without authorisation.
- Supporting evidence requested by the school is not provided.

Unauthorised absence may result in attendance intervention and, where appropriate, referral to the Local Authority.

Religious Observance

The school recognises the importance of faith and religious observance.

Leave for religious observance will be authorised where the day is exclusively set apart for religious observance by the religious body to which the pupil's family belongs.

Parents should notify the school in advance wherever possible.

13. Medical Needs and Attendance

The school recognises that some pupils may experience attendance difficulties due to physical health needs, medical conditions or treatment requirements.

We are committed to ensuring that pupils with medical needs continue to access education and remain connected to school wherever possible.

Supporting Pupils with Medical Conditions

The school will work collaboratively with:

- Parents and carers.
- Health professionals.
- Specialist services.
- Local Authority teams.
- Other relevant agencies.

to ensure that pupils receive appropriate support.

Support may include:

- Individual Healthcare Plans.
- Reasonable adjustments.
- Phased returns to school.
- Temporary timetable adjustments.
- Adaptations to the learning environment.
- Access arrangements.
- Emotional support.

The school will seek to balance the needs of the individual child with the importance of maintaining regular attendance wherever possible.

Long Term Medical Absence

Where a pupil experiences a significant period of absence due to medical reasons, the school will maintain regular contact with the family.

The purpose of this contact is to:

- Support the child's wellbeing.
- Maintain a connection with school.
- Facilitate reintegration.
- Coordinate support arrangements.
- Plan for a successful return to education.

The school will follow Cambridgeshire County Council guidance regarding pupils who experience prolonged medical absence.

Medical Evidence

The school may request medical evidence where:

- Absence levels become a concern.
- Attendance patterns suggest repeated illness.
- Significant periods of absence occur.
- There is uncertainty regarding a pupil's ability to attend.

This is not intended to create barriers for families but to ensure appropriate support can be identified and implemented.

14. Attendance and Inclusion

At All Saints Inter Church Academy, we recognise that attendance difficulties do not affect all pupils equally.

Some children face additional barriers that may impact upon their ability to attend school regularly.

These barriers may include:

- Special Educational Needs and Disabilities (SEND).
- Autism.
- ADHD.
- Speech and language needs.
- Mental health difficulties.
- Medical conditions.
- Family circumstances.
- Caring responsibilities.
- Social and emotional needs.
- Experiences of trauma.
- Bereavement.
- Housing instability.
- Financial hardship.

The school is committed to understanding these barriers and responding in a supportive and inclusive manner.

Equity and Attendance

Consistent with our vision and values, we recognise that equality does not always mean treating every child in exactly the same way.

Some pupils may require additional support, reasonable adjustments or targeted intervention in order to achieve successful attendance.

The school will seek to identify and remove barriers before considering enforcement measures.

Graduated Support

Attendance concerns will be addressed through a graduated response that may include:

- Informal conversations.
- Attendance monitoring.
- Attendance support plans.
- Pastoral support.
- SEND reviews.
- Early Help assessments.
- Multi agency meetings.

- Attendance contracts.
- External agency involvement.

The school will always seek to understand the root causes of attendance difficulties and work collaboratively with families to improve outcomes.

15. Emotionally Based School Avoidance (EBSA)

The school recognises that some pupils may experience significant anxiety or emotional distress that affects their ability to attend school.

Emotionally Based School Avoidance (EBSA) is not a behavioural issue. It is a complex emotional response that requires understanding, support and careful planning.

Early Identification

Indicators of EBSA may include:

- Frequent requests to stay at home.
- Difficulties separating from parents or carers.
- Increased anxiety around school attendance.
- Physical symptoms without a clear medical cause.
- Distress at key transition points.
- Frequent visits to medical professionals without an identified medical explanation.
- Deteriorating attendance patterns.
- Emotional dysregulation linked to school attendance.

The school will seek to identify concerns early and respond proactively.

Understanding the Child's Experience

Where EBSA is suspected, the school will seek to understand:

- The child's views.
- Family perspectives.
- Sources of anxiety.
- Triggers within school.
- Strengths and protective factors.
- Existing support arrangements.

Pupil voice will be central to planning support.

Support Strategies

Support may include:

- Identification of trusted adults.
- Safe spaces.
- Emotional wellbeing support.
- Reasonable adjustments.
- Reduced anxiety transition arrangements.
- Individual support plans.
- Reintegration programmes.
- SEND support.

- External professional involvement.
- Multi agency planning.

Support will be tailored to the needs of the individual child.

Reintegration

Where attendance has reduced significantly, a structured reintegration plan may be implemented.

This may include:

- Agreed attendance targets.
- Gradual increases in attendance.
- Planned review meetings.
- Enhanced pastoral support.
- Family engagement.

The ultimate aim will always be to support the pupil in returning to full time education wherever possible.

Partnership with Families

The school recognises that families of children experiencing EBSA often experience significant stress and anxiety.

We are committed to working collaboratively with parents and carers to develop supportive, realistic and sustainable solutions that prioritise the wellbeing and educational needs of the child.

Whilst attendance expectations remain high, the school's response to EBSA will be characterised by compassion, understanding and a commitment to finding solutions that enable pupils to achieve, belong and thrive.

16. Attendance Monitoring and Thresholds

The school monitors attendance daily, weekly, half termly and termly in order to identify concerns at the earliest possible stage.

Attendance data is analysed for:

- Individual pupils.
- Classes and year groups.
- Pupils with SEND.
- Disadvantaged pupils.
- Pupils in receipt of social care support.
- Young carers.
- Pupils with medical needs.
- Other identified vulnerable groups.

The purpose of attendance monitoring is not simply to identify poor attendance, but to understand patterns, identify barriers and provide timely support.

Attendance Thresholds

The school uses attendance thresholds to support early identification and intervention.

Attendance	School Response
98% to 100%	Universal monitoring and celebration
96% to 97.9%	Monitoring and early discussion where concerns arise
90% to 95.9%	Attendance concern identified and support considered
Below 90%	Persistent absence procedures implemented
Below 50%	Severe absence procedures implemented

Whilst these thresholds provide guidance, attendance concerns may be addressed at any stage where patterns emerge.

For example:

- Frequent absence on specific days.
- Repeated medical absence.
- Frequent lateness.
- Attendance concerns linked to safeguarding.
- Attendance concerns linked to wellbeing.

Understanding Attendance Percentages

Attendance percentages can often appear high whilst still representing significant lost learning.

Attendance	Approximate Days Missed Per Academic Year
100%	0 days
98%	4 days
96%	8 days
95%	10 days
90%	19 days
85%	29 days

An attendance rate of 90% means a child misses approximately one day of education every two weeks.

The school will seek to help families understand the cumulative impact of absence on educational outcomes.

Attendance Analysis

Attendance data will be reviewed regularly by:

- Attendance Officer.
- Senior Leaders.
- Safeguarding Team.
- Governors.

Analysis will consider:

- Overall attendance.
- Persistent absence.
- Severe absence.
- Vulnerable groups.
- Punctuality.
- Impact of interventions.
- Emerging trends.

This information will be used to inform attendance improvement strategies and resource allocation.

17. Attendance Support Pathway

The school is committed to supporting families before attendance concerns become entrenched.

Our attendance pathway is based upon early identification, partnership working and graduated intervention.

The aim is always to secure improved attendance through support wherever possible.

Stage 1: Universal Monitoring

All pupils receive universal attendance monitoring.

This includes:

- Daily register monitoring.
- Positive promotion of attendance.
- Celebration of attendance improvements.
- Communication regarding attendance expectations.

Stage 2: Emerging Concern

Where attendance begins to decline or attendance patterns emerge, the school may:

- Contact parents informally.
- Discuss concerns with the pupil.
- Explore potential barriers.
- Monitor attendance over an agreed period.

The purpose of this stage is early intervention and problem solving.

Stage 3: Attendance Concern

Where attendance continues to decline, parents may receive an Attendance Concern Letter.

This stage may include:

- Attendance review.
- Discussion with parents.
- Identification of barriers.
- Agreement of support strategies.
- Short term monitoring.

Support remains the primary focus.

Stage 4: Attendance Meeting

Where concerns persist, parents will be invited to attend a formal attendance meeting.

The meeting will seek to:

- Review attendance data.
- Explore barriers.
- Consider support already provided.
- Agree further actions.
- Establish attendance targets.
- Identify responsibilities for all parties.

A written record will be maintained.

Stage 5: Attendance Support Plan

Where appropriate, an Attendance Support Plan will be implemented.

The plan may include:

- Attendance targets.
- Agreed support strategies.
- Review arrangements.
- Responsibilities of the school.
- Responsibilities of parents.
- Responsibilities of the pupil.

The plan will be reviewed regularly.

Stage 6: Attendance Contract

Where attendance concerns continue despite support, an Attendance Contract may be implemented.

This will formalise:

- Attendance expectations.
- Agreed actions.
- Support arrangements.
- Review dates.
- Potential consequences should attendance fail to improve.

Stage 7: External Agency Involvement

Where attendance remains a concern, the school may seek support from:

- Cambridgeshire Attendance Services.
- Early Help.
- Social Care.
- Health professionals.
- SEND services.
- Other relevant agencies.

Multi agency working will be used where appropriate.

18. Persistent Absence

The Department for Education defines persistent absence as attendance below 90%.

The school recognises that persistent absence is often a symptom of wider barriers and will seek to identify and address these as early as possible.

Early Intervention

The school aims to intervene before attendance falls below 90%.

This may include:

- Attendance monitoring.
- Family meetings.
- Attendance Support Plans.
- Pastoral support.
- SEND reviews.
- Early Help involvement.
- External agency referrals.

Monitoring Persistent Absence

Pupils identified as persistently absent will receive enhanced monitoring.

Attendance data will be reviewed regularly and support adjusted as required.

The school will seek to understand:

- Why absence is occurring.
- What barriers exist.
- What support may be required.
- Whether safeguarding concerns are present.

Working with Families

Improving attendance requires a partnership approach.

The school will work constructively with families to:

- Identify concerns.
- Remove barriers.
- Promote attendance.
- Support reintegration where necessary.

Parents are expected to engage positively with this process.

Escalation

Where attendance fails to improve despite support, the school may refer the case to Cambridgeshire County Council for consideration of further intervention.

19. Severe Absence

The Department for Education defines severe absence as attendance below 50%.

Severe absence places children at significant educational, social and safeguarding risk.

The school will therefore prioritise intervention where severe absence is identified.

Immediate Action

Where severe absence is identified, the school will:

- Review attendance history.
- Contact parents.
- Assess safeguarding concerns.
- Consider immediate support needs.
- Convene appropriate meetings.
- Develop an attendance improvement plan.

Enhanced Monitoring

Pupils experiencing severe absence will be subject to enhanced monitoring.

This may include:

- Weekly attendance reviews.
- Multi agency meetings.
- Increased family contact.
- Safeguarding oversight.
- Attendance contracts.
- Targeted interventions.

Safeguarding Considerations

Severe absence may indicate:

- Significant unmet need.
- Emotional wellbeing concerns.
- Exploitation risks.
- Family difficulties.
- Educational disengagement.
- Wider safeguarding concerns.

For this reason, all cases of severe absence will be reviewed through a safeguarding lens.

Multi Agency Response

Where severe absence persists, the school will work closely with external agencies to coordinate support and secure improved attendance.

The welfare, safety and educational progress of the child will remain central to all decision making.

The school will maintain high expectations whilst ensuring that support remains proportionate, compassionate and focused on achieving the best possible outcomes for the child.

20. Leave of Absence During Term Time

The school is committed to maximising attendance and recognises that regular attendance is one of the most significant factors influencing educational success.

Parents do not have an automatic right to remove their child from school during term time.

The Education (Pupil Registration) Regulations make clear that leave of absence during term time may only be granted by the Headteacher in exceptional circumstances.

Exceptional Circumstances

Exceptional circumstances are those that are rare, significant, unavoidable and short in duration.

Each request will be considered individually and on its own merits.

Examples that may be considered exceptional include:

- Attendance at the funeral of a close family member.
- Significant family emergencies.
- Situations where there are compelling reasons why absence cannot reasonably be taken outside term time.

The following would not normally be considered exceptional:

- Family holidays.
- Cheaper holiday prices during term time.
- Availability of flights.
- Visiting relatives abroad.
- Family celebrations.
- Birthdays.
- Recreational trips.
- Extending school holiday periods.

Application Process

Requests for leave must:

- Be submitted in advance.
- Be made using the school's Leave of Absence Request Form.
- Include supporting information where appropriate.

The Headteacher's decision is final and will be communicated in writing.

Unauthorised Leave

Where leave is taken without authorisation, the absence will be recorded as unauthorised.

The school may refer cases to Cambridgeshire County Council for consideration of a Penalty Notice in accordance with local and national guidance.

21. Children Missing Education (CME)

All Saints Inter Church Academy recognises that children missing education are at increased risk of:

- Abuse and neglect.
- Exploitation.
- Radicalisation.
- Mental health difficulties.
- Poor educational outcomes.

The school has a statutory duty to identify, investigate and report concerns relating to children who may be missing education.

Monitoring

The school will monitor attendance carefully and investigate:

- Unexplained absence.
- Extended absence.
- Patterns of non attendance.
- Sudden withdrawal from education.

Reasonable Enquiries

Where a pupil's whereabouts are unknown, the school will undertake reasonable enquiries, including:

- Contacting parents and carers.
- Contacting emergency contacts.
- Liaising with previous and prospective schools.
- Contacting external agencies where appropriate.
- Undertaking welfare checks where necessary.

Local Authority Notification

The school will notify Cambridgeshire County Council where a pupil meets the criteria for a Child Missing Education referral.

The school will not remove a pupil from roll unless the appropriate statutory procedures have been followed.

22. Elective Home Education (EHE)

Parents have the right to educate their child at home.

Where parents indicate that they wish to electively home educate their child, the school will seek to ensure that they understand:

- Their legal responsibilities.
- The implications of home education.
- Available support and advice.

Initial Discussion

Parents will normally be invited to discuss their decision with the school before a pupil is removed from roll.

This discussion is intended to:

- Explore the reasons for the decision.
- Consider whether concerns can be addressed.
- Ensure the decision is fully informed.

Notification Procedures

Where parents proceed with Elective Home Education, the school will follow all statutory notification procedures and inform Cambridgeshire County Council as required.

Attendance Concerns and EHE

The school recognises that parents may choose Elective Home Education for a variety of legitimate reasons.

However, Elective Home Education should not be viewed as an alternative to addressing attendance concerns where appropriate support could enable successful school attendance.

23. Penalty Notices and Legal Intervention

The school's primary approach to attendance is based upon support, partnership and early intervention.

However, where attendance concerns persist despite support, legal intervention may be considered.

Graduated Approach

Before legal intervention is considered, the school will normally seek to:

- Understand barriers to attendance.
- Work collaboratively with families.
- Implement support plans.
- Hold attendance meetings.
- Consider external agency involvement.
- Review the effectiveness of interventions.

Penalty Notices

The school may request that Cambridgeshire County Council considers issuing a Penalty Notice where the relevant legal threshold is met.

This may include:

- Unauthorised leave during term time.
- Persistent unauthorised absence.
- Failure to engage with attendance support.

Penalty Notices will be issued in accordance with national legislation and Local Authority guidance in force at the time.

Prosecution

In exceptional circumstances, where attendance remains a serious concern despite intervention and support, the Local Authority may consider prosecution under the Education Act 1996.

The school will cooperate fully with any such process.

24. Monitoring and Governance

Attendance is monitored at a strategic, operational and individual pupil level.

Senior Leadership Monitoring

Senior leaders will regularly review:

- Whole school attendance.
- Persistent absence.
- Severe absence.
- Attendance of vulnerable groups.
- Punctuality.

- Attendance trends.
- Impact of interventions.

Governor Monitoring

The Local Governing Body will receive regular attendance reports.

These reports may include:

- Whole school attendance data.
- Persistent absence data.
- Severe absence data.
- Attendance of key groups.
- Attendance improvement actions.
- Evaluation of attendance strategies.

Governors will provide appropriate challenge and support to ensure attendance remains a strategic priority.

Attendance Evaluation

The effectiveness of attendance strategies will be reviewed regularly.

This review will consider:

- Attendance outcomes.
- Pupil voice.
- Parent feedback.
- Staff feedback.
- Impact of interventions.
- Emerging local and national priorities.

25. Policy Review

This policy will be reviewed annually by the Headteacher and Local Governing Body.

Earlier review may take place where:

- Statutory guidance changes.
- Local Authority procedures change.
- Significant attendance trends emerge.
- School improvement priorities require amendment.

The policy will continue to evolve in response to the needs of the pupils, families and community served by All Saints Inter Church Academy.

Appendix Overview

The following appendices form part of this policy and should be used alongside the procedures outlined above:

Appendix A –Early help Letter

Appendix B – Attendance Support Plan

Appendix C – Invite to Attendance Meeting

Appendix D – Attendance Meeting Record

Appendix E – Failed to Attend Meeting

Appendix F – Notice to Improve

Appendix G - Request for Leave of Absence During Term Time Form

Appendix H – Emotionally Based School Avoidance (EBSA) Support Plan

Appendix I – Medical Attendance Support Plan

Appendix J – Attendance Thresholds and Educational Impact Table

Appendix K – First Day Response Procedure

Appendix L – Attendance Escalation Pathway

APPENDIX A

Early help

Date:

Dear Parent/carer,

Re: Attendance below national expectation for:

Name:

Current Attendance:

At All Saints we believe regular attendance is really important as missing school can have a negative impact on learning and as I am sure you are aware it is a legal requirement. At this stage, we would like to work in partnership with you to ensure that attendance improves and to identify any support that may be helpful.

0 DAYS OFF 190 DAYS ATTENDED	100%	★ PERFECTION ★ "EXCELLENT ACHIEVEMENT"
4 SCHOOL DAYS OFF EACH YEAR	98%	IMPRESSIVE
7 SCHOOL DAYS OFF EACH YEAR	96%	NEARLY THERE
9 SCHOOL DAYS OFF EACH YEAR	95%	CAN BE IMPROVED "INCREASE YOUR CHANCES OF BETTER GRADES"
11 SCHOOL DAYS OFF EACH YEAR	94%	NEEDS TO IMPROVE
20 SCHOOL DAYS OFF EACH YEAR	90%	SERIOUS CONCERNS "CLASSED AS A PERSISTENT ABSENTEE" referred to Education Welfare Service
30 SCHOOL DAYS OFF EACH YEAR	85%	RISK OF PROSECUTION "can be damaging to a student's social, emotional and mental wellbeing"
38 SCHOOL DAYS OFF EACH YEAR	80%	

We have noticed your child's attendance has fallen below the level we would expect, I have enclosed a copy of Insert attendance record so that you can view a detailed breakdown of your child's absence from school. We will continue to monitor Insert attendance and I look forward to seeing an improvement.

If the absence is due to a medical reason, please ensure that we have been informed so appropriate support can be put in place. If there are any particular circumstances that the school may not be aware of which is having an

influence on Name. attending school regularly, please do not hesitate to contact school via the office. Together we can make a difference.

We know that a lot of families already have a supportive network of relatives, friends and community groups. However, additional support is also available for families via an Early Help Assessment, where help can be provided from trained professionals who can provide support, signposting and access your community offer. If you would like to discuss this process in more detail, please contact Mrs S Johnson via the school office.

Further support is also available in the community and more information can be found on H.A.Y website. Please scan the QR code below.



APPENDIX B

Attendance Support Plan

Pupil Information

Pupil Name: _____

Date of Birth: _____

Year Group: _____

Class Teacher: _____

Attendance Officer: _____

Plan Start Date: _____

Review Date: _____

Current Attendance: _____

Target Attendance: _____

Attendance Concerns Identified:

- ☐ Persistent absence
- ☐ Frequent illness
- ☐ Punctuality concerns
- ☐ Anxiety
- ☐ EBSA
- ☐ Medical needs
- ☐ SEND related concerns
- ☐ Family circumstances
- ☐ Friendship concerns
- ☐ Other

Details:

Strengths and Protective Factors:

What is working well for this pupil?

Barriers to Attendance

What factors are affecting attendance?

Agreed Support

Support Strategy	Lead Person	Review Date

School Responsibilities

The school will:

- ☐ Monitor attendance regularly
- ☐ Provide pastoral support
- ☐ Maintain regular communication
- ☐ Implement agreed adjustments
- ☐ Liaise with external agencies
- ☐ Review progress regularly

Other:

Parent Responsibilities

Parents/carers will:

Pupil Commitments

I will:

Success Criteria

How will we know the plan has been successful?

Review Outcome

- ☐ Target achieved
- ☐ Good progress made
- ☐ Some progress made
- ☐ Limited progress made
- ☐ Further intervention required

Comments:

Parent Signature: _____

School Representative: _____

Date: _____

APPENDIX C

Invite to Attendance Meeting

Dear Parent,

Childs Name:

Thank you for working with us, their current attendance is %. This is a serious concern and can potentially affect their life chances. We would like to work with you to offer support to help improve Insert attendance, the next step in offering this support is an Attendance Contract meeting.

An Attendance Contract:

- is a voluntary contract that you can end at any time.
- Can last as long as is helpful
- Can include regular catch-ups to offer support
- Can help to reduce barriers to attendance
- Can involve any other services open to you, who can be involved if you would like.

Our attendance policy includes more details about an Attendance Contract, this can be found on the school website

If you have any questions, please feel free to contact me to discuss further. We would be grateful if you could attend a meeting with members of our attendance team:

Meeting Date:

Meeting Time:

Venue: All Saints Inter-Church Academy

Purpose of Meeting:

- ☐ Attendance concerns
- ☐ Persistent absence
- ☐ Punctuality concerns
- ☐ Medical attendance support
- ☐ EBSA support
- ☐ Attendance contract review

Should this be inconvenient, please let us know and we can re-arrange this meeting.

We look forward to meeting with you to discuss any concerns you may have so we can continue to support in making good progress and I hope that you will work with us to improve insert 's attendance. If you have any queries please do not hesitate to contact me on the number above.

APPENDIX D

Attendance Meeting Record

Attendance Contract

ATTENDANCE CONTRACT BETWEEN LOCAL AUTHORITY, SCHOOL, PARENT(S), and CHILD

An attendance contract is a formal written agreement between a parent and the school to address irregular school attendance. An attendance contract is not legally binding and can be ceased by either the school or the parent at any time. It allows a more formal route to secure engagement with support. An attendance contract is not a punitive tool, it is intended to provide support and offer an alternative to prosecution.

DATE AND TIME OF MEETING: _____

VENUE: _____

Pupil: _____ **DOB:** _____ **Ethnicity:** _____

School: _____ **Year Group:** _____

Address: _____ **Postcode:** _____

SCHOOL REPRESENTATIVES:

1) _____

Job Role: _____

2) _____

Job Role: _____

Parent's Name:

1) _____ **DOB:** _____ **Gender:** M/F **Ethnicity:** _____

Address: _____ **Postcode:** _____

Language: _____ **Is an interpreter required:** Y / N

Parent's Name:

2) _____ **DOB:** _____ **Gender:** M/F **Ethnicity:** _____

Address: _____ **Postcode:** _____

Language: _____ **Is an interpreter required:** Y / N

OTHER PEOPLE PRESENT & JOB ROLES:

NAME: _____

JOB ROLE: _____

Sibling[s]

Names: _____

Dates of Birth: _____

School: _____

Att. %: _____

Names: _____

Dates of Birth: _____

School: _____

Att. %: _____

Names: _____

Dates of Birth: _____

School: _____

Att. %: _____

PURPOSE OF AGREEMENT:

To work together to improve child's attendance and to explore any barriers impeding attendance and provide support.

SUMMARY OF SCHOOL INTERVENTIONS TO DATE:

SUMMARY OF OUTSIDE AGENCY SUPPORT TO DATE:

OTHER PROFESSIONALS INVOLVED	CURRENT INVOLVEMENTS (name of professional and start date)	PREVIOUS INVOLVEMENTS (date / duration)
EHA (offer again if previously declined)		
SOCIAL CARE (CIN/CP)		
CAMH/YOUnited		
MEDICAL NEEDS		
SEND		
ATTENDANCE SERVICE		
OTHER		

Did you offer an EHA today? _____

Was support accepted or declined? _____

Reason _____

SUMMARY OF AREAS OF CONCERN:

% Attendance (Previous year): XX% Unauthorised Absence = ____%

% Attendance (Year to date): XX% Unauthorised Absence = ____%

Issues Raised (please detail below)	YES	NO	Issues Raised (please detail below)	YES	NO
1. Alleged Bullying			5. Peer/Staff relationships		
2. Behaviour/Attitude			6. Academic/SEND		
3. Home related difficulties			7. Community/other		
4. Transport			8. Medical Needs		

1. Alleged Bullying:

2. Behaviour and Attitudes:

3. Home related difficulties:

4. Transport:

5. Peer/Staff relationships:

6. Academic/SEND:

7. **Community/other:**

8. **Medical Needs:** (What is the illness, symptoms, presenting behaviours, barriers? Is it inside school, outside school or both?)

both:) _____

Have you followed the tiered approach for Medical Needs?

If yes, what have you done?

If no, why not?

Pupil Voice: How does the Young Person feel about school? What is going well? What do they not like about school? What are their perceived barriers? How do they find getting to school? What do they think would improve their school experience? Which staff members are they receptive to, or have a good relationship with?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Actions agreed:

Please write in detail, as this forms part of your evidence of interventions and support for the pupil.

School will determine with the family and open professionals the duration of the attendance contract (between 3 – 6 months or longer if beneficial).

What does the young person/child need to support them? E.g. referrals to other agencies; amendments to timetable/school day/lunchtime arrangements/uniform etc.	Aims/objectives of identified action(s)	Success criteria – how will we know that the contract is making a difference?	Timeframe/start date	People Involved	Review Date:	Review of Action/Updates Please note, actions do not necessarily need to be COMPLETED. They can be continued or extended as this process evolves. Any new barriers to the action should be identified and steps taken to address these barriers.
Here is a possible example: XYZ needs an alternative route into school. Have a named staff member to be there to meet them at the main gate to the playground and walk with them to registration.	To make XYZ feel more comfortable coming into school. To enable a fresh, positive start to each school day. To make the time before school more manageable for parent.	XYZ will be comfortable coming into school and will be on time. Child will have a positive and calm start to the school day.	Monday. For the 4 weeks until next review.	Named staff member and child. Parent to reinforce.	(4 weeks after)	This was working well for XYZ, for the first two weeks. However, XYZ was pushed over by another pupil on the way into the playground, giving XYZ a negative experience of this strategy. We have now put in place for XYZ to be met at the main Reception door instead to decrease anxiety and allow XYZ to come straight from home to meet their trusted adult at the door. They walk to Registration together.

If I am concerned about my aspect of the delivery of the plan, I will contact school. My key contact is: Leanne Smith on 01354 659000 or email to Office@allsaints.cambs.sch.uk

Method of communication preferred by parent(s) e.g. Post/email/phone _____

Parent(s) will be given a copy of these notes following the meeting. A copy of these notes will be sent to other agencies involved with this child as necessary.

Additional support can be found from: Sendiass, Pinpoint, HAY.

The Attendance will be reviewed in _____ school weeks from the date of this meeting.

Date of review: _____

Where will this review take place? E.g. at a TAF meeting, Child In Need meeting, online, in person at school, etc.

Place of review: _____

Reasons an Attendance Contract may Cease

- If an attendance contract is not proving successful or beneficial, it will be reviewed and may potentially cease.
- If a parent does not consistently engage with the Attendance Contract process, there is a risk that the Attendance Contract may cease. A warning will be provided before this occurs.
- Parent may request for the Attendance Contract to cease at any time.

Please note that prior to the Attendance Contract ceasing, a warning letter will be sent to the parent(s) confirming the end date and the reason for the Attendance Contract ceasing.

Whilst the aim of this contract is to provide support, if there is a lack of engagement, disguised compliance (parents are agreeing to the contract actions but failing to actually take action to improve the situation) or unauthorised absences continue, then the school may refer to the Local Authority for enforcement action to be considered.

The Local Authority could issue a Penalty Notice Fine or initiate legal proceedings through the Magistrates court for failing to ensure regular school attendance of your child under Section 444 Education Act 1996. This may result in a fine of up to £2500 and/or 3 months in prison.

I/We the parent[s] agree to address the following target areas until the next review period for improvement in attendance and/or punctuality and to co-operate fully with these aims.

Parent(s) Signatures:

Name: Signature:

Name: Signature:

Also Present:

Pupil: Signature:

School Rep: Signature:

Others: Signature:

Date: _____

APPENDIX E

Fail to Attend Meeting

Dear xxx

Re: Child Name: xxx **DOB:** xxx **School:** xxx

It was unfortunate that you were unable to attend the Attendance Contract Meeting which was due to be held at xxx on xxx at xxx.

We acknowledge that the situation may be difficult for you at this time. We would welcome another chance to meet with you to continue offering our support to you and <<forename>>.

<<forename>>'s attendance is currently xx%.

It is important that we work together and that <<forename>>'s attendance improves. The Attendance Contract is a more informal route aimed at improving attendance. If you choose not to engage with this, and <<forename>>'s attendance doesn't improve, we will need to liaise with the Local Authority to discuss next steps, as per our attendance policy, which is available to view on our website.

To arrange the Attendance Contract meeting, please telephone xxx on 0xxxxxxxxxxx or email example@school.com. We would like to see you in person, however this meeting can take place online if you would prefer.

If you have any queries please do not hesitate to contact me.

Yours sincerely

Attendance Officer / Head of Year / Headteacher

APPENDIX F

Notice to improve

Title, full forename name and surname

Full address

Full address

Postcode (ensure is accurate)

Date

Dear **Title, Full Forename and Surname**,

RE: Pupil Name (Date of birth)

School attendance is hugely important. For your child to gain the full benefit from their education, for their learning, wellbeing, and wider development, they need to attend school regularly and punctually.

If a child of compulsory school age, who is a registered pupil at a school fails to attend regularly, the child's parent may be guilty of an offence under Section 444 Education Act 1996.

You, **«FORENAME» «SURNAME»** are a parent/carer of **«Students_Name»**, who is a registered pupil at **«School_Name»**.

<<School_Name>> have attempted to support you and your family to improve **«Students_Name»**'s attendance and engagement. This has included:

Please find below some examples of interventions you as a school may have implemented. It is expected that schools will amend and/or add to include only those interventions relevant to this specific pupil, ensuring that the wording in this section is bespoke.

- **Telephone calls.** The school contacted you every day your child was absent to understand why your child was absent and to offer their support with any issues your child may be having.
- **Letters and/or emails dated XXXXX.** The school wrote to you, letting you know about **«Students_Name»**'s attendance, the impact of their continued absence, and inviting you to contact the school to discuss the situation further.
- **Inviting you to (an) Attendance Support Meeting(s).** The school invited you to (a) meeting(s) to discuss your child's unauthorised absences and to offer support to ensure that their attendance improved. Our school attendance policy makes clear the consequences, should your child continue to have unauthorised absence and/or you did not effectively engage with the support offered.
- **Offering an Attendance Contract,** designed to support you to ensure that **«Students_Name»**'s attendance improved and to prevent further unauthorised absences from being recorded.
- **Exploring pupil voice,** to establish barriers to attendance in a bid to remove them and offer suitable adaptations.

Unfortunately, despite the support that was offered to your family, attendance remains a cause for concern. Between **«WARNING_START_DATE»** and **«WARNING_END_DATE»** **(NB. Start date and end date period should not exceed ten school weeks)** the pupil failed to attend regularly at **«School/Alternative Provision_Name»**, which resulted in 10 sessions (half days) or more of unauthorised absence being recorded. Please see the attached registration certificate for details.

You now have 6 school weeks in which to improve your child's attendance. During this time your child must show significant improvements in attendance and avoid having any further unauthorised absences recorded. Your child's attendance target for the next 6 school weeks is XYZ.

We want to continue to support «Students_Name» to improve school attendance and access to education. The above offers of support continue to be available to you and «Students_Name». We would also like to offer XYZ.

Should we not see sufficient improvement and further unauthorised absences take place during this period, a Penalty Notice Fine **may be issued at £80 if paid within 21 days or £160 if paid within 22 to 28 days. If this is your second penalty notice since 19th August 2024, then the amount of the penalty is £160.** Failure to pay will result in legal proceedings being initiated under Section 444 of the Education Act 1996.

If you have previously been prosecuted under section 444 1 or 1A Education Act 1996, you may not be eligible for further penalty notices and your case may automatically proceed to prosecution.

Whilst 6 school weeks has been suggested as a time frame, should «Students_Name» attendance decline as a result of unauthorised absences, your case may be put forward for a penalty notice/prosecution before the end of the 6 school weeks.

Additional information about our attendance processes can be found in our school attendance policy, located on our website

Cambridgeshire county council provide information concerning the Notice to Improve process and Penalty Notice code of conduct. Please see www.cambridgeshire.gov.uk or scan the below QR code for more information.



If you wish to discuss this notice, or discuss what further support is available, please do not hesitate to contact XYZ [job title] on [INSERT CONTACT DETAILS]. We want to help «Students_Name» attend school regularly and offer support. I hope to hear from you, together we can make a difference.

Yours sincerely

APPENDIX G

Term time leave

Date

Name and Address of parent

Dear Parent

Re: Child Name: xxx DOB: xxx School: xxx

Thank you for completing the term time leave request form as per procedure.

The Education (Pupil Registration) (England) Regulations 2006 was amended in September 2013. The amendments made clear that Head teachers **may not** grant any leave of absence during term time unless ‘exceptional circumstances’ exist.

We have considered your application carefully and the reasons for the absence you have highlighted, however on this occasion we do not believe that the explanation provided can be justified as “exceptional circumstances”. Should you still decide to continue to take your child out of school during term time, then please note that the absence will be recorded as ‘G’ denoting an unauthorised term time leave.

If unauthorised absences are recorded, a Penalty Notice Fine can be issued by the Local Authority to each parent/carer in respect of each child who is absent from school. **If this is your first penalty notice, then the amount of the penalty is £80 if paid within 21 days or £160 if paid within 22 to 28 days. If this is your second penalty notice since 19th August 2024, then the amount of the penalty is £160.** Failure to pay will result in legal proceedings being initiated under Section 444 of the Education Act 1996.

Please note if 2 Penalty Notices have been issued to a named parent in relation to the same child since the 19th August 2024 (over a 3-year period), then prosecution in relation to Section 444 Education Act 1996, may be considered as an alternative to a Penalty Notice fine being issued.

See graph for example:

Three-Year Period		
First Term Time Leave 10 sessions (5 days) or more. £80 for each child per parent. E.g. if two parents take 3 children away, the fine would be £80 x 3 = £240 per parent. The total would be £480. If you pay after 21 days it rises to £960. If you don't pay after 28 days = a prosecution.	Second Term Time Leave 10 sessions (5 days) or more. £160 for each child per parent. E.g. if two parents take 3 children away, the fine would be £160 x 3 = £480 per parent. The total would be £960. If you don't pay after 28 days = a prosecution.	Third Term Time Leave 10 sessions (5 days) or more. Prosecution.

Should a child be absent for term time leave for an extended period during term time (20 days or more) not authorised by the school, prosecution in relation to Section 444 Education Act 1996, may also be considered.

APPENDIX H

Emotionally Based School Avoidance (EBSA) Support Plan

Pupil Information

Name: _____

Year Group: _____

Date Plan Started: _____

Review Date: _____

Attendance Percentage: _____

Understanding the Child's Experience

What does the pupil say about attending school?

Parent/Carer Views

Identified Triggers

- ☐ Separation anxiety
- ☐ Friendship difficulties
- ☐ Academic concerns
- ☐ Sensory needs
- ☐ Transition difficulties
- ☐ Social anxiety
- ☐ Change in routine
- ☐ Family circumstances
- ☐ Other

Details:

Trusted Adults

Who can the pupil seek support from?

- 1.
- 2.
- 3.

Support Strategies

- ☐ Meet and greet
- ☐ Safe space
- ☐ Check in system
- ☐ Reduced anxiety transition

- ☐ Flexible arrival arrangements
- ☐ Pastoral support
- ☐ Emotional wellbeing support
- ☐ SEND support
- ☐ External professional involvement

Other:

Reintegration Plan

Week	Attendance Goal	Support Provided

Success Indicators

How will we know things are improving?

Review Notes

Parent Signature: _____

School Representative: _____

Date: _____

APPENDIX I

Medical Attendance Support Plan

Pupil Information

Name: _____

Date of Birth: _____

Year Group: _____

Medical Condition: _____

Plan Start Date: _____

Review Date: _____

Medical Information

Professional Involved:

Relevant Medical Information:

Impact on Attendance

How does the condition affect attendance?

Adjustments and Support

- ☐ Healthcare Plan in place
- ☐ Flexible arrangements
- ☐ Phased return
- ☐ Adapted timetable
- ☐ Pastoral support
- ☐ Rest arrangements
- ☐ Accessibility adjustments
- ☐ Additional communication with home

Other:

School Responsibilities:

-

Parent Responsibilities:

-

Attendance Targets

Current Attendance: _____

Target Attendance: _____

Review Arrangements

Review Date: _____

Attendees:

Outcome

- ☐ Target achieved
- ☐ Progress made
- ☐ Further support required
- ☐ Referral required

Comments:

Parent Signature: _____

School Representative: _____

Date: _____

APPENDIX J

Attendance Thresholds and Educational Impact

Attendance Matters

At All Saints Inter Church Academy, our own attendance and attainment analysis demonstrates a clear relationship between attendance and educational outcomes.

Regular attendance supports academic achievement, wellbeing, belonging, confidence and future life chances.

Attendance Thresholds

Attendance	Category	Approximate Days Missed
100%	Outstanding attendance	0
98%	Excellent attendance	4
96%	Good attendance	8
95%	Attendance concern emerging	10
Below 90%	Persistent absence	19+
Below 50%	Severe absence	Significant educational risk

Educational Impact at All Saints Inter Church Academy

Analysis of school data shows:

- Pupils attending school 96% or more are 32% more likely to achieve age related expectations than pupils whose attendance falls below 96%.
- Pupils attending school 96% or more are more than three and a half times more likely to achieve above age related expectations than pupils whose attendance falls below 96%.
- Pupils attending school 90% or more are approximately 61% more likely to achieve age related expectations than pupils whose attendance falls below 90%.
- Pupils whose attendance falls below 90% are almost three times more likely to be working significantly below age related expectations.

These findings mirror national research and reinforce the importance of regular attendance.

Why This Matters

Every day in school provides opportunities for children to:

- Learn new knowledge and skills.
- Build friendships.
- Develop confidence.
- Access support.
- Participate in enrichment opportunities.

- Develop resilience and independence.

Missing school means missing opportunities that cannot always be replicated elsewhere.

APPENDIX K

First Day Response Procedure

Purpose

The purpose of the First Day Response Procedure is to ensure that all unexplained absences are followed up promptly and that the welfare of every child remains a priority.

Stage 1

- Registers close at 8.50am.
- Attendance Officer reviews registers and identifies pupils absent without explanation.

Stage 2

Attendance Officer checks:

- Absence messages.
- Emails.
- Medical appointment notifications.
- Any prior communication from parents.

Stage 3

Where no explanation has been received:

- Parent/carer contacted.
- Voicemail left if necessary.
- Text message sent where appropriate.
- Outcome recorded.

Stage 4

Where no response is received:

- Additional emergency contacts contacted.
- Attendance Officer updates records.
- Safeguarding concerns considered.

Stage 5

Where concerns remain:

Attendance Officer consults with safeguarding lead and senior leaders.

Further action may include:

- Welfare check.
- Home visit.
- Contact with external agencies.
- Police welfare check where appropriate.

Vulnerable Pupils

Enhanced procedures may be implemented immediately for:

- Pupils subject to Child Protection Plans.
- Children in Need.
- Looked After Children.
- Pupils identified as vulnerable.
- Pupils with previous safeguarding concerns.

Recording

All actions must be:

- Recorded accurately.
- Dated and timed.
- Stored in accordance with school safeguarding procedures.

APPENDIX L

Attendance Escalation Pathway

Universal Stage

All pupils



Daily attendance monitoring



Promotion of positive attendance



Celebration and recognition

Stage 1: Emerging Concern

Attendance begins to decline

or

Attendance pattern identified

School response:

- Informal discussion
- Monitoring period

- Early support

Stage 2: Attendance Concern

Attendance remains below expected level

School response:

- Attendance Concern Letter 1
- Attendance review
- Parent communication

Stage 3: Formal Attendance Concern

Attendance continues to decline

School response:

- Attendance Concern Letter 2
- Formal attendance meeting
- Attendance monitoring

Stage 4: Attendance Support Plan

Attendance concerns persist

School response:

- Attendance Support Plan
- Review meetings
- Target setting
- Additional support

Stage 5: Attendance Contract

Limited improvement despite support

School response:

- Attendance Contract
- Enhanced monitoring
- Senior leader involvement

Stage 6: Multi Agency Support

Attendance remains a concern

School response:

- Early Help
- Attendance Services

- Health professionals
- Social care involvement where appropriate

Stage 7: Legal Intervention

Attendance remains a significant concern despite support

Potential outcomes:

- Local Authority involvement
- Penalty Notice consideration
- Formal legal action where appropriate

Guiding Principle

At every stage of the pathway, the school's primary aim is to:

Understand barriers, provide support, work in partnership with families and secure improved attendance so that every child can achieve, belong and thrive.