



ATTENDANCE POLICY

SHINE Multi Academy Trust

Management log

Document	Attendance Policy
Author	Carl Hollis DSL Scotholme Primary
Person responsible for the document	CEO
Date approved	14 th September 2025
Date issued	19 th September 2025
Review period	Annual
Next review	Summer 2026

Signed



Chair of the board

Signed



CEO

Related Policies

- Complaints Policy
- Educational Visits
- General Data Protection
- Equality
- Exclusions and Suspensions
- Anti-bullying
- Behaviour
- Child Protection and Safeguarding

All above policies are available through our academies local servers, directly through SHINE or through the Trust website www.shine-mat.com

Contents

Part One

1. Equal opportunities statement - 3
2. Summary of content - 3
3. Entitlement to Attendance - 3
4. SHINE Statement of Intent - 4
5. A Positive Approach-5
6. Attendance Partnership Expectations - 6
7. Legislative Framework -7
8. Authorised Absence -8
9. Suspension 9
10. Religious Observance 9
11. Traveler Absence 9
12. Unauthorised Absence 9
13. Medical Appointments 10
14. Extended Leave/Withdrawals from Education – 11
15. Penalty Notices – 11
16. Prosecution - 12
17. Safeguarding - 13

Part Two

Individual School Procedures

PART ONE

1. Equal opportunities Statement

The SHINE Multi Academy Trust (SHINE) is committed to promoting equal opportunities and everyone will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

2. Summary of Content

Part 1 – SHINE’s statement of intent regarding attendance

(Including SHINE’s vision concerning attendance across the Trust, absences, extended leave, religious observance and parents’ role)

Part 2 – Individual academies’ procedures for attendance (Including how attendance is monitored, dealing with attendance and punctuality issues and how attendance is rewarded, plus procedures for Children Missing from Education (CME))

3. Entitlement to Attendance

In the SHINE Multi Academy Trust, we recognise a child’s right to education as part of law and as a decent human principle.

Under the United Nations’ Conventions on the Rights of the Child, Article 28 sets out the child’s rights to an education: -

Article 28

- 1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and based on equal opportunity, they shall:
(a) Make primary education compulsory and available free to all.*

In UK law, every child has the right to education. This was made law following the European Convention on Human Rights treaty in 1950. It became law in the UK as part of the Human Rights Act 1998. The rights set out in this document state: -

*Rights set out in the convention include:
the right to life
the right to be kept safe from torture and cruel treatment
freedom from slavery
the right to a fair trial
the right to respect for private and family life
the right to an education.*

Furthermore, the law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special education need they may have.

It is the legal responsibility of every parent to make sure their child receives that education by either attending a school or receiving education other than in a school.

Where parents/carers decide to have their child registered at a school, they have an additional legal duty to ensure their child attends that school regularly. This means that the child should attend school, every day that it is open, except in a small number of allowable circumstances such as illness of where school has given permission for the absence.

4. SHINE's statement of intent regarding attendance

SHINE and its member academies seek to ensure that all its children receive an education that maximizes opportunities for each child to reach his or her full potential. Research shows a strong link between good attendance and increased attainment.

SHINE aims to improve its academies' attendance and punctuality by:

- promoting the value and importance of regular attendance
- providing consistent information to children and families
- reducing all forms of unauthorised absence

Across SHINE, we will work in partnership with parents/carers and other agencies to strive towards every child reaching 100% attendance and impeccable punctuality. This will ensure that each child can get the best out of the educational opportunities provided.

Targets are best achieved by working in partnership with parents/carers and other agencies. We will put clear and robust strategies in place to manage and promote regular attendance and punctuality for all children across SHINE. These targets need to be understood and owned by parents/carer, children, staff, local governors and trustees alike. This expectation applies throughout the education system from the Early Years through to Primary level.

In order to manage and promote regular attendance SHINE will:

- Monitor individual children's attendance.
- Keep parents updated on attendance via letters home, newsletters, meetings and the website.
- Report to parents/carer on their child's progress and whether this has been affected by their attendance, via regular parent evenings and letters home.

- Celebrate and reward good and improved attendance through competitions, prizes, certificates and events. Each academy must have clear incentives, which support the drive for good attendance.
- Review attendance on a regular basis and identify any child who is at risk of becoming a persistent absentee. Individual academies will then act upon this, using their own procedures and process (as agreed by their local governing body) to lessen the effects on a child's attendance and learning. As SHINE's academies are in different local authorities, these procedures may differ slightly depending upon the processes the Education Welfare Services (or similar local authority attendance service) operate in each local authority.

Days Absent in the Year	Description	Percentage	Approx' weeks lost per year
0-4	Excellent	100% - 98%	Less than 1 week
5-8	Expected	98%-96%	1 to 2 weeks
9	Satisfactory	95%	1 to 2 weeks
10-18	Less than expected	94% - 90%	2 to 4 weeks
More than 19	Persistent Absentee	Below 90%	More than 3 weeks
More than 90	Severely Persistent Absentee	Below 50%	More than 18 weeks

5. A Positive Approach

In the SHINE Multi Academy Trust guidelines, we attempt to maintain a positive attitude towards attendance at school. We actively seek to share the positive benefits of a good attendance at school with children through an exciting and engaging curriculum that entices them to want to attend school. During September, we share with both children and parents/carers the benefits of good attendance. These are shared in class and in letters/leaflets/posters given to all families, plus on the school websites.

What are the POSITIVES that families get from their attending school all the time?

- Children benefit from structure and routine.
- Good attendance is a life skill vital for secondary school and later in life. It instils discipline.
- Allows school to perform their duty of care in terms of safety, provision of food and welfare and to support parents/carers.
- Builds children's confidence both academically and socially.
- Children get to build strong, longer-lasting, positive relationships with other children and staff.
- It enables better teamwork in classes and allows classes to work together more.

- It allows parents/carers to have some independent free or work time and thereby makes life less stressful for parents.
- Children are on average more likely to succeed in school if they are attending regularly.
- School is fun, challenging and provides many different life opportunities that children may not experience anywhere else.

As well as this, we offer incentives for children to attend school regularly. During the month of September, all these rewards, along with the importance of attendance, how we monitor absence and our trigger process, the importance of punctuality and applying for a withdrawal from education are all shared with children and parents/carers through school and class assemblies; displayed on the school website and shared with parents/carers.

6. Attendance Partnership Expectations

Attendance is **EVERYBODY'S business and concern** and therefore there are expectations placed on children, parents/carers and the academies.

We expect the following from all our children:

- To attend school regularly.
- To arrive on time and appropriately prepared for the day.
- To talk to a member of staff about any problem or reason that may prevent them from attending school.
- Engage actively in the classroom
- Recognise the achievement of others

We expect the following from all parents and carers:

- To ensure their children attend school regularly and punctually.
- To instill in their children the reason why attendance at school is so important.
- To ensure contact is made with the school as per academy policy.
- To ensure that their children arrive at school well prepared for the school day.
- To talk to a member of staff about any problem or reason that may prevent their child from attending school.
- To inform the school of changes in their contact details.
- To book medical appointments where possible outside the school day.
- To recognise the personal achievements of their children

Parents/Carers and the child can expect the following from school:

- Teachers to meet and greet the children
- To build good relationships with the children and create positive classroom environments
- To implement effective teaching strategies so that children can learn and progress
- Regular, efficient and accurate recording of attendance.
- To listen and understand the barriers to school attendance and offer the appropriate support and agree appropriate plans to improve attendance.
- Early contact with parents/carers when a child fails to attend school without providing a good reason.
- To inform parents/carers if a child's attendance level falls below the expected standard.
- Follow-up support where necessary.

7. Legislative Framework

Parents/Carers of registered children have a legal duty under the Education Act 1996 (sec 444) to ensure that children of compulsory school age attend school on a regular and fulltime basis. Permitting unauthorised absence from school is an offence and parents may be reported to the Education Authority if problems cannot be resolved by agreement.

All children, regardless of their circumstances, are entitled to a full-time education that is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Parents/carers are responsible for ensuring their children receive education. Estranged parents with whom the child has had regular contact may be prosecuted as well as the day-to-day carer. Each situation must be dealt with on an individual basis, always remembering the welfare and safety of the child is the paramount concern. The term 'parent' also includes those who are not a natural parent but have parental responsibility for the child as defined by the Children Act 1989 or who have care of the child as defined by the Education Act 1999

The academies follow the expectations set out by the Department for Education in the guidance Working Together to improve school attendance (August 2024). Their procedures are based around the principles and stages of:

- Preventing poor attendance.
- Early intervention and Early Help to address early patterns of poor attendance and agree ways to improve.
- Targeted interventions (including Early Help and Formal interventions) for those children who are persistently absent or severely absent.
- Understanding barriers to individuals' attendance and agree individual plans for children with specific needs.
- Formal Statutory Interventions where support has not been effective or engaged with.

8. Authorised Absences

The Department for Education has issued guidelines to all schools detailing valid reasons for authorised or justified absences:

- When a child is ill or receiving medical attention.
- Days of religious observance notified in advance.
- Absence due to family circumstances (e.g. bereavement, serious illness).
- Visiting a parent in prison or part-time timetable agreed as part of a reintegration package.
- One or both parents in the armed forces and leave granted prior to deployment
- 'Factory fortnight' holidays – immovable holidays due to business rotas etc (such requests should be accompanied by a letter from the employer)
- Family/carer funeral (one day maximum)

There are other absences, such as "Approved Sporting Activity" that can be authorised and there will be events affecting families, some unforeseen, which will necessitate absence from school and professional discretion will need to be used in these cases about whether the absence can be authorised. The specific circumstances potentially encountered by military families, young carers, SEND and children with medical needs will be considered on a case-by-case basis.

9. Suspension (no alternative provision made)

Suspension from attending school is counted as an authorised absence. The Headteacher will plan for work to be sent home.

10. Religious Observance

Under our ethos of 'Dare to be Different', we recognise the vibrant and diverse faiths and values of all

our communities. We promote and celebrate our varied heritage as one of the strengths of SHINE.

The Child Regulations 2006 states that absence for religious observance should be treated as authorised absence “on a day exclusively set apart for religious observance by the religious body to which the parents belong”. SHINE will allow one day for each religious festival, with no more than three days in an academic year. Additional days off for shopping or for extended celebrations will be treated as unauthorised absence.

In respect to pilgrimages, the academy will request copies of the travel information. Dates of return should be agreed prior to the period of leave. Parents/carers should be advised about this policy regarding unavoidable delays in return or taking extended leave that has not been authorised by the academy.

11. Traveller Absence

The aim for the attendance of Traveller children, in common with all other children, is to attend school as regularly and as frequently as possible.

The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.

To help ensure continuity of education for pupils, when their parent(s) is travelling for occupational purposes in England, it is expected that the pupil should attend a Authorised Absence school where their parent(s) is travelling and be dual registered at that school and their main school.

12. Unauthorised Absences

Unauthorised absences are those where:

- No letter or acceptable explanation is provided by parent(s).
- The reason for the absence does not fall into one of the categories of authorised absence above.

The following activities are examples of what would be classified as unauthorised:

- Holiday
- Minding the house
- Caring for relatives

- Awaiting repair people
- Shopping
- A birthday or family celebration
- Days overlapping with beginning or end of term
- Family weddings longer than one day
- Visiting relatives living in different parts of the country or overseas
- Holidays won in competitions

There are clearly some grey areas. The guidance makes it clear that only truly exceptional occasions should be classified as authorised.

Government guidelines make it plain that, in the final analysis, it is the school via the Headteacher that judges whether an absence is authorised or not. A note from home therefore does NOT automatically make an absence valid/justified/authorised. The Headteacher will make decisions as to whether an absence is authorised or not. It is the Headteacher's prerogative to request that the parent(s)/carer(s) provide a certificate for short-term illnesses and to request a doctor's notification in the case of long-term illness.

13. Medical Appointments

Parents/carers should avoid making routine medical appointments and dental appointments during the school day. In most cases, appointments can be made outside of the school day/during the school holidays. Where appointments must be taken during the school day, only the time for the appointment and travel to and from will be classed as an authorised absence. Children are expected to return to school for the remainder of the day/attend school prior to the appointment. Parents/carers are required to provide a copy of an appointment letter or card prior to the day of the appointment.

14. Extended Leave or Withdrawals from Education (Holidays)

The 2013 Amendments of the 2006 Education Act say that Withdrawal from Education (Extended Leave) may only be allowed in 'exceptional circumstances' at the Headteacher's discretion.

The academy schools will not authorise any request for leave, except in exceptional circumstances, such as a death of close family member or life-threatening illness. Further information can be found in Guidance on applying for the Education Child Registration Regulation 2006.

All applications for withdrawals from education should be made at least two weeks in advance by the

parent(s) or carer(s) on the form available from the school office. The request should include any flight details, both outbound and inbound and any relevant medical evidence to substantiate that the request is in exceptional circumstances. All requests will be treated on a case-by-case basis taking into consideration the circumstances of the withdrawal – it must be EXCEPTIONAL circumstances.

If permission to take leave is not granted and the parents/carers ignore the refusal and keep their child away, the absence will be unauthorised. Failure to comply with the school procedures will result in further action being taken. This will result in an application for a fixed penalty notice from the Local Authority levied against each parent of each child. If we believe that your child has been on holiday and you have not notified the academy, you may still receive a fixed penalty notice issued through the Local Authority.

15. Penalty Notices

From 2024/25, penalty notices will be governed by The National Framework for Penalty Notices. This comes to force on the 19th August 2024.

Penalty Notice fines will now be issued to each parent, for each child that was absent. e.g. 3 siblings absent for term time leave would result in each parent receiving 3 separate fines.

The first Penalty Notice issued for term time leave or irregular attendance will be:

- £80 per parent, per child, if paid within 21 days
- £160 per parent, per child if paid within 28 days

The second time a Penalty Notice is issued for Term time leave or irregular attendance within 3 years, the amount fined will be £160 per parent, per child paid within 28 days.

The third time an offence is committed for Term time leave or irregular attendance within 3 years, a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates Court. Magistrates' fines can be up to £2500 per parent, per child.

Cases found guilty in Magistrates Court can show on the parents' future DBS certificate, due to a failure to safeguard a child's education.

In terms of irregular attendance, Penalty Notices will be issued for term time leave of 5 or more consecutive days. INSET training days are school days and can be included in the 5 or more consecutive

days where there was an intent to be absent for term time leave.

Penalty Notices will be considered when there have been 10 sessions of unauthorised absence in a 10-week period.

16. Prosecution

When attendance continues to be low and interventions fail to bring about an improvement, legal action in the Magistrates' Court may be taken. We will provide the local authority with evidence required for prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness if required in court. This is to safeguard that parents realise their own responsibilities is to ensure their child attends school and most importantly about returning children to education.

Section 444 of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child, he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence.

A parent found guilty of this offence can be fined and or be imprisoned for a period of three months. Alternative to Section 444 prosecution are Attendance Contracts, Penalty Notices or an Education Supervision Order.

17. Safeguarding

Any safeguarding issues pertaining to a child being taken out of school in circumstances that cause concern, will be addressed first to one of the school's Designated Safeguarding Leads and following this to the Social Care Duty Team covering the area where the child lives.

If you need help in understanding it in your own language, please contact the SHINE Team on 0115 9786351.

Jeśli potrzebujesz tej informacji w alternatywnej wersji, takich jak duży druk, Braille'a, taśmy lub pomoc w zrozumieniu go w swoim języku, skontaktuj się z zespołem polysk na 0115 9786351.

Jei jums reikia šią informaciją alternatyvi versija pvz stambiu šriftu, Brailio raštu, juostos ar padėti suprasti savo gimtąja kalba, prašome susisiekti su valymo komanda 0115 9786351.

यदि आप एक वैकल्पिक संस्करण में इस जानकारी की आवश्यकता है जैसे बड़े प्रिंट, ब्रेल, टेप या इसे अपनी खुद की भाषा में समझने में मदद, कृपया 0115 9786351 पर शाइन टीम से संपर्क करें.

Dacă aveți nevoie de această informație într-o versiune alternativă, cum ar fi imprimare mari, Braille, bandă sau ajutor în înțelegerea-l în limba dumneavoastră, vă rugăm să contactați echipa de pantofi pe 0115 9786351.

اگر آپ اس معلومات میں ایک متبادل ورژن جیسے بڑے حروف میں چھپائی، بریل، ٹیپ یا اس کو اپنی زبان میں سمجھنے میں مدد کی ضرورت ہوتی ہے، لائن پر شائن ٹیم سے رابطہ کریں۔

APPENDICES

The appendices refer to specific strategies that each individual academy may follow up but these are not applied across the whole SHINE Multi Academy Trust

Appendices for Langold Dyscarr Community School

- A. Langold Monitoring Procedure and Attendance Trigger Process
- B. Rewards for Good Attendance
- C. Absence Chart
- D. Lateness Chart
- E. Alterations to the Register
- F. Child Missing from Education Procedures

APPENDIX A –

LANGOLD MONITORING PROCEDURE & ATTENDANCE TRIGGER PROCESS

Monitoring Procedures for Attendance 2024/25

Our overall aim is to work with families and partners with the aspiration of achieving high standards of attendance, where all that can and are able to attend school do so regularly.

We aspire for every child to achieve 100% attendance each year so that there is no loss of learning and children have the best chance to make great progress in all subject areas.

We understand our responsibility to rigorously use attendance data to identify poor attendance (both individually and in cohorts) and work collaboratively with all parties to resolve any problems before they become entrenched. When patterns of poor attendance are identified, we will arrange to listen, discuss and work with parents in identifying barriers to attendance and how these can be resolved swiftly. This may mean pupils and parents accessing support including early help or whole family plans, where absence is a symptom of wider issues, to remove these barriers.

Where absence problems persist and voluntary support is not working or being engaged with, partners will work together to formalise and explain what the consequences of continued poor attendance will be and ensure support is in place to enable families to respond. Depending on the circumstances this may include referrals to Education Welfare Services and more formalised support through a parenting order or education supervision order.

Ultimately and if all other avenues have been exhausted and support is ineffective in raising attendance levels, there will be a need to enforce attendance through statutory intervention or prosecution to protect the rights of the child to an education.

In this we follow the framework as set out in Working Together to Improve Attendance August 2024

EXPECT
MONITOR
LISTEN and UNDESTAND
FACILITATE SUPPORT
FORMALISE SUPPORT
ENFORCE

Monitoring of school attendance will occur every Monday morning involving the DHT (Attendance LEAD), Parent Support Worker and School Receptionist. They will undertake a weekly and overall review of attendances of both individuals, classes, vulnerable groups (especially those targeted from previous year's data) and whole school data. The process will be supported by the whole staff, governing body and through 1:1 support from the Education Welfare Service.

With individuals, the team will keep a check of the pupil's weekly attendance levels and their on-

going yearly attendance levels. Children with attendance over 95% will just continue to have their attendance monitored each week. Where attendance has fallen below 95% either for a week or in the total attendance level for the year so far, further scrutiny will occur to discover the issues that have caused this drop in attendance. This will lead to a series of communications between the school, the pupils and parents through the form of letters and meetings to ascertain the difficulties and help provide support and solutions where possible. Please see the following table to explain how this process works and at what level.

With classes, we will monitor the week-on-week attendance levels of each class and identify any patterns in levels. Where patterns have been identified, we will speak to the class team to see if there have been any reasons to explain the fluctuation in attendance e.g., Eid, a bout of chicken pox. Again, we look to offer support and advice to the class team and the parents and pupils to prevent any barriers to attendance.

In a similar manner, we will also monitor the attendance levels of key groups within our school paying particular attention to the Pupil premium group and SEN children. In here, we will also monitor any specific groups that have been identified from the school's previous attendance data.

The final group of children we will pay close attention to are those who are either on Child in Need or Child Protection plan. Historically, attendance can be issue for these children who are on these plans and there is a need for careful monitoring of their attendance levels.

Each half term, we will send letters on green paper thanking parents where the children's attendance has been above 95% for the whole half term. We will remind them how they are supporting their child's educational, socially, mental, emotional and physical development.

Attendance Trigger Process

<u>Absence Levels</u>	<u>Action</u>
Attendance 98% -100% (Children accessing all learning opportunities)	Nothing will occur at this level. This is the optimum level of attendance, which we are aiming for all our children to achieve. Children will achieve their best both educationally, socially and mentally with attendance at this level
Attendance between 96% - 97% (Children missing few opportunities for learning)	Nothing will occur at this level. Children are maintaining a good level of attendance and there is every chance child will still be successful in their learning. At the end of each half term. Children with above 97% attendance will receive a GREEN letter thanking for their efforts in maintaining such a high

	level of attendance.
Attendance between 96%-95% (Children may underachieve – 7.5 to 10 days off in a year)	At this stage, it may be noted that a child's attendance is falling and it would be worth looking to see if there is a pattern or reason. The school Parent support worker will ring families and parents to see if there are issues with school attendance and where school may be able to support
Attendance falls below 95% (Children at risk of underachievement - 10 to 17.5 days off a year)	At this stage, a trigger will have been hit. Parents will receive a first official concerns letter on WHITE paper stating that attendance has fallen below 95% and ask them to improve this attendance over the next fortnight, along with the importance of attendance parents' leaflet. The child's attendance will now be monitored over the next fortnight or until 95% is achieved again. Children who achieve this level from a lower percentage will be acknowledged by the school.
Attendance falls below 93% (Children at high risk of underachievement – 17.5 days to 25 days off in a year)	At this stage a second trigger will have been hit. Parents will receive a second concerns letter on YELLOW paper stating that attendance has fallen below 93% and that school asks the parents to arrange a meeting in school with the Attendance team to discuss why there are issues with attendance and if the school can offer any support in helping to raise attendance levels, including an Early Help assessment. The school alongside the parents will create an attendance improvement plan (AIP). School will also outline what could happen if attendance does not improve. The parents will be given a fortnight to improve the attendance levels and the attendance will continue to be closely monitored to look for improvements. Children who achieve this level from a lower percentage will be acknowledged by the school.
Attendance falls below 90% Persistent Absentee (Children at Extreme risk of underachievement - +22 days off in a year)	At this stage a third trigger will have been reached. The child is now officially a persistent absentee as they are missing 10% of their education (the equivalent of half a day each week) Parents will now receive a third warning letter on RED paper to tell them that have hit the persistent absentee level and that the school will now refer the family to the Education Welfare Services and ask for their help in raising the attendance levels back to acceptable levels. At this stage, the EWS will invite the parents to attend a Parents' Panel meeting to discuss their child's attendance and they will begin to monitor the attendance level and expect improvements At this stage, the EWS can offer pupils contracts and education supervision orders. Where support is not working or parents are not engaging, this may as a last resort result in legal intervention.
Attendance continues to fall Severely persistent absentee (Children at severe risk of underachievement - +27 days off in a year)	The EWS, with the school will continue to act to find solutions to any issues that may be affecting the attendance level of the child. They will agree a joint approach as the child becomes a severely persistent absentee. This will also include working with social care and other safeguarding partners. Legal interventions are likely at this stage including use of Penalty Notices.

APPENDIX B

Rewards for Good Attendance

At Langold Primary School, we believe that the expectation should be that all children attend school on a regular basis. To aid in this progress we rewards children for good attendance on an individual basis.

Each half term, the attendance of children is monitored carefully by the Attendance Champion and his team. Each child achieving 100% attendance in a half term will receive an attendance certificate, a letter of thanks to the parents and 1 day no school uniform voucher to be redeemed in the next half term. Children whose attendance is nearly 100% will receive a good effort certificate.

At the end of every term, children who have achieved 100% for the whole term will receive the same certificate, letter and voucher, along with an enamel badge celebrating their achievement, which can be worn on their school uniform.

Children who manage to achieve 100% attendance for the entire school year are taken to Waterstones Book store, where they are entitled to buy books to a cost of approximately £10 as a thank you for their efforts during the year. These are presented in our leavers' assembly at the end of the year and the children receive a special enamel badge celebrating 100% attendance.

We will discuss with our school council in 2024/25, how we celebrate class attendance achievements and put forward a new reward procedure.

APPENDIX C**Absence chart**

NUMBER OF DAYS ABSENT FROM SCHOOL	CHILD'S ATTENDANCE AT THE END OF THE YEAR	EFFECT ON LEARNING AND ATTAINMENT
If your child has 1 day off school during the year...	...their attendance will be 99.5%	Children access all learning opportunities
If your child has 2 days off school during the year...	...their attendance will be 99%	Children access all learning opportunities
If your child has 5 days off school during the year...	...their attendance will be 97.4%	Children will miss a few learning opportunities
If your child has 10 days off school during the year...	...their attendance will be 95%	Children may risk underperforming and underachieving
If your child has 17.5 days off school during a year	...their attendance will be 93%	Children at a high risk of underachievement.
If your child has 22+ days off school during a year	... their attendance will be 90%	Children at an extreme risk of underachievement Persistent Absentee
If your child has 27.5 days off school during a year	... their attendance will fall below 90%	Children at a severe risk of underachievement Severely Persistent Absentee

APPENDIX D

Lateness chart

APPENDIX E**Alterations to the register**

As the school register is a legally binding document, it is therefore important that it is completed carefully and accurately by ALL members of staff.

As part of their roles in monitoring attendance and absence, the Head Teacher, Deputy Head Teacher and School Business Manager will correct any oversights where the incorrect code has been entered:

e.g., where a U code should have been entered instead of L

or

e.g., where I have been put into the register for illness, after a letter stating the need for medical proof (due to low attendance) has been sent home.

The alteration will be noted in the comments box along with the date. The following abbreviations will be made:

KH – Kate Hall Head Teacher

CH – Carl Hollis Deputy Head Teacher and Attendance LEAD

DGR – Dean Grimshaw – School Business Manager

This appendix was added following discussion with a member of the EWS team Nottingham City Council in a meeting at school on Wednesday 4th May 2016.

Appendix F

Langold Dyscarr Community School Children Missing from Education Procedures

Key Principles (from Children Missing Education (DfE) September 2016)

[Stat guidance template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

Methods Employed by Langold Primary School to prevent CME occurring

At Langold Primary School, we employ several procedures to help prevent children becoming a child missing from their education.

- The Office staff daily send text messages (via School CoMMs) and call if a child is absent from school to all available contacts. If contact is not made the office staff will discuss this with Attendance Lead or other DSL in school, considering the vulnerability of the child and family.
- If a child is still absent on a third consecutive day and no contact has been made, the Attendance Lead/DSL/PSW will then follow up this action by firstly trying to contact the parents and any other contacts and if there is still no contact, by visiting the home address. A letter advising of the visit will be posted at the address.
- All absences are followed up by the Office, firstly using the daily text service and then through a series of three letters asking for an explanation why the child was absent. On reaching the third letter, the Attendance Lead is informed and if no reason is forthcoming, the absence will be recorded as unauthorised.
- If parents are looking to take an extended leave of absence of any kind, they are encouraged to fill out an extended leave of absence form and provide all relevant details and paperwork that must accompany this request e.g., flight details. School will then send a letter either sanctioning or denying the request with reasons given.

- Parents can discuss leaves of absence with members of the class team and the Leadership Team.
- All information regarding attendance and leaves of absence are sent to the parents at the start of the year and provided in packs for new parents. They are also available as parental leaflets, both at the reception desk and on the school website (www.Langold.com)
- If after 2 weeks, no contact has been made and there is no response at the home address, the relevant CME referral form will be completed and sent to the Children Missing from Education department of Nottingham City Council.
- The CME of Nottingham LA will then take up the search for the child using their resources and will report back to the school, within the next 2 weeks.
- No child will ever be taken off roll without the permission of the CME LA.

As part of our commitment to ensuring all children remain safe, from September 2017, we will be asking for 3 emergency contacts for each child and children's details will be routinely checked each term.

Also, for families who move from abroad, a previous address from the families' home country will be required, wherever possible

Flow chart for possible CME

Time Frame	Action
Day 1 to 3	Text messages and phone calls sent via the School COMMs system. Discussion held with Attendance Lead or other DSL
Day 3	Attendance Lead/DSL/PSW informed, follow up call made, and home visit instigated. Letter posted through door at the address.
Week 2	Further texts, calls and home visits undertaken. Attendance Lead will also contact schools where siblings may attend.
Day 10	Referral to the CME Nottingham LA
Day 10 – 20	CME department of Nottingham LA to follow up on missing child, School to

	continue to monitor
Day 20	CME Nottingham LA make recommendation and report to the school

Appendix G

New Attendance and Absence Codes

Please see Working Together to Improve Attendance 2024

Code	Reason for this code
\	Present codes for morning and afternoon sessions
B	Attending any other approved educational activity
C	Leave of absence for exceptional circumstances
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad
C2	Leave of absence for a compulsory school age pupil subject to a part-timetable
D	Dual registration
E	Suspended or permanently excluded and no alternative provision made
G	Leave not granted by the school
I	Illness
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
K	Attending education provision arranged by the local authority
L	Late arrival before the register is closed
M	Medical or dental appointment
N	No reason yet provided or the absence
O	Absent in other or unknown circumstances
P	Participating in a sporting activity

Q	Unable to attend the school because of a lack of access arrangements
R	Religious observance
S	Leave of absence for the purpose of studying for a public examination
T	Parent travelling for occupational purposes
U	Arrival in school after the registration closed
V	Attending an educational visit or trip
W	Attending Work Experience
X	Non-compulsory school age pupil not required to attend school
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Z	Prospective pupil not on admission register
#	Planned whole school closure