



Leycroft Academy Attendance Policy 2023-2024

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| Ratified at the LAC by: | LAC (Local Academy Council) May 2024 |
| Signed- Head Teacher | Patrick Jones |
| Review date: | Summer 2025 |

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Introduction

Our **aims** are:

- Increase school Attendance and reduce Persistent Absence.
- Ensure Attendance is well managed within the school, with the appropriate level of resources allocated.
- Enable the school to make informed use of attendance data to target interventions appropriately, focusing on the key demographic groups highlighted in the 2022 DFE attendance paper

At **Leycroft Academy** we will

- Ensure the school is welcoming and every child feels that they belong.
- Ensure the school site is open at the stated times.
- Ensure the regular, efficient, and accurate recording of attendance is completed by every class teacher each day. This further supports our approach to safeguarding within the school.
- Take safeguarding seriously and we will always contact parents/ carers on the first day that a child is absent from school. If a child arrives, late after the close of registration, we will record their arrival at reception and transition the child to class.
- Consider any requests for leave in term time individually.
- Work closely with the professionals from Health, Social Care and the Local Authority to support good attendance.
- Embed the 5 Foundations of Effective Attendance Practice framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks with respect to promoting attendance and punctuality.

The Strategic Approach

Leycroft Academy adopts the 5 Foundations of Effective Attendance Practice framework, this is modelled on the work of Professor Katherine Weare. The emphasis is on developing a school culture and climate which builds a sense of connectedness and belonging to ensure all children can attend school and thrive. The approach ensures we prioritise building solid working relationships with children, and parents, prior to escalation. The staged approach we follow ensures we identify triggers early that can lead to poor attendance issues such as mental health issues, lack of trust, communication and relationship breakdowns and the possible lack of networking opportunities both internal (in-school) and external (external agencies).

Aims of the 5 Foundations strategy

- Increase school Attendance and reduce Persistent Absence to meet set targets.
- Ensure Attendance is well managed within the school, with the appropriate level of resources allocated.
- Enable the school to make informed use of attendance data to target interventions appropriately, focusing on the key demographic groups highlighted in the 2022 DFE paper.

Objectives

- create an ethos within the school in which good attendance is recognised as the norm and every child aims for excellent attendance.
- make attendance and punctuality a priority.
- set focused targets to improve individual attendance and whole school attendance levels.
- embed the 5 Foundations of Effective Attendance Practice framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks with respect to promoting attendance and punctuality.
- record and monitor attendance and absenteeism and apply appropriate strategies to minimise absenteeism.
- develop a systematic approach to gathering and analysing relevant attendance data.
- provide support, advice and guidance to; parents, children and develop mutual cooperation between home and the school in encouraging good attendance and in addressing identified attendance issues.
- Demonstrate, using rewards, that the school recognises good attendance and punctuality are achievements in themselves.



5 Foundations of Effective Attendance Practice

The main aim of the framework is to ensure the school promotes a culture of good attendance and celebrates success. Ultimately, the framework will ensure there is a culture of feeling safe and school being a place where children want to be.

Positive health and emotional well-being are key factors in improving social development, school attendance and educational achievement. The 5 Foundations of Effective Attendance Practice model promotes, and supports, a whole school approach to mental health and emotional well-being; ensuring SEMH support remains a key driver in improving attendance for all children.

Each Foundation is supported by 5 Key Performance Indicators, these are used to ensure the school can embed the Foundations framework and understand the strategic direction regarding attendance improvement. Each year the school will use the 5 Foundations self-assessment tool to understand what works well and identify what we need to do even better. We then follow the 5 Foundations school improvement process to implement the attendance plan and ultimately improve the lives of children and families we work with.



Foundation 1 Whole School Thinking Culture & Climate

The school has a fully embedded ethos in which excellent school attendance is expected, developed and nurtured. An escalated approach ensures the school has a deeply embedded and consistent whole school approach to improving attendance.



Foundation 2
Supportive Policies,
Systems and Processes

The approach to improving attendance is built on solid policies, systems and processes; this ensures sustainable and continuous improvement drives practice. Succession planning is built around an effective systems leadership model - rather than that of an individual Attendance Leader. The Attendance Policy drives school practice, it is deeply embedded in daily practise and ensures the school sets, and maintains, high expectations to improve the culture of attendance.



Foundation 3
Professional Learning
Staff Development

The school prioritises developing a fully engaged team of attendance experts, with a shared vision and core purpose. Through this development the Attendance Leader will raise the status of attendance and ensure improved attendance is both sustained and continuous. CPD will support staff at all levels to fully understand their role in supporting attendance. The development of external partnerships will support attendance improvements through a multi-disciplinary approach for identified children and families.



Foundation 4
Implement Targeted
Programmes And Intervention

Data information and analysis direct resources proactively towards key demographic groups and identified individuals. The expert use of data analysis informs decision making at all levels. A rigorous and effective attendance cycle ensures the

Attendance Leader not only captures key information but also further understands the 'deeper roots' that creates barriers regarding attendance to school.



Connecting and belonging drives the school approach to supporting attendance - this is deeply embedded in an evidence-based approach. The school has effective routines in place that are followed by staff. Staff at all levels within the school understand the 'deeper roots' regarding poor attendance and this is supported through a systematic approach. The school has developed, and embedded, an effective rewards system to further drive attendance improvements and celebrate success.

Legislation and guidance

This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Working together to improve school attendance: Guidance for maintained schools, academies, independent schools, and local authorities May 2022
- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)
- Part 7 of [The Education and Inspections Act 2006](#)
- [The Education \(Student Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- This policy also refers to the DfE's guidance on the [school census](#), which explains the persistent absence threshold

| DFE Summary of Expectations | Foundation 1 Whole School Mindset Culture & Climate | Foundation 2 Inclusive Policies, Systems and Processes | Foundation 3 Professional Learning Staff Development | Foundation 4 Implement Targeted Programmes And Intervention | Foundation 5 Connect Appropriately With Approaches To Behaviour Management |
|--|---|--|--|---|---|
| Develop a whole-school culture that promotes the benefits of high attendance. | ✓ | ✓ | ✓ | ✓ | ✓ |
| Have a school attendance policy | | ✓ | | | |
| Have day-to-day processes to follow up absence | ✓ | ✓ | ✓ | | |
| Monitor and analyse data to identify those that need support | | ✓ | ✓ | ✓ | |
| Engage with families, understand barriers to attendance and work together to remove them | ✓ | | | ✓ | ✓ |
| Provide additional support for pupils with medical conditions or SEND | | | ✓ | ✓ | ✓ |
| Share information and work collaboratively with others | ✓ | ✓ | ✓ | ✓ | |
| A new focus on persistent and severe absence | | ✓ | ✓ | ✓ | ✓ |
| Find out what the DFE expects from other stakeholders | | ✓ | ✓ | ✓ | |

The table above identifies how the 5 Foundations of Effective Attendance Practice will underpin the DFE 2022 paper.

Roles and responsibilities

What is expected of **parents and carers**?

- To ensure that their child/children attend school as much as possible
- To ensure that their child/children attend school on time
- To provide reasons for lateness and absence by **8.30am** on the day of absence.
- To provide medical proof for any appointments, where possible before the appointment date. Where possible, to have appointments outside of school hours
- To work in partnership with school to resolve any problems that may impact their child's attendance
- To take family holidays during the school holidays times as all requests for holidays will be refused except in special/exceptional circumstances
- To be aware of the impact that poor attendance can have on their child's all round progress
- Support Leycroft Academy in raising and maintaining a good level of whole school attendance

What is expected of the **Governing Board** (LAC)?

The Governing Board (Local Academy Council) is responsible for monitoring attendance figures for the whole school on at least a termly basis. It also holds the headteacher to account for the implementation of this policy.

What is expected of the **Headteacher**?

The Headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Issuing fixed-penalty notices, where necessary

What is expected of the **Deputy Headteacher**?

The Deputy Headteacher is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data, including the monitoring and tracking the attendance of vulnerable groups;
- Building relationships with parents/carers to discuss and tackle attendance issues:
 1. Creating intervention reintegration plans in partnership with pupils and their parents/carers
 2. Delivering targeted intervention and support to pupils and families
- Regularly meet with the Family Support Worker reporting on progress and next steps planning; implement the 5 Foundations of Effective Attendance Practice framework;
 1. ensure the Foundations action plan is monitored and actioned throughout the school year;
 2. provide training and support to staff;
- Produces an overview of attendance and record keeping.
- Oversee Multi-agency working e.g. Special School Nurse Team, Forward Thinking Birmingham

What is expected of the **Family Support Worker**?

- The school Family Support Worker will ensure that they are aware of their responsibilities with respect to promoting attendance and punctuality and adherence to the attendance policy and procedures;
- Under direction, arranges calls and meetings with parents to discuss attendance issues
- Offers support to parents and carers using the EHA.

- As directed, conducts home visits/virtual calls where children are on an attendance support plan or if a child has not been seen in school or heard from in 3 days.

What is expected of the **class teachers**?

- Class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office through BROMCOM.
- provide a good example by always being punctual to registration and meeting children at the classroom door, parent gate and transport entrance—providing a welcoming environment;
- keep an accurate and up-to-date register of attendance;
- build a welcoming atmosphere in the classroom and provide support as necessary when children return after an absence.
- Foster positive relationships with families through regular communication, including the use of Class Dojo and regular attendance mentoring phone calls.

What is expected of the **Attendance team School Office Staff**?

- School Office Staff are expected to take calls from parents about absence and record it on the school system.
- Complete the first day absence calls to parent/carers of all absent pupils if no notification of absence has been received by 9:30am.
- If first day calls are not answered, voicemail messages are left asking parents/carers to call the school about their child's absence.
- If parents do not respond to messages left, a 'parentmail' text message notification message is then sent, promoting parents to call the school regarding their child's absence.
- On day 2 of the absence, this process is repeated. However, if parents do not answer or respond to messages left, phone calls to other contacts on the school system will be attempted.
- Provide daily update to Deputy Headteacher on attendance of vulnerable (Child Protection, Child in Need, Looked After Child) children by 9.30am
- Log register codes accordingly. E.G for medical appointments.

Recording attendance

Attendance Register

We will keep an attendance register and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

- Present

- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment See appendix 1 for the DfE attendance codes.

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

We will also record:

- › Whether the absence is authorised or not
- › The nature of the activity if a pupil is attending an approved educational activity
- › The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

Pupils arrive in school at 8:50am on each school day.

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The register for the first session will be taken at 8:50am and will be kept open until 9.20am. The register for the second session will be taken at 1.00pm and will be kept open until 1.30pm.

Unplanned absence

The pupil's parent/carer must notify the school on the first day of an unplanned absence by 8.30am or as soon as practically possible.

Parents/carers can contact the school office on 0121 566 6690

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Planned Absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.

A copy of the appointment letter should be sent prior to the appointment to the school office at enquiries@leycroft.fet.ac

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

Lateness

A pupil who arrives late:

- After the register has closed will be marked as absent, using the appropriate code U after 9:20am.

Following up absence

Where any child we expect to attend school does not attend, or stops attending, the school will:

- Follow up on their absence with their parent/carer to ascertain the reason, by the Family Support Worker.
- Ensure proper safeguarding action is taken where necessary
- Identify whether the absence is approved or not
- Identify the correct attendance code to use

Reporting to parents

Individual attendance figures are shared with parents during the annual review process for Education, Health and Care Plans, Mid-year reports and End of year reports.

Parents will also be kept informed of their child's attendance through regular attendance mentoring calls home.

Authorised and unauthorised absence

Leycroft Academy recognises that poor attendance is often an indication of difficulties in a child's life and their lived experience. This may be related to problems at home or in school. Parents/carers should inform the school of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school to identify any additional Early Help that may be required.

Safeguarding is a priority, concerns for any child at any time will be reported to the Designated Senior Lead for Child Protection. We will always follow Keeping Children Safe in Education 2023 and our Child Protection Policy.

At Leycroft Academy, we will proactively identify and follow up on a child's non-attendance and gather information about the child. This will result in taking early

action to prevent non-attendance developing and monitoring the impact of targeted support.

The Attendance Team will:

- Check records, including any from other schools which the child has attended previously.
- Discuss with staff how the child is coping with the curriculum
- Take into account the voice of the child and understand any difficulties, e.g. curriculum or bullying and their views on the issue could be addressed.

Children whose attendance falls below 90% are Persistently Absent from school, where a child falls under 50% attendance the child will be classified as a Severely Absent child. Ultimately this will indicate that all intervention, and support, offered by Leycroft Academy has not made the expected impact to improve overall attendance. Where attendance remains a concern and all other interventions and support have not made a significant impact, we will escalate with external partners.

First Day Contact

At Leycroft Academy we expect our parents to make contact at the earliest opportunity on the first day of any absence. We will always contact parents/carers via text message or by calling. Where we have on-going concerns regarding a child's attendance, we will visit the home address and write to parents/carers. We may even invite parents/carers to meet with a member of staff to discuss any on-going concerns regarding attendance. It is important that parents/carers talk to us first; Parents/carers are legally responsible under Education Act 1996 for ensuring that their child is in school every day and on time. If we cannot make contact with parents/carers we will continue to make announced and unannounced home visits, regarding any concerns we may have surrounding attendance at Leycroft Academy.

Parents are responsible for securing full-time education

Parents are responsible for ensuring their children receive a full-time education. Each situation will be dealt with on an individual basis, fairly and equitably always remembering the welfare and safety of the child is the paramount concern.

The term 'parent' includes those who are not a natural parent but have parental responsibility for the child as defined by the Children's Act 1989 or have care of the child as defined by the Education Act 1996.

- Absence can only be authorised by the school; parents do not have this authority. All absences will be treated as unauthorised unless satisfactory evidence for the child's absence has been received. In the first instance contact from the parent will be accepted as evidence. However, if a child's attendance continues to cause concern, parents may be asked to provide medical evidence where absences occur repeatedly due to reported illness. This will usually be in

the form of an appointment card, prescriptions etc. Absence may be coded as unauthorised without evidence.

- Parents should wherever possible make all medical and dental appointments outside of the school day. Where this is not possible, children should attend school for part of the day. Appointment cards should always be provided as evidence of medical/dental appointments.
- Unless parents have provided a satisfactory explanation and it has been accepted by the school absence will not be authorised.

Examples of unsatisfactory explanations include:

- A child's/family member's birthday.
- Shopping for uniform.
- Having their hair cut.
- Closure of a sibling's school for INSET or other purposes.
- "Couldn't get up".
- Illness where the child is considered well enough to attend school without medical authority and in the absence of a communicable disease.
- Leave during term time taken without authorisation of the school
- Head lice – let the school know and letters will then be sent to all parents in a confidential manner.

Transition following long term absence or illness

Absence can significantly interrupt the continuity of children's learning.

During any long-term absence, Leycroft Academy will:

- Maintain contact with the child.
- Carefully plan the transition back to school, ensuring the child feels welcome and gains a sense of belonging.
- Ensure the child once again feels safe in school and if they experience any concerns, they will have an appointed member of staff to work with.
- The Class Teacher and Teaching Assistant will support a child when returning to class.

Leave during Term Time

From 1st September 2013, the Government amended the England (Pupil Registration) (England) Regulations 2006. Head teachers may only grant leave in 'exceptional circumstances' only. Leycroft Academy observes Birmingham City Councils 'Leave in Term Time Guidance for schools and Academies'.

Parents wishing to apply for leave during term time must send a written request for the attention of the Headteacher before making any arrangements. Retrospective requests will not be considered and therefore will result in the absence being categorised as unauthorised. Each leave during term time request will be considered on an individual basis.

If the permission to take leave is not granted and the child is still absent from school, the absence will be **unauthorised**. In such cases the school may consider legal action.

Only in **exceptional circumstances** will absence be agreed. In such cases, consideration will be given to the cultural needs and the family circumstances, such as minority ethnic children returning to their country of origin. In these cases, granting leave for longer periods than normal may be considered justified. In all cases though, parents will be required to justify why the leave needs to be taken during term time.

Using attendance data

Children's attendance will be monitored and shared with other agencies and the DfE.

Weekly attendance meetings will be held between the Attendance Leader and the Attendance Team. Meetings will focus on agreed actions for those children of concern. The purpose of each meeting will be to understand the progress the school is making when supporting identified individuals or groups of children.

Attendance data will be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment.

It is the responsibility of school Governors to challenge and support the school regarding overall attendance, regular reports will be presented to this body. The governors will therefore examine closely the information provided for them and seek to ensure that our attendance figures are as high as can be.

Persistent Absence

At Leycroft Academy, we aim to communicate the importance of attendance with parents and children. We have a particular focus on reducing Persistent Absenteeism at the school. The Persistent Absence threshold for children is currently 10% and Ofsted will use this threshold in its inspection of schools.

The threshold means that any child will be classed as Persistently Absent when they have missed 38 or more sessions. This equates to 19, or more, missed days during the academic year - which is as little as 6 days over each of the three Terms. This also equates to the equivalent of 1 day of absence, or more, a fortnight across a full school year.

We will use a 19-day tracking system to make you aware of the number of days your child has missed in education. This will allow us to work together to reduce the number of days and attempt to prevent your child from reaching this number.

Once a child has reached 38 sessions, or 19 days absence, they will be classified as Persistently Absent from school and we must report this to the Local Authority and follow external legal proceedings.

Statutory Duty

Section 7 of the Education Act 1996 states that the parent of every child of compulsory school age receive efficient full-time education suitable to their age, aptitude and ability and any special educational needs they may have, either by regular attendance at school or otherwise.

A child is of compulsory school age at the beginning of the term following their 5th birthday.

Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement. Leycroft Academy recognises Birmingham City Council's 'FastTrack on Attendance' and will implement prosecution where it is fair and equitable to do so.

In accordance with the regulations regarding pupils' attendance at school, Leycroft Academy keeps an attendance register on which at the beginning of each morning and afternoon session children are marked present or absent. The marks are electronically processed and stored on the school's central administrative system Arbor. This information is shared with the Department for Education.

Legal Sanctions

There are several sanctions that school can take to address the issue of non-attendance. To try and identify the reason for absence we will always talk to you first to identify the reason for absence. Leycroft Academy will always ensure the escalated process map is followed, focusing on the support a child needs at each stage (please access on the school website). However, for lack of engagement in attendance support there are sanctions that will be followed:

Penalty Notices (Anti-Social Behaviour Act 2003)

Penalty Notices will be considered when:

- A child is absent from school for the purpose of a Leave of Absence in term time and the absence has not been authorised by the school.
- A child has accumulated at least ten sessions of unauthorised absence and further absence has occurred following written warning to improve

Penalty Notices will be used in accordance with Birmingham City Council Code of Conduct.

Prosecution

Where intervention through the school's process fails to bring about an improvement in attendance, the local authority will be notified and legal proceedings in the Magistrates Court may be taken. The school will provide the Local Authority with evidence required for a prosecution under section 444/4441 (a) of the Education Act 1996 and will appear as a prosecution witness if required by the court. This is to ensure that parents realise their own responsibilities in ensuring their child's attendance at school.

Section 4441(a) of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child if he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence.

Schools, trusts and local authorities are expected to work together and make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family. These are:

- Parenting contracts
- Education supervision orders
- Attendance prosecution

- Parenting orders
- Fixed penalty notices

Please refer to section 6 of the DfE Working together to improve school attendance 2022 for more information.

Children at risk of Missing in Education (CME)

Children Missing Education (CME) are a vulnerable group of children. All agencies who work with children have a duty to support the Local Authority in ensuring all children are safe and looked after appropriately.

CME includes those children who are **missing** (family whereabouts unknown), and are children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address **and either**

- has not taken up an allocated school place as expected, or
- has 5 or more days of continuous absence from school without explanation, or
- left school suddenly and the destination is unknown

It is our responsibility as a school to work with the LA Education and Inclusion team, by making referrals.

Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every 3 years by the Headteacher and, the policy will be approved by the full governing board.

Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

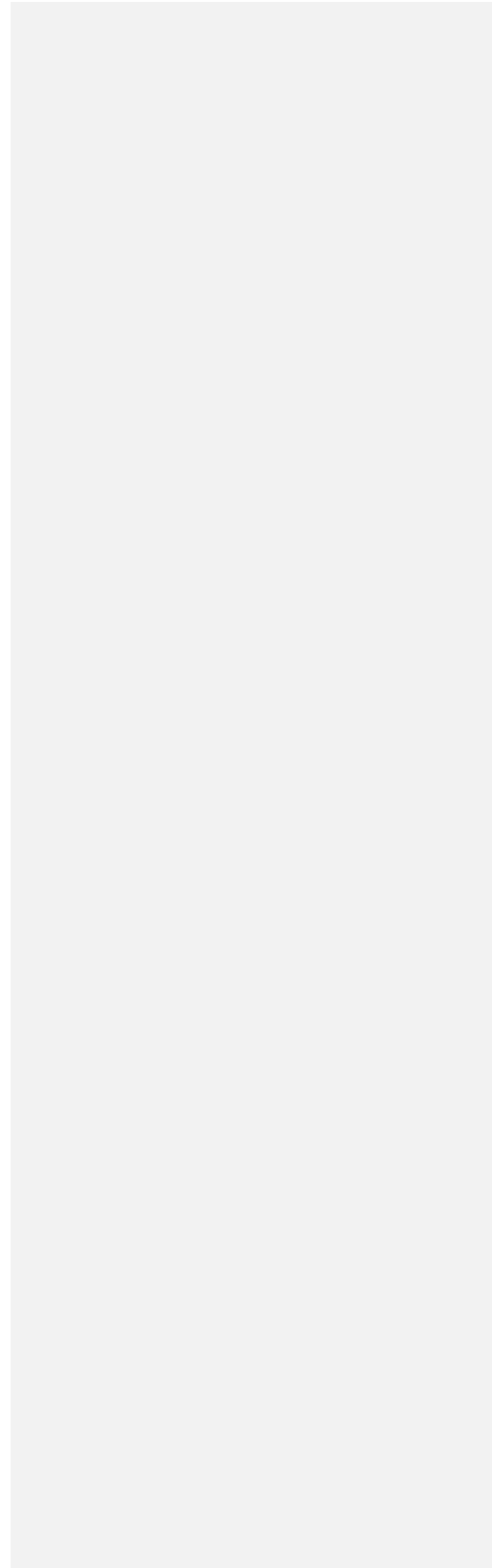
Appendix 1: Attendance codes

The following codes are taken from the DfE's guidance on school attendance.

| CODE | DESCRIPTION | MEANING |
|----------|--|-------------------------------------|
| / | Present (AM) | Present |
| \ | Present (PM) | Present |
| B | Educated off site (NOT Dual registration) | Approved Education Activity |
| C | Other Authorised Circumstances (not covered by another appropriate code/description) | Authorised absence |
| E | Excluded (no alternative provision made) | Authorised absence |
| G | Family holiday (NOT agreed or days in excess of agreement) | Unauthorised absence |
| H | Family holiday (agreed) | Authorised absence |
| I | Illness (NOT medical or dental etc. appointments) | Authorised absence |
| J | Interview | Approved Education Activity |
| L | Late (before registers closed) | Present |
| M | Medical/Dental appointments | Authorised absence |
| N | No reason yet provided for absence | Unauthorised absence |
| O | Unauthorised absence (not covered by any other code/description) | Unauthorised absence |
| P | Approved sporting activity | Approved Education Activity |
| R | Religious observance | Authorised absence |
| S | Study leave | Authorised absence |
| T | Traveller absence | Authorised absence |
| U | Late (after registers closed) | Unauthorised absence |
| V | Educational visit or trip | Approved Education Activity |
| W | Work experience | Approved Education Activity |
| D | Dual registration (i.e. pupil attending other establishment) | Not counted in possible attendances |
| X | Untimetabled sessions for non-compulsory school-age pupils | Not counted in possible attendances |
| Y | Enforced and partial enforced closure | Not counted in possible attendances |
| Z | Pupil not yet on roll | Not counted in possible attendances |

| | | |
|---|-------------------------|-------------------------------------|
| # | School closed to pupils | Not counted in possible attendances |
|---|-------------------------|-------------------------------------|

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Appendix 2

Attendance Concern

Name:

Attendance concern:

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Name:

Action Plan 1

Date of meeting

| | | | |
|--------------|---------------|--------|---------------|
| Pupils name: | Pupils D.O.B: | Class: | Attendance %: |
|--------------|---------------|--------|---------------|

What are we worried about?

What is working well?

What needs to happen?

Date of review:

Parent/Carer print name:

Staff member name:

Parent/Carer signature:

Staff member signature:

Date: ____ / ____ / ____

Date: ____ / ____ / ____

Name:

Action Plan 2

Date of Review meeting

| | | | |
|--------------|---------------|--------|---------------|
| Pupils name: | Pupils D.O.B: | Class: | Attendance %: |
|--------------|---------------|--------|---------------|

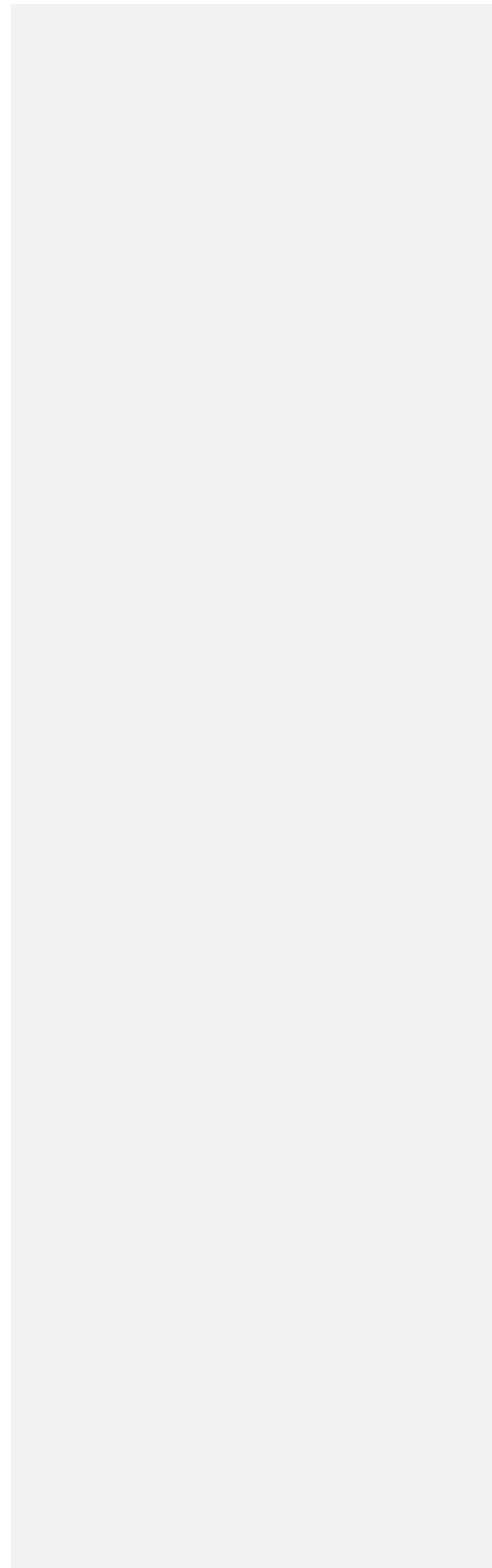
Actions from previous meeting

What are we worried about?

What is working well?

What needs to happen?

Date of review:



| | |
|--------------------------|--------------------------|
| Parent/Carer print name: | Staff member name: |
| Parent/Carer signature: | Staff member signature: |
| Date: ____ / ____ / ____ | Date: ____ / ____ / ____ |

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