



KING'S NORTHWAY
PRIMARY ACADEMY

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

Attendance Policy and Procedures



GREAT SCHOOLS
TRUST

King's Northway Primary Academy

Introduction:

King's Northway Primary Academy is a strong and distinctive community, where we value each other as part of the family. We show this through our planning, our teaching, our relationships and respect for each other as individual learners. We are all learners – no matter our age or time within this or another School.

Learning potential is realised most when parents and teachers work in partnership. We believe in our children and we want our children to believe in themselves – they will then 'believe and achieve'. We set ourselves the high standard of: All learners, All achieving, All the time. Our Policy for Teaching and Learning is underpinned by this ethos.

The King's Northway Curriculum has a golden thread that links a rich tapestry of knowledge, interwoven with key skills and allows children to engage with, connect with and understand their locality and rich cultural offer and take their places as global citizens in the twenty first century.

The King's Northway Values for Victory exemplifies an ethos that builds community and provides the expectations for excellent attitude and learning behaviour. The curriculum is planned to allow children to explore, evaluate and improve. Children know the high expectations and are encouraged to strive for success in all that they do. Children are nurtured so they can engage with their learning without barriers and reach their own potential. King's Northway understands that aspiration is good but aspiration for all: all learners, all valued, all achieving...all the time.

Our Curriculum is a progressive programme of study, where children are exposed to knowledge and skills year on year. Children should see the 'big picture' as they progress through school and see building blocks coming into place. They will be immersed in a rich vocabulary and text-base to inspire a love of learning and given the opportunity to share their knowledge. Children can exemplify their prior knowledge and staff teach from this starting point, knowing the expectation for their specific year group. Low state quizzing for pre-assessments endeavour the development of sticky knowledge and post-assessment give children the satisfaction of achievement. Each subject area is taught discretely but has clear cross-curricular links and crossover of skills. We give core subjects and basic skills a strong emphasis but passionately believe in a wide, broad, rich curriculum, where children have deeper learning experiences and develop a life-long love of learning...developing dynamic and industrious citizens for Liverpool and the world who can make a positive contribution.

Excellence, enjoyment, enrichment, progression and relevance are all key principles of our King's Northway Curriculum from Nursery to Year 6.



RESPECT • TRUST • COURAGE • COMPASSION • FORGIVENESS • PERSEVERANCE • HOPE

1. Statement of consideration of equalities in all policies and procedures

This policy outlines the teaching, organisation and management of Attendance and Punctuality at Northway Primary School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

2. Intent

Aims

Northway Primary School recognises the clear link between the attendance and achievement of pupils. The aim of this policy, is to encourage the highest possible levels of attendance and punctuality for pupils within Northway Primary School to support learning and development.

The importance of attendance and punctuality is underpinned by an awareness of safeguarding issues. It is important to see our children every day and provide an educationally safe and secure environment.

To gain the greatest benefit from their education it is vital that all pupils attend regularly and on time. Pupils should aim to attend every day that the school is open. We set a target for all pupils to aim for 100% attendance with the expectation all pupils achieve at least 97%. As a school we define regular attendance as 97% or above.

Northway Primary School believes Teachers, Parents, Carers, Pupils and all members of Northway Primary School community have an important contribution in improving attendance and punctuality ensuring pupils attend to achieve. This Policy sets out how we will achieve this together and should be read in conjunction with the Attendance Roles and Responsibilities Guidance attached to this document.

Objectives

- Maximise the overall percentage of pupil attendance and punctuality at Northway Primary School.
- Reduce the number of pupils who are persistently absent and raise the profile of attendance and punctuality amongst the school community.
- Provide support advice and guidance for parents, pupils and staff.
- Develop clear procedures for the maintenance of accurate registration for pupils.
- Ensure a systematic approach to gathering, analysing and acting upon attendance data.
- Ensure a whole school approach to ensure consistency of intervention strategies.
- Continue to promote effective partnerships with the Local Authority, Children's Services, Health and other partner agencies.

3. Implementation

Promoting regular Attendance at Northway Primary School:

This is everyone's responsibility, all members of staff, parent/carers and pupils. To help us all focus on this, Northway Primary School will ensure:

- Appropriate interventions are in place to improve punctuality.
- An appropriate curriculum is provided and will be reviewed regularly.
- The need for high quality teaching and learning throughout the school is recognised as being essential to the promotion of attendance.
- Pupils are provided with appropriate support to minimise absence from school. This includes Northway Primary School and multi-agency provision as appropriate.
- Special Educational Needs, disadvantaged and Looked After pupils and other vulnerable groups are given appropriate support, and attendance is monitored rigorously.
- Effective partnerships with parent/carers are encouraged through regular contact and support provided.
- Parents/carers are kept informed of pupils' attendance and punctuality through first day contact, termly progress reports, individual letters and meetings when required.
- Good attendance and punctuality is rewarded through regular incentives.
- Attendance and punctuality is regularly discussed with pupils in class and at assemblies.
- Staff attendance roles and responsibilities are clearly defined and all staff should ensure these are followed.

Safety considerations

Attendance Expectations and Absence Procedures

A child not attending school is considered as part of our safeguarding procedures. This is why information about the cause of any absence is required.

Understanding types of Absence

Northway Primary and Nursery School has to record every absence that a pupil takes from school and this is why it is important that parents/carers advise school about the cause of any absence, preferably by calling the school on the first day of absence and in writing on the pupil's return.

Authorised Absence

Authorised absence: is when the school has accepted the explanation offered as satisfactory justification for the absence or given approval in advance for such an absence. If no explanation is received, absences cannot be authorised. It is the Headteacher, not parents who make the decision to authorise absence from school.

Unauthorised Absence

Unauthorised absence: is when the school has not received a reason for absence or has not approved a child's leave absence from school after a parent's request. This includes but is not exclusive to:

- Parents giving their children permission to be off school unnecessarily, such as for shopping, birthdays, to look after siblings
- Absences which have not been explained.
- Pupils who arrive at school too late to get their mark.

This type of absence may lead to the use of Penalty Notices or other sanctions from the Local Authority. From September 2018 Northway Primary and Nursery School can issue warning letters (in accordance with the Local Authority Code of Conduct) to parents where their child has accrued 10 sessions of unauthorised absence in any one term. The warning period will cover a period of 20 schools days. If the child has any unauthorised absence during this time the school will refer to case to the local authority requesting a Penalty Notice be issued.

Persistent Absence

- Pupils are defined as persistent absentees by the Department for Education (DFE) if their attendance falls below 90%. This is for any absence whether authorised or unauthorised. The DFE expects schools to intervene well before pupils reach a level of persistent absence.
- Whilst we understand that pupils can be absent from school because they are ill, sometimes they can be reluctant to attend. If a pupil is reluctant to attend or a parent/carer has concerns, it is important that contact is made with the school as soon as possible to gain support and to work together to gain a resolution.
- Parent/Carers are asked to contact the class teacher or attendance lead (Mr Newton / Miss Sultan) in the first instance.

Why Regular Attendance is very important:

Any absence affects education and regular absence will seriously affect pupils' learning.

Pupils who have time off often find it difficult to catch up and do well.

- 90% attendance is equivalent to a pupil missing one half day per week or approximately 118 lessons per year

Ensuring your child's regular attendance at school is your legal responsibility and permitting your child to have any absence without a good reason from school is an offence in law (The Education Act 1996) and may result in legal action.

The Education Welfare Officer (EWO)

- The Education Welfare Officer – provides support for parents/carer and advice on problems relating to attendance, and encourages good communications between home and school.
- The EWO will always try to resolve the situation by agreement with the family but, if a resolution cannot be achieved to improve the pupil's attendance and where unauthorised absence persists the EWO will be required to give consideration to the instigation of legal proceedings which include; Penalty Notices, Parental Prosecution and Education Supervision Orders. Details regarding attendance law, penalty fines and legal interventions are available from the Local Authority.

Leave of absence in Term Time

The Law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in truly exceptional circumstances and the Headteacher must be satisfied that the circumstances warrant the granting of leave.

Parents/carers can receive a Penalty Notice for taking their child on holiday during term time without prior consent from school. Consent cannot be given retrospectively. The Headteacher will determine leave of absence, following the Policy of the Local Authority.

Lateness

'Arrive on time for ten to nine' is the mantra that children know and understand. This is to ensure a prompt start to learning and the opportunity to prepare the child for the day ahead. Poor punctuality is therefore not acceptable. If a pupil misses the start of the day they will miss important learning. A pupils arriving late will also disrupt lessons, it can become embarrassing for them and can encourage future absence.

How we manage lateness

The school day starts at 8.50am and registers are taken by 9am by the class teacher. A late mark may then be given if they are not in their class by that time.

- Late arrival to school following the close of registers is classified as an absence. If a pupil is persistently late after the official close of the register, the school may request the local authority issue a Penalty Notice.

If a Parent/Carer has any problem getting their child to attend school on time they should contact the Attendance officer (Miss Sultan) who will offer support to resolve the problem. Northway will always work in partnership with parents and carers to support attendance.

Removal from Roll

From the 1st September 2016 changes were introduced to the Pupil Registration Regulations 2016. These amendments affect all non-standard transitions; this is whenever a child of compulsory school age leaves a school before completing the school's final year.

As a school we are now required to:

- Inform the LA in every circumstance when deleting a pupil's name from the admission register
- Inform the LA of the pupil's destination school and home address if the pupil is moving to a new school.
- Provide information to the LA when registering new pupils, including the pupil's address and previous school.

If your child is leaving our school parents are asked to:

- Give the attendance officer comprehensive information about their plans, including any date of a move and your new address and telephone numbers, your child's new school and the start date when known. This should be submitted to our school in writing.
- If pupils leave and we do not have the above information, then your child is considered to be a child missing in education. This requires schools and local authorities to then carry out investigations to try and locate your child, which includes liaising with Children's Services, the Police and other agencies. By giving us the above information, these investigations can be avoided.

September 2024 updates:

1. From August 2024, the fine for school absences across the country will be **£80 if paid within 21 days**, or **£160 if paid within 28 days**. This rate is in line with inflation and is the first increase since 2012. **Per adult**
2. In the case of repeated fines, if a parent receives a second fine for the same child within any three-year period, this will be charged at the higher rate of £160.
3. Fines per parent will be capped to two fines within any three-year period. Once this limit has been reached, other action like a parenting order or prosecution will be considered.
4. If you're prosecuted and attend court because your child hasn't been attending school, you could get a fine of up to £2,500.
5. Money raised via fines is only used by the local authority to cover the costs of administering the system, and to fund attendance support. Any extra money is returned to the government.

Main headline:

The National Framework for penalty notices introduces a single consistent national threshold for when a penalty notice must be considered, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling **10 school week period**

4. Impact

Outcomes

All pupils' attendance will be working towards the school target of 97%. Those who do fall below 95% will receive notification and a flagging meeting will be held to offer initial support from the class teacher. If a pupil's attendance does not begin to improve targeted support will be implemented and actioned according to the needs of the family to ensure every child has access to learning and to minimize attendance becoming a barrier to learning.

Assessment

Pupil's attendance is monitored daily and actioned weekly. Improved attendance will be rewarded, however persistent absence and failure to improve attendance will result in appropriate actions to ensure every pupil is receiving school support. Attendance for the school is analysed half termly and targets and actions agreed.

Please see 'Attendance Flowchart' to see celebration and escalation.

5. Monitoring and Review

People Responsible for Attendance at Northway Primary and Nursery School

All school staff, parents/carers and pupils need to work as a team to support the attendance and achievement of pupils. This continued support therefore is vital in making every pupil's journey through school a success.

Staff to speak to regarding attendance issues:

- Class Teacher (In the first instance)
- Miss Sultan (Attendance officer)
- Mr Newton (Delegated Attendance Lead)
- Mr Bayliss (Designated Safeguarding Lead)
- Mr Hargreaves (Head teacher and SLT Attendance Lead)

Attendance is monitored daily by Miss Sultan to ensure First Responses procedures are implemented effectively. SLT Attendance Lead / Safeguarding Lead are informed of all absent vulnerable pupils following the First Response telephone call. A weekly meeting will be held with all people responsible for attendance to review actions and ensure all pupils are receiving individual targeted support for their attendance.

6. Role of the pupil / parent and Subject Lead

Expectations of Parent/Carer

Ensuring your child's regular attendance at school is a parent/carer's legal responsibility (Section 444 of the 1996 Education Act) and permitting absence from school that is not authorised by the school creates an offence in law.

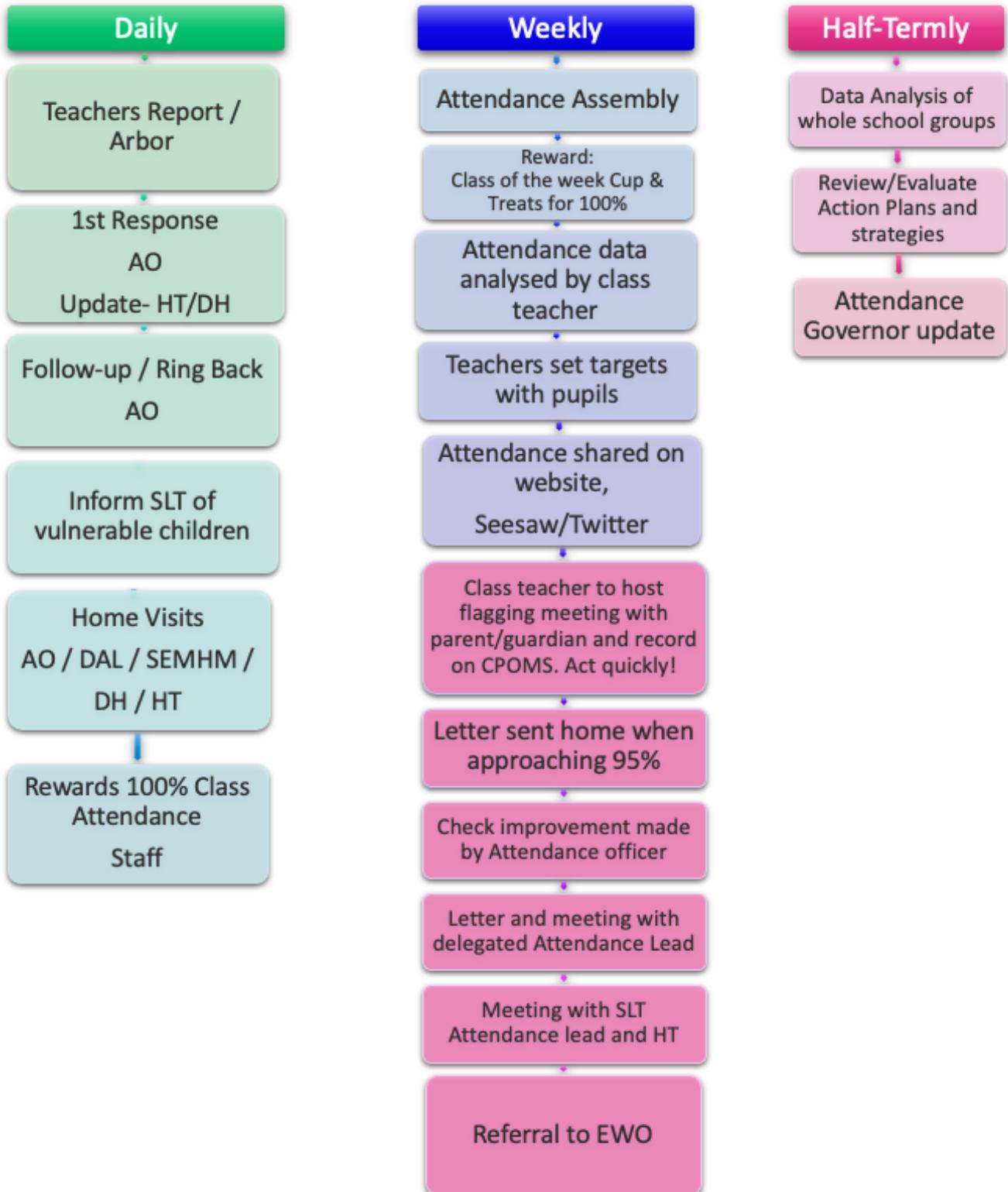
- Ensure your child arrives for school on time.
- Telephone school if your child is to be late.

- For routine non-emergency medical and dental appointments please ensure they are made outside of school hours.
- Contact school by 8.50am on the first day of absence if your child is unable to attend through illness, giving an indication of the expected duration and return date to school. Parents can use ParentApp or telephone.
- If a text message/phone call is received as a result of your child's absence it is important that you respond to this text to ensure your child is appropriately safeguarded.
- Contact the office if the reason for absence requires a more personal contact.
- In case of emergency we need up to date contact numbers at all times so please ensure you inform us of any changes especially to mobile telephone numbers. (As a school we request a minimum of two emergency contact details be provided)
- Requests for exceptional circumstances leave of absence must be in writing to the Headteacher and can only be authorised by the Headteacher. Reasons such as a close family bereavement or taking part in a significant religious event (Ramadan is one day authorised absence, when it falls on a school day) would be acceptable for short absences. Unacceptable reasons for missing school, include general holidays, extended wedding (included within a holiday), shopping, concerts and birthdays. Absence Forms are completed and signed using ParentApp.

If a pupil is absent we will

- Telephone and text the parent/carer on the first day of absence if we have not heard from them.
- If no response is received, 'N' will remain on the register until contact is made and a reason given. Where a vulnerable pupil is concerned staff will conduct a home visit.
- If a pupil's absences continue to increasing and we are not aware of a good reason the parent/carer will be invited to meet the Attendance Lead (Mr Newton), Mrs Lightfoot and or the Head Teacher (Mr Hargreaves). If a pupil's absences is increasing and we have applied our escalation strategies, the EWO will then make contact with the family to offer support. Depending on the circumstance, the EWO may get involved earlier.

Northway Attendance Reward and Escalation Flowchart



From Working Together to Improve Attendance

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families. Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Regularly monitor the attendance of children with a social worker in their area. Put in place personal education plans for looked-after children. Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance.	Ofsted considers schools' efforts to improve or sustain high attendance as part of inspections. Multi-academy trusts regularly review attendance data and support schools.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction.

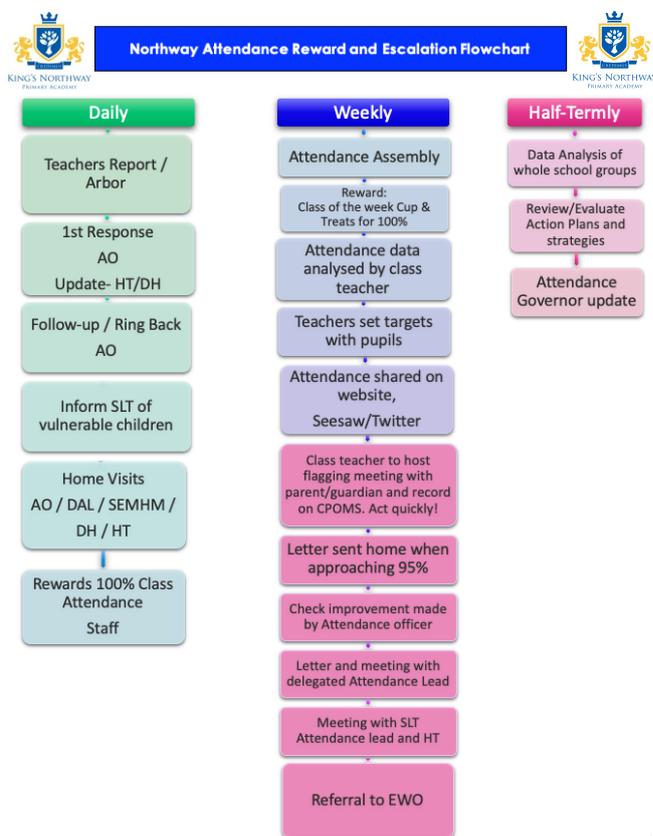
Recognise improving attendance is a school leadership issue and have a designated **senior leader with overall responsibility** for championing and improving attendance in school. Responsibilities should include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents. (WTIA doc **P10**)

Senior Lead for Attendance: Mr MJ Hargreaves (HT)
Mrs K McNeil (DHT)

The name and contact details of the **senior leader** responsible for the strategic approach to attendance in school. (WTIA doc **P11**)

Senior Lead for Attendance: Mr MJ Hargreaves (HT)
Mrs K McNeil (DHT)
Delegated Attendance Lead: Mr M Newton
Delegated Attendance Officer: Miss M Sultan

Where engagement in support is proving challenging, schools should hold more formal conversations with the parents (and pupil where they are old enough to understand). This is likely to be led by the **senior leader responsible for attendance** and may include the school’s point of contact in the local authority School Attendance Support Team. (WTIA doc **P16**)



Dedicated attendance training is provided to any staff with a specified attendance function in their role, including administrative, pastoral or family support staff and **senior leaders**. (WTIA doc **P24**)

Fiveways Learning Alliance
Carolyn Harkness Attendance Network
School Improvement Liverpool updates and Training

Working Together to Improve Attendance:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf