



Attendance Policy

2025/2026

School Attendance Policy

Statement of Intent

Our school recognises that positive behaviour and good attendance are essential for pupils to get the most out of their school experience, including their attainment, wellbeing and wider life chances.

At Tividale Hall Primary School, our school values shape all that we do. All members of the school community are committed to upholding our school values:

- Achievement
- Engagement
- Optimism
- Perseverance
- Kindness
- Independence

Tividale Hall Primary School believes that in order for children to thrive academically, socially, emotionally and physically, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

We are committed to:

- Promoting and modelling good attendance
- Ensuring equality and fairness of treatment for all
- Intervening early and working with other agencies to ensure the health and safety of our pupils
- Rewarding regular attendance
- Following the framework set in Section 7 of the Education Act 1996

"The parent of every child of compulsory school age shall cause him/her/they to receive efficient full-time education suitable:-

(a) to age, ability and aptitude and

(b) to any special educational needs he/she may have either by regular attendance at school or otherwise".

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:

- The Education Act 1996
- The Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2024
- DfE School Attendance Guidance 2022
- DfE Working together to improve school attendance guidance 2024

Key Roles and Responsibilities

The Senior Attendance Champion

Name: Miss Liz Mee – Deputy Head Teacher

Contact: liz.mee@tividalehall.sandwell.sch.uk

The Senior Attendance Champion is the senior leader responsible for the strategic approach to attendance in our school.

Day-to-Day Attendance Contact

Name: Miss Lisa Dutton – Administration Assistant

Contact: lisa.dutton@tividalehall.sandwell.sch.uk

This staff member should be contacted regarding daily attendance matters.

Individual Support Contact

Name: Mrs Lyndsey Shuttleworth – Family Support Worker

Contact: lyndsey.shuttleworth@tividalehall.sandwell.sch.uk

This staff member provides more detailed support with attendance matters.

Definitions

Tividale Hall Primary School defines “absence” as:

- a) not attending school at any time without authorisation

Tividale Hall Primary School defines “persistent absenteeism (PA)” as:

- b) missing 10 per cent or more of schooling across the year for any reason

Key roles and responsibilities

The governing body has overall responsibility for the implementation of the attendance policy and procedures of Tividale Hall Primary School.

The governing body has overall responsibility for ensuring that the attendance policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The governing body has responsibility for handling complaints regarding this policy as outlined in the school’s complaints policy.

The Head Teacher will be responsible for the day-to-day implementation and management of the attendance policy and procedures of Tividale Hall Primary School.

Staff, including teachers, support staff, and volunteers will be responsible for following the attendance policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.

Staff, including teachers, support staff, and volunteers will be responsible for modelling good attendance behaviour and implementing the agreed policy.

Designated members of staff will take the attendance register at the start of each school day and start of each afternoon session.

Tividale Hall Primary School have assigned a Designated Attendance Champion on the Senior Leadership Team.

The school will ensure that every pupil has access to full-time education and will act as early as possible to address patterns of absence.

The school will, through the removal from roll referral system, notify the LA of any pupil being removed from the admission and attendance registers if they are not attending school.

Tividale Hall Primary School will inform the LA of any pupil who fails to attend school regularly or has an unauthorised absence.

Parents, guardian, carers, and adults over the age of 18 at the same address are legally responsible for the attendance and punctuality of their child/children during term-time.

Parents, guardians, carers and adults will be expected to promote good attendance and ensure that pupils attend school every day.

Parents are responsible for the punctuality of their child/ren and ensure they arrive at school on time.

Training of staff

At Tividale Hall Primary School, we recognise that early intervention can prevent concerns in relation to behaviour, health and safety and safeguarding. As such, members of staff will receive training in identifying potentially at risk pupils.

Teachers and support staff will receive training on the attendance policy as part of their new starter induction.

Teachers and support staff will receive regular and ongoing training as part of their development.

Parent expectations

Parents/carers/guardians are expected to ensure that their children attend school every day as they are legally responsible for their child/ren's attendance at school.

Parents/carers/guardians are expected to report any absence to the school on the first day and each subsequent day of absence.

In addition, written evidence in support of any absences should be provided by parents/carers/guardians. Doctor's notes, appointment letters or other relevant medical evidence should be provided where appropriate.

Children Missing in Education (CME)

All children, regardless of their circumstances, are entitled to a good education which will help them shape their own futures. Children missing in education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (Not in Education, Employment or Training) later on in life.

These children are defined by the Department for Education as

'all children of compulsory school age who are not on a school roll, nor being educated otherwise (e.g. privately or in an alternative provision) and who have been out of any educational provision for a substantial period of time (usually four weeks or more)'

Parents/carers/guardians must follow our attendance procedures and ensure their child attends regularly.

School will make a referral to Sandwell's CME team if a child has been absent from school for four weeks or more. There are two types of referrals

1. Referral where the child's whereabouts are known.
2. Referral where the child's whereabouts are unknown.

Governing Body

The governing body has overall responsibility for:

- Implementation of the attendance policy and procedures
- Ensuring the policy does not discriminate on any grounds
- Handling complaints regarding this policy
- Monitoring attendance data

The Lead Governor for attendance is Mr Stephen Taylor

Head Teacher

The Head Teacher is responsible for:

- Day-to-day implementation and management of the policy
- Ensuring staff are aware of and follow the policy
- Monitoring school-level attendance data
- Determining whether to grant leave during term time

Attendance Register

The designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether the pupil is:

- a) present
- b) absent
- c) attending an approved educational visit
- d) unable to attend due to exceptional circumstances

Tividale Hall Primary School will use the national attendance codes to enable the school to record and monitor attendance and absence in a consistent way.

Where a pupil is attending another school at which they are registered (for example, a pupil referral unit (PRU)), the family attendance officer will confirm the pupil's attendance at the other school on a daily basis.

When the school has planned in advance to be fully or partially closed, the code # will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, for example, induction days.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment, and the name and role title of the person who made the amendment.

Every entry into the attendance register will be preserved for three years.

Absence Procedures

Authorised Absences

Absences may be authorised for:

- Illness
- Medical/dental appointments (that cannot be arranged out of school hours)
- Religious observances
- Exceptional circumstances approved by the Head Teacher

Parents must telephone the school office in the event of an absence. Messages on the answering machine and emails are not accepted. If we are unaware of why a child is absent, this raises concerns in regards to safeguarding.

Unauthorised Absences

These include:

- Parents keeping children off school unnecessarily
- Late arrival after register closes
- Shopping trips
- Birthdays
- Holidays not authorised by the Head Teacher

Attendance Procedures

Daily Procedures

- Parents must contact the school before 9:20 am on each day of absence
- The school will contact parents if a child is absent without notification
- Staff will make home visits for pupils absent without authorization for three days

Register Times

- School gates open: 8:40 am and close at 8:55am
- Registration starts: 8:45 am
- Afternoon registration: 1:00pm

Lateness

- Pupils arriving after 8:55am must report to the children's centre
- Registration closes: 9:00 am. Between 9:00am-9:15am, arrivals will be coded as late, arrivals after this time will be coded an unauthorised absence for the morning session.
- Persistent lateness will result in meetings with parents to discuss the impact of lateness and how school can support in improving punctuality.

Appointments

- As far as possible, parents/carers/guardians should attempt to book medical and dental appointments outside of school hours.
- Where this is not possible, evidence in the form of an appointment card or letter should accompany any request to take children out of school during the school day.
- If the appointment requires the pupil to leave during the school day, the pupil must be signed out by a parent/carer/guardian.
- Pupils must attend school before and after the appointment wherever possible.
- If a pupil's attendance is under 97%, the school will make the decision about whether the appointment will be authorised.

Pupils with Additional Health Needs

- Pupils who have additional health needs that results in longer-term absence will be managed under the Pupils with Additional Health Needs Attendance Policy (see Appendix F).

Young carers

- Tividale Hall Primary School understands the difficulties young carers face and will endeavour to identify young carers at the earliest opportunity from enrolment at the school, as well as throughout their time at the school.

Tividale Hall Primary School takes a caring and flexible approach to the needs of young carers and each situation will be examined on a case-by-case basis, involving other agencies if appropriate.

Exceptional circumstances

Exceptional circumstances include when a pupil is unable to attend because:

- a) the school is fully or partially closed
- b) transport provided by the school or LA is not available and the pupil's home is not within walking distance
- c) there has been widespread disruption to travel services which have prevented the pupil from attending
- d) an unavoidable and unplanned event

Absences for exceptional circumstances do not affect your child's attendance.

Persistent and Severe Absence

Definitions

- **Persistent Absence (PA):** A pupil is defined as a 'persistent absentee' when they miss 10% or more schooling across the school year for any reason. This can be authorised or unauthorised absence. All pupils with attendance of 90% or below are considered to be persistent absentees.
- **Severe Absence (SA):** A pupil who has missed 50% or more of schooling is defined as 'severely absent'. These pupils often face bigger barriers to their regular attendance and require more intensive support.

Monitoring and Intervention

1. Attendance below 97% (School Target):

- Support and guidance will be provided to improve attendance
- Attendance patterns will be closely monitored

2. Persistent Absence (Below 90%):

- Cases will be closely monitored and recorded on a case study basis by a designated member of staff
- A personalised action/support plan will be created
- Regular meetings with parents/carers will be scheduled
- The school may create an attendance contract with parent/carer agreement
- A referral may be made and parents may incur a fine from the Local Authority
- Lack of improvement may result in court proceedings

3. Severe Absence:

- Intensive support plans will be implemented
- Multi-agency approach may be used
- Regular home visits and welfare checks
- Consideration of additional needs or barriers to attendance
- A referral is likely to be made and parents will likely incur a fine from the Local Authority
- Lack of improvement is likely to result in court proceedings

Support Measures

- Creation of individual attendance improvement plans/contracts
- Referral to school nurse, early help or other health professionals if needed
- Consideration of alternative curriculum arrangements
- Support from family support worker or well-being team
- Engagement with external agencies and support services
- School stress survey to be completed with child and parent(s)

Legal Framework and Consequences

1. The school will inform the Local Authority of any pupil who:

- Falls into persistent absence categories
- Has irregular attendance
- Has 10 sessions of unauthorised absence within a rolling 10 school week period

2. Legal measures may include:

- Penalty Notices (£160 per parent, per child, reduced to £80 if paid within 21 days)
- Prosecution under Section 444(1) or 444(1A) of the Education Act 1996
- Parenting Orders
- Education Supervision Orders

Recovery and Reintegration

- Tailored support for returning to regular attendance
- Phased return programs where appropriate
- Regular review meetings to monitor progress
- Celebration of improvements in attendance
- Support for catching up on missed learning

Leave During Term Time

- There is no entitlement to take holidays during term time
- Leave may only be granted in exceptional circumstances
- Absence for religious observance can be authorised at the discretion from the Head Teacher
- Applications must be made in advance using the Leave of Absence Request Form which is attached at the end of this policy. This form can be obtained from the school office and must be completed before the child is absent from school.
- Unauthorised leave may result in penalty notices

Supporting Attendance

Barriers to Attendance

We recognise that pupils may face barriers to attendance including:

- Long-term medical conditions
- Special educational needs and disabilities
- Mental health issues
- Other vulnerabilities

Support Provided

- Individual support plans
- Reintegration programs
- Collaboration with external agencies
- Reasonable adjustments where needed

Rewards and Recognition

- The school acknowledges and rewards good attendance and punctuality in the following ways:

Weekly Rewards

- Highest attending class is awarded the attendance cup, Kevin the Carrot mascot and ten minutes extra break time.

Half Termly Rewards

- Bronze certificates for 97% attendance
- Silver certificates for 98-99% attendance
- Gold certificates for 100% attendance

Termly Rewards

- Bronze certificates for 97% attendance
- Silver certificates for 98-99% attendance
- Gold certificates for 100% attendance
- 100% attendance letters from the Head Teacher
- A special treat with the Head and Deputy

Annual Rewards

- Special reward treat for pupils with excellent yearly attendance (100%)

Improvement Recognition

- Letters sent to parents of pupils whose attendance is being monitored and has shown significant improvement
- We celebrate good class and individual punctuality and encourage parents and staff to be good role models to our children by demonstrating excellent attendance themselves.

Monitoring and Review

- Daily attendance monitoring
- Regular attendance data analysis
- Annual policy review
- Target attendance rate: 97%

Late Collection

If parents are going to be late collecting their child from school, they must contact the school office in advance.

If parents are more than 10 minutes late, their child(ren) will be placed in After School Club and charges may apply.

Policy Last Updated: February 2026 Next Review Date: February 2027

Signed:.....(Head Teacher) Date:

Signed:.....(Chair of Governors) Date:

Supporting Documents

[School attendance | Sandwell Council](#)

[DfE external document template \(childrenscommissioner.gov.uk\)](#)

[Illness Absence Guide for parents and education settings | Healthysandwell](#)

[Health protection in children and young people's settings, including education - GOV.UK](#)



Leave of Absence Request

Before completing this form, please read the Guidance Notes for Parents

Section A: Child's Details

All sections must be fully completed – Please complete a separate Leave of Absence Request for each child

School			
Child's Name		Date of Birth	
Child's Address			

Section B: Reason for Leave of Absence – THIS MUST BE COMPLETED

I would like to request a Leave of Absence for the above-named child:

First date of Absence from school		Last date of Absence from school	
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Head Teachers can only authorise a Leave of Absence Request if they consider that the detail and information you provide is an exceptional circumstance. You **MUST** provide all the details and information you would want the Head Teacher to consider in deciding if your request can be granted.

By signing this application, I understand and agree the following:

1. I have read the Leave of Absence Request Guidance Notes and understand if the Head Teacher declines the Leave of Absence, the school can request issue of a Penalty Notice (a fine of up to £160 in respect of each child) and I/we may be subject to further legal proceedings in the Magistrates Court.

2. I am a Parent/Carer with whom the child 'normally resides'.

3. I understand it is the Head Teacher's decision as to what is and what is not an "exceptional circumstance" and I should discuss any questions I have regarding the decision made by the Head Teacher prior to the absence starting.

Parent/Carer Applicant PRINT NAME	Mr/Mrs/Ms/Miss (delete as appropriate)	Date of Birth	
Parent/Carer Applicant SIGNATURE		Date	
Relationship to pupil		Parent / Carer Telephone No.	
		Parent / Carer Mobile Tel No.	

Please turn over for Section C

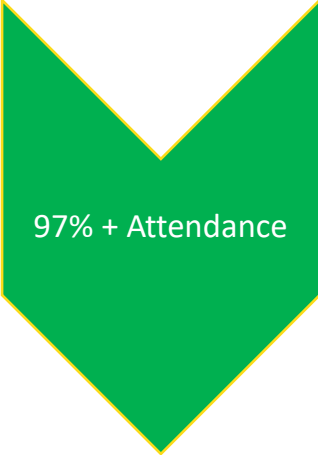
Section C: Additional Parent/Carer(s) / siblings

Please enter details of the parent/carers responsible for taking the child out of school

Parent/Carer FULL NAME	Mr/Mrs/Ms/Miss (delete as appropriate)	Date of Birth	
Address (if different from pupil's home address)			
Relationship to pupil			
Parent/Carer FULL NAME	Mr/Mrs/Ms/Miss (delete as appropriate)	Date of Birth	
Address (if different from pupil's home address)			
Relationship to pupil			
Siblings: <i>Please complete if any siblings (brother/sisters) attend another school</i>	Name	School	Date of Birth

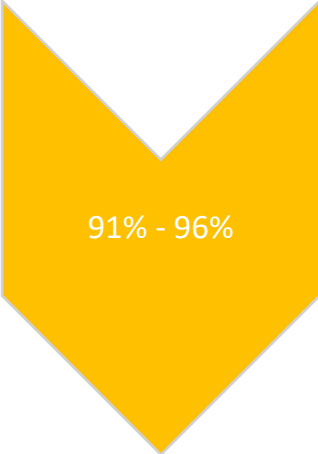
Request for Penalty Notice – SCHOOL USE ONLY – all sections of form must be completed

Date LOA received		Date applicant advised of outcome	
How applicant was advised of outcome (e.g. verbally, telephone, email, meeting)			
Who Should Penalty Notices be issued to? See Leave of Absence Guidance Notes – Section C			
Decline letter sent to Parent/Carer(s) and copy attached	☐		
Attendance Summary/Certificate attached	☐		
Data Collection Sheet attached	☐		
I have read the Leave of Absence Request – Guidance Notes and understand that once requested and issued a Penalty Notice cannot be withdrawn other than in the circumstances detailed.			☐
Agreed by Head Teacher	Date	Signature of Head Teacher	
Referral to Schools Attendance Support Service	Date		
Referrer Name		Position in School	
Referrer E-Mail Address			



97% + Attendance

- Highest attending class are awarded the attendance cup, school mascot plus 10 minutes extra break time
- Half termly bronze, silver and gold certificates
- Termly 100% attendance letter from the headteacher inviting them for afternoon tea
- Termly bronze, silver and gold certificates
- Yearly attendance rewarded with a trip
- Letters sent to parents of pupils whose attendance is being monitored and has since shown significant improvement
- For pupils whose attendance is being monitored, if after a term their attendance is 90% or above, a letter will be sent to parents congratulating them and their child



91% - 96%

- If attendance drops below 95%, a letter is sent to parents stating they are at risk of being classed as persistently absent
- Letter also explains how frequent absence can adversely affect a child's education (Appendix B) and support is offered
- School will closely monitor the child's attendance.
- Family support worker will offer support to the family
- If parents are experiencing any difficulties that we can help address by making the necessary referrals to appropriate agencies such as CAMH, CAF (counselling, family support, then referrals must be made).



90% and below (Child is persistently absent from school)

- Letter sent to parents alerting them that their child's attendance is below the persistently absent threshold and that any further absence will be unauthorised if no medical evidence is provided. Close monitoring to take place.
- Family support worker may liaise with the parents and parents will be asked to sign a **Parental Attendance Agreement/Contract**.
- If appropriate, a school stress survey may be carried out with the child to identify any factors that causing school avoidance.
- Letter sent to parents to attend a meeting with the attendance officer and family support worker to discuss targeted support (**Early Help referral**). Close monitoring will take place. Follow up letter sent outlined the discussion
- Following these 3 points of contact and offers of support, if attendance is still below the 90% threshold, school may refer to **Attendance and Prosecution Service**.

**Annex A: DfE guidance Summary table of responsibilities for school attendance.
From 19th August 2024**

[https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary
table of responsibilities for school attendance applies from 19 August 2024 .pdf](https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance_applies_from_19_August_2024.pdf)

All pupils

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

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of persistent absence. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting 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.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Hold a regular 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. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and 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.

Persistently absent pupils

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 formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. 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. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through a referral to statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

Severely absent pupils

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 formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: 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. 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.

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.	Know who the pupils who have, or who have had, a social worker are. Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort. Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes. Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing 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.	Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it. Through the work of Virtual School Heads, they should: - Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. - Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. - Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

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 the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance. Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance. (If parents feel the school and/or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)	The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures. The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance. Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	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. Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services. Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.

The Importance of Punctuality

If your child is late for school every day, the chart below shows how much learning time is lost throughout the school year.



EVERY SCHOOL DAY COUNTS

Don't miss out on the education you deserve.



Tividale Hall Primary School's target for attendance is 97%

Do I need to keep my child off school?

In some situations children or staff with certain infections should not attend school to reduce the risk of spread to others.

The below advice is based on national UK Health Security Agency (UKHSA) guidance, and your individual school policy may differ.

Chicken Pox

Until all spots have crusted over

Conjunctivitis

No need to stay off but school or nursery should be informed

Diarrhoea and Vomiting

48 hours from last episode

Hand, foot & mouth

No need to stay off but school or nursery should be informed

Impetigo

Until lesion crusted & healed or 48 hours after start of antibiotics



If child no longer has a high temperature/fever and is still feeling unwell, then don't send your child to school



If your child is feeling well with no fever, they can attend school even with a cough unless advised



Head Lice

No need to stay off but school or nursery should be informed

Measles

4 days from onset of rash

Mumps

5 days from onset of swelling

Respiratory illness (e.g. colds or flu)

Can return when no longer have a high temperature and well enough

Scabies

No need to stay off but school or nursery should be informed

Scarlet Fever

24 hours after commencing antibiotics

Slapped Cheek

No need to stay off but school or nursery should be informed

Threadworms

No need to stay off but school or nursery should be informed

Tonsillitis

No need to stay off but school or nursery should be informed

Whooping Cough

48 hours after commencing antibiotics

