

St Albert's Catholic Primary School **Attendance Policy**



November 2025

Review of Policy:

This policy will be reviewed November 2026

Signed:Date

Designation:

November 2025

Name of the Attendance Champion: Lorraine McEvoy- Headteacher
Attendance Lead: Stephanie Jones

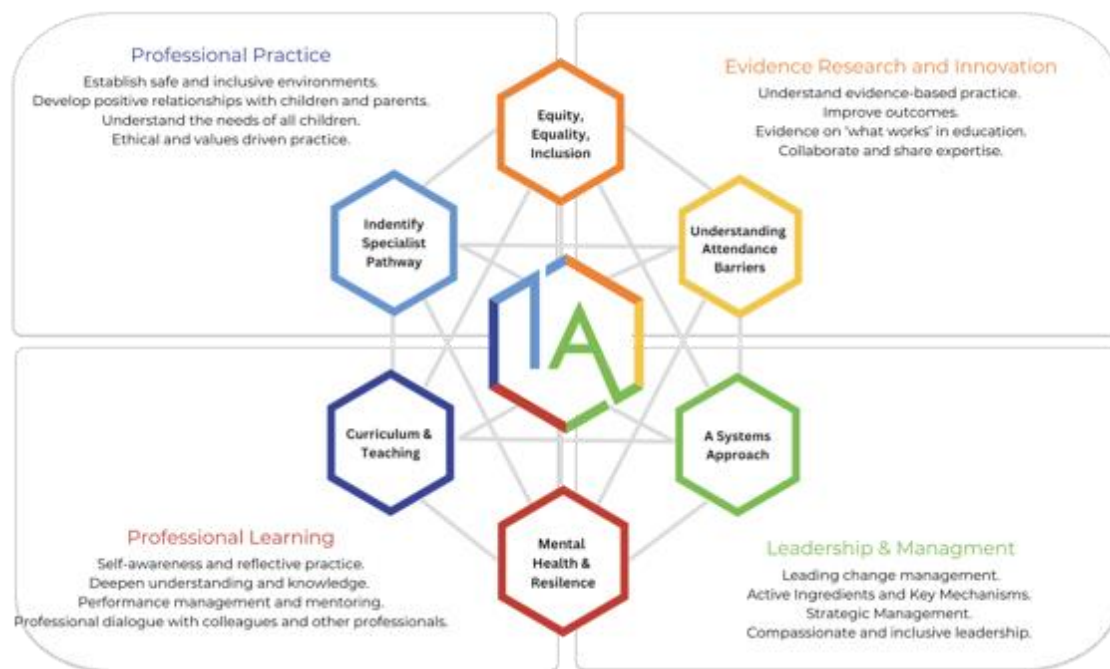
Introduction

St Albert's Catholic Primary School is proudly recognised as an Inclusive Attendance school. Our resolute commitment to attendance centres on child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote unprecedented attendance.

Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.

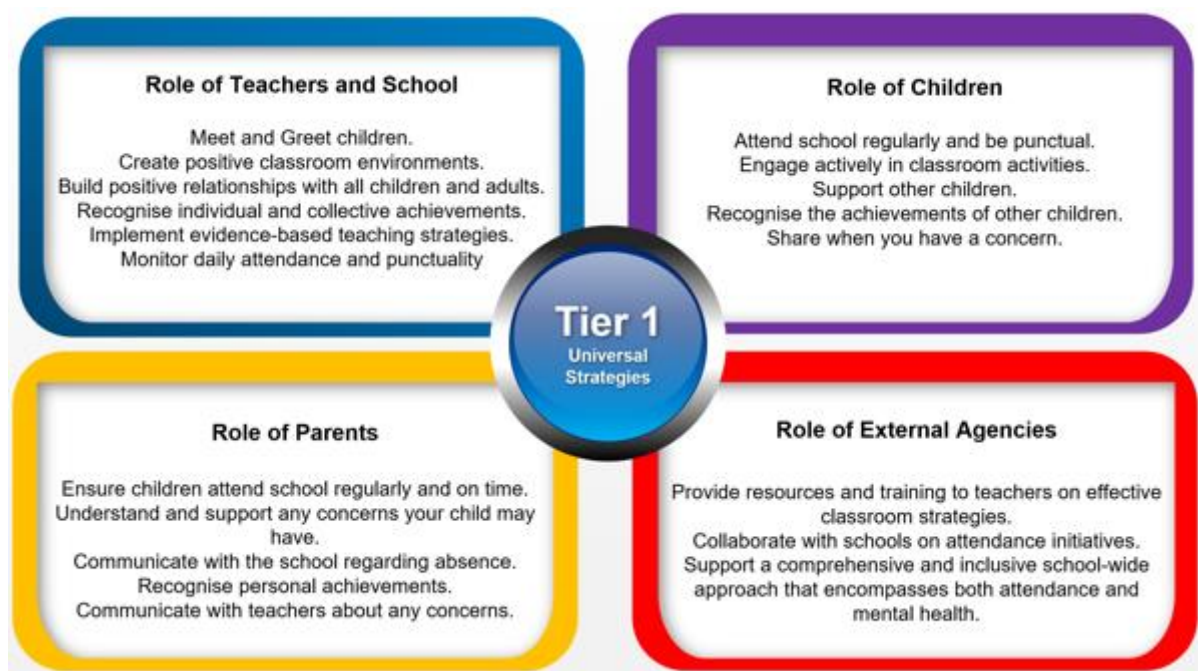




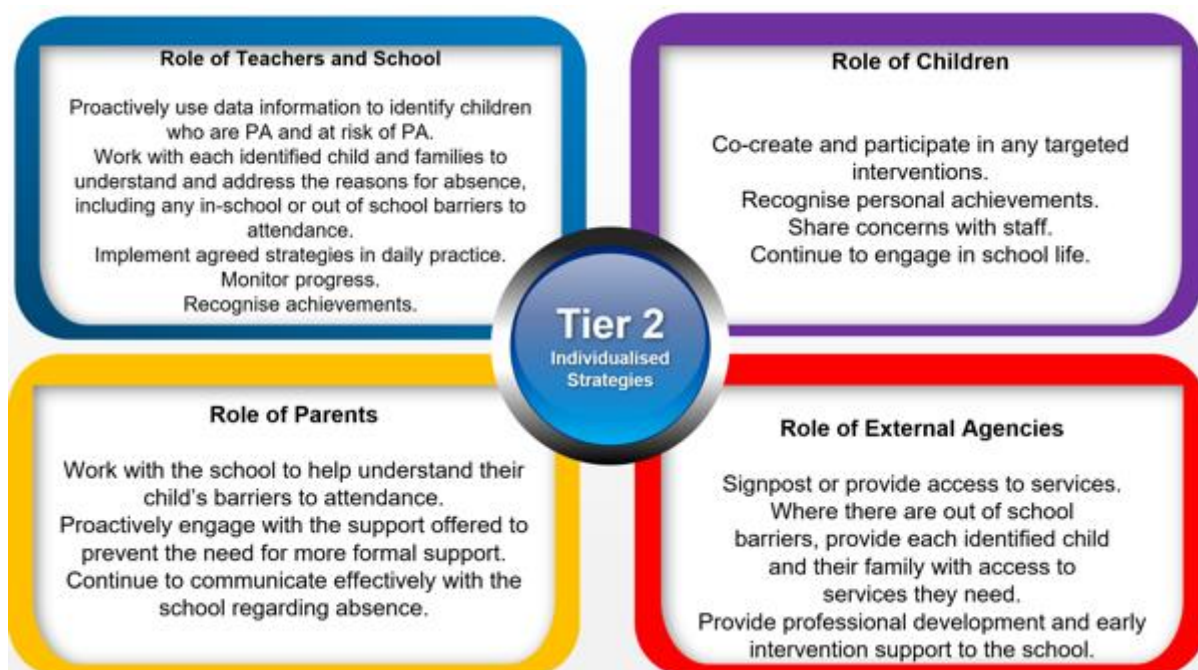
A Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, St Albert's Catholic Primary School implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

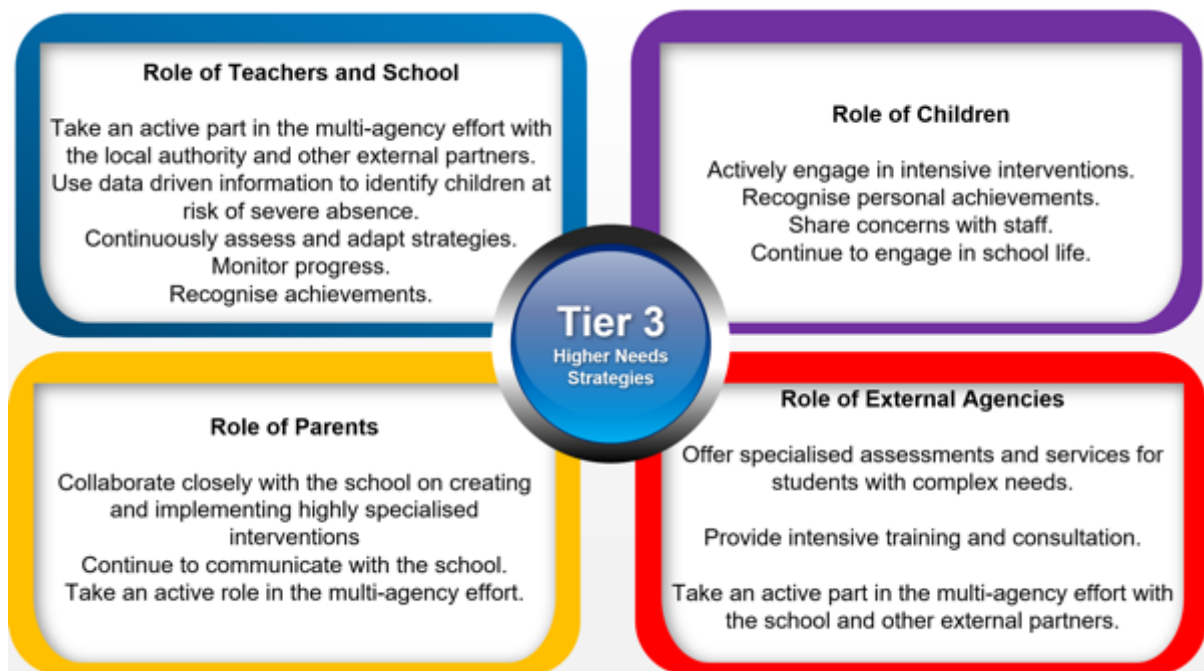
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



St Albert's Catholic Primary School Recognition-Based Approach

At St Albert's Catholic Primary School, we believe that recognition is a powerful catalyst for nurturing attendance, motivation, and a sense of belonging. Our bespoke recognition-based approach is designed to celebrate both individual and collective achievements, fostering a culture where every child feels seen, valued, and inspired to thrive.

This approach is embedded across all aspects of school life and serves multiple purposes:

- **Promoting Inclusivity:** We celebrate diverse achievements, ensuring every child—regardless of background or ability—has opportunities to be recognised.
- **Building Positive Relationships:** Recognition strengthens connections between children, staff, and families, cultivating trust and mutual respect.
- **Encouraging Intrinsic Motivation:** By acknowledging effort, progress, and personal growth, we help children develop a genuine desire to succeed and attend school regularly.
- **Preventing Isolation and Victimisation:** Our system actively counters absenteeism-related stigma by focusing on encouragement rather than punishment.
- **Creating a Joyful School Culture:** Recognition moments are woven into daily routines, assemblies, and classroom practices, reinforcing a sense of pride and community.

Key Features of Our Recognition System Include:

- **Weekly Attendance Awards:** Celebrating classes with the highest attendance through our Classopoly Board Game.
- **Individual Milestone Celebrations:** Recognising pupils who improve their attendance or reach key milestones with personalised praise.
- **Positive Communication Home:** Sending texts or calls to families to share good news and reinforce positive attendance habits.
- **Peer Recognition Opportunities:** Encouraging children to nominate classmates for acts of kindness, resilience, or commitment to learning.

- Termly Celebration Events: Hosting assemblies and events that spotlight attendance champions and role models across the school.

Our recognition-based approach is not just a strategy—it's a philosophy that underpins our commitment to every child's success. By celebrating what's going well, we build momentum for continued improvement and ensure that attendance is a shared, joyful journey.

The Importance of School Attendance at St Albert's Catholic Primary School

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Social Development:* School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *Teacher Interaction:* Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

Factors Influencing Attendance

Knowsley presents a complex demographic and socioeconomic profile that impacts school attendance patterns. Several key factors contribute to regional disparities and must be considered when creating attendance interventions:

1. *Population Growth and Density*: Knowsley's population grew by 5.9% between the 2011 and 2021 censuses, reaching approximately 154,500 residents. This growth outpaced the North West average of 5.2%, indicating increasing demand for educational services and infrastructure. The borough has a relatively high population density, which can strain local resources and affect access to school places and support services.
2. *Economic Inequality*: The North West, including Knowsley, experiences significant economic disparities, with pockets of both affluence and deep deprivation. Austerity measures, the COVID-19 pandemic, and the ongoing cost-of-living crisis have exacerbated inequalities, particularly in Merseyside. Families facing financial hardship may struggle with transportation, uniform costs, and housing instability—all of which can hinder regular school attendance.
3. *Health and Well-being*: Economic deprivation in Knowsley correlates with poorer health outcomes, including higher rates of chronic illness and mental health challenges. These health issues can lead to increased absenteeism, especially when access to healthcare or support services is limited.
4. *Ethnic and Cultural Diversity*: The North West is home to ethnically diverse communities, with growing representation from minority groups. Language barriers, cultural differences, and experiences of discrimination can affect engagement with schools and attendance. Inclusive practices and culturally responsive support are vital to address these challenges.
5. *Educational Attainment and Employment*: Knowsley has historically faced challenges in educational attainment and employment opportunities, which can influence parental attitudes toward schooling. Intergenerational cycles of low educational engagement may contribute to lower attendance rates among children.
6. *Family Circumstances*: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.
7. *Special Educational Needs (SEN)*: Students with special educational needs may require additional support and accommodations to attend school regularly.
8. *Bullying and Safety Concerns*: Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.
9. *Transportation Issues*: Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.
10. *Engagement and Motivation*: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.

Supporting Attendance at St Albert's Catholic Primary School

To address any identified attendance issues effectively, St Albert's will implement a range of strategies such as:

- Targeted support for economically disadvantaged families, including access to Early Help and community resources.
- Health and well-being initiatives to address barriers related to physical and mental health.
- Culturally inclusive practices that foster trust and engagement with diverse communities.
- Data-driven interventions that identify and respond to attendance trends across demographic groups.

By aligning attendance strategies with these regional realities, St Albert's can more effectively support its pupils and families, ensuring every child has the opportunity to thrive.

Attendance and Punctuality Expectations at St Albert's

At St Albert's Catholic Primary School, we uphold high expectations for attendance and punctuality as essential foundations for learning, wellbeing, and success. Children are expected to arrive at school by 8.55am, ready to begin their day with enthusiasm and focus. Our motto, "Five to Nine is St Albert's Time," reinforces the importance of a prompt start and sets a positive tone for the day. We expect all pupils to attend school every day unless there is a valid reason for absence, and we ask parents to notify the school before 9.30am if their child is unwell. Persistent lateness or unexplained absences are monitored closely, with early intervention and support provided where needed. By working together—staff, families, and children—we aim to foster a culture of reliability, responsibility, and pride in daily school attendance.

Contact Details of School Staff at St Albert's

Name of Staff Member	Roles and Responsibilities	Contact Details
Lorraine McEvoy	Attendance Champion & Headteacher	c/o stalberts@knowsley.gov.uk
Steph Jones	Attendance Lead, Deputy Safeguarding Lead and Learning Mentor	stephanie.jones@stalbertsprimary.co.uk
Rhianon Riddick	Safeguarding Lead, Deputy Headteacher and SENDCo	c/o stalberts@knowsley.gov.uk
Rachael Tyler	Governor for School Attendance	c/o stalberts@knowsley.gov.uk

Strategies for Using Data to Target Attendance Improvement Efforts at St Albert's

At St Albert's Catholic Primary School, we use a robust, data-informed approach to identify and address attendance concerns across all levels of our school community. Attendance data is regularly analysed for the whole school cohort and broken down by individual year groups to detect emerging

trends and patterns. We closely monitor individual pupils to ensure timely intervention and support, especially for those showing signs of disengagement. Our analysis extends to demographic groups, including pupils from different ethnic backgrounds and those facing economic disadvantage, to ensure equity in attendance outcomes. We pay particular attention to vulnerable groups such as pupils with SEND, Looked After Children (LAC), and those eligible for Free School Meals (FSM), as well as pupils with an allocated social worker or known to social care. Attendance data also helps us identify pupils who are absent for prolonged or repeated periods, which may signal safeguarding concerns such as Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), or county lines involvement. Additionally, we track pupils at risk of Persistent Absence (PA) and Severe Absence (SA), enabling us to implement targeted interventions and collaborate with families and external agencies to improve attendance and wellbeing.

Strategy for Reducing Persistent and Severe Absence at St Albert's

Raising awareness of the importance of good attendance

- Promoting good attendance and reducing absence including persistent absence
- Ensuring that every pupil has access to full time education to which they are entitled
- Acting early to address patterns of absence.
- Supporting parents to perform their legal duty to ensure their children attend regularly and punctually
- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued
- Promoting opportunities to celebrate and reward pupil's successes and achievements
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.
- Creating an ethos where regular attendance is everybody's responsibility – Parents; pupils and all members of staff.

Details of the National Framework for Penalty Notices at St Albert's

St Albert's Catholic Primary School follows the Department for Education's (DfE) 2024 National Framework for Penalty Notices to ensure a fair, consistent, and supportive approach to managing unauthorised absences. In partnership with Knowsley Council, we apply the national threshold: a penalty notice will be considered when a pupil has accrued 10 sessions (equivalent to 5 school days) of unauthorised absence within a rolling 10-school-week period. These absences may be non-consecutive and span different terms.

Before issuing a penalty notice, we prioritise early intervention and support, including attendance contracts, Early Help referrals, and personalised action plans. Penalty notices are only issued when:

- Support is not appropriate (e.g., term-time holidays),
- Support has been offered but declined, or
- Support has failed to improve attendance.

Parents may receive up to two penalty notices per child within a three-year period. Further unauthorised absences may result in legal action, including prosecution under the Education Act 1996. The fine is £80 if paid within 21 days, rising to £160 if paid within 28 days. Non-payment may lead to court proceedings. If you get a second fine in 3 years it will be £160. If you do not pay the fine in 28 days you may be taken to court for keeping your child out of school.

An attendance contract is a formal agreement between parents and the school or local authority to address irregular attendance, providing support as an alternative to prosecution. It is not legally binding but serves as a formal route to secure engagement with support when voluntary early help plans have not worked. An attendance contract aims to offer support rather than punishment.

If voluntary support or attendance contracts are unsuccessful, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority should exhaust voluntary support options and ensure the order would benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the Magistrates Court by the local authority. Upon conviction, parents may face fines of up to £1,000. Local authorities have the power to prosecute parents for various offences related to attendance: Failure to comply with a school attendance order may result in fines of up to £1,000. Failure to secure regular attendance at school or alternative provision may lead to fines of up to £2,500 and/or imprisonment. Persistent non-compliance with an Education Supervision Order may result in fines of up to £1,000.

St Albert's works closely with Knowsley's School Attendance Service to ensure all procedures are followed in line with local and national guidance. We remain committed to supporting families and promoting regular attendance through a balanced approach of encouragement, intervention, and accountability.

Removal from roll

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

Elective Home Education

The local authority acknowledges the legal right of parents to educate their children at home under Section 7 of the Education Act 1996, provided the education is full-time, efficient, and suitable to the child's age, ability, and any special educational needs.

At St Albert's Catholic Primary School, the process of removal from roll and transition to Elective Home Education (EHE) is managed in accordance with Knowsley Council's statutory guidelines. If a parent or carer chooses to educate their child at home, they must submit a formal written request to the school. Upon receipt, the school will remove the child from the roll and notify Knowsley's Education Welfare Service, ensuring that the local authority is aware and can offer appropriate support. The council will then make contact with the family to discuss the EHE process, provide guidance, and assess the suitability of the educational provision. While parents are not required to follow the national curriculum, they must ensure that the education is full-time, efficient, and suitable to the child's age, ability, and any special educational needs. St Albert's remains committed to safeguarding and will follow all Children Missing Education (CME) procedures if a child is removed from roll without clear educational arrangements in place.

Day-to-Day Processes for Managing Attendance at St Albert's

At St Albert's, we maintain a consistent and child-centred approach to managing daily attendance, ensuring that all procedures are aligned with safeguarding principles and statutory requirements.

- **Morning Arrival and Gate Procedures:** School gates open at 8.45am and close promptly at 8.55am. Children are welcomed by Learning Mentors and staff at the gate and make their way independently to class. Parents do not accompany children to the classroom door, promoting independence and routine.
- **Start of the School Day:** Children are expected to be in class by 8.55am, in line with our school-wide prompt start initiative: "Five to Nine is St Albert's Time." Teachers greet pupils warmly and begin the day with a positive tone.
- **Late Arrivals:** Pupils arriving after 8.55am must enter via the main entrance, where they are met by Office Staff and Miss Jones. Their name and arrival time are recorded in the late book. Pupils arriving between 8.55am and 9.29am are marked as late; arrivals after 9.30am receive a 'U' code in the register, indicating unauthorised absence unless a valid reason is provided.
- **Register Completion:** Class Teachers or Teaching Assistants complete registers promptly at the start of the school day. Registers are submitted via SIMS or sent to the office as a paper copy.
- **Absence Reporting:** Parents are expected to contact the school by 9.30am on the first day of absence to provide a reason. If no contact is made, Miss Jones will initiate follow-up calls. For pupils with poor attendance or those deemed vulnerable, the Learning Mentor will contact families as a priority. If contact cannot be established, a text message is sent, and home visits may be conducted where appropriate.
- **Unauthorised Absence Protocol:** Failure to communicate with the school regarding a child's absence will result in the absence being recorded as unauthorised. Persistent lateness and absence are monitored weekly, with letters sent home or meetings arranged with parents/carers to address concerns.

These daily procedures are designed to promote punctuality, safeguard children, and foster a culture of responsibility and routine. They reflect our commitment to inclusive attendance and ensure that every child is supported to be present, on time, and ready to learn.

Safeguarding Children and Attendance

Staff at St Albert's follow the *Keeping Children Safe in Education* guidance to ensure safe practices

Children being absent from education for prolonged periods/ repeat occasions can act as a vital warning sign to a range of safeguarding issues. Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Therefore, early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. At St Albert's staff are aware of our unauthorised absence and children missing from education procedures and have an awareness of safeguarding issues that can put children at risk of harm.

In line with the school attendance policy, every attempt will be made by the school to make contact with the child and their family. After 10 days if the child is still missing from education, the school should inform the Local Authority Child Missing Education (CME) officer, and the local CME procedures followed. Knowsley CME officer is Phil McCalliog.

School Times of the Day at St Albert's

The school day begins at **8.55am** and ends at **3.15pm**.

Children are expected to arrive on time and attend all scheduled lessons and activities.

Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes, please refer to the appendix for coding.

Requesting Absence Leave

At St Albert's Catholic Primary School, we recognise that an absence may be necessary due to exceptional circumstances. Parents or carers must submit a written request for leave of absence at least 10 school days in advance, outlining the reason and duration of the proposed absence. All requests are carefully considered by the Headteacher, and authorisation will only be granted in truly exceptional cases, in line with Department for Education guidelines. Holidays during term time are not authorised under any circumstances unless there are compelling circumstances. Once a decision is made, parents will be notified in writing within three school days. Unauthorised absences may be subject to further action, including referral to the Local Authority. We encourage families to speak with the school if they are unsure about the process or need support in managing attendance-related concerns.

Leave of absence during term time will only be authorised in exceptional circumstances.

Reporting a Child's Absence

Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence.

At St Albert's Catholic Primary School, we ask parents or carers to report their child's absence by contacting the school before 9.30am on the first day of absence. This ensures that we can accurately record the reason and maintain up-to-date attendance records. Absences should be reported by phone, and the child's name, class, and reason for absence must be clearly stated. If no contact is made, the school will initiate follow-up procedures, including phone calls, text messages, and, where necessary, home visits—particularly for pupils with poor attendance or those deemed vulnerable. Unexplained absences will be marked as unauthorised until a valid reason is provided. Prompt communication helps us safeguard pupils and support families effectively.

Holiday Request

Holidays during term time will not be authorised unless there are exceptional circumstances. Please see our Leave of absence procedure above for further information.

Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Absence Definitions

- Arrival at school after the register has closed.
- Not attending school for any reason.

Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised Absence

- Parents keeping children off school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have never been properly explained..
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. St Albert's Catholic Primary School adhere to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy at St Albert's

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health Policy

- SEND statement
- Pupil Premium Policy

Effective Interventions and Signposting

St Albert's Catholic Primary School employs a proactive and compassionate approach to improving attendance through a range of targeted interventions such as our 'Show Up To Glow Up' campaign, 'Classopoly' and Thrive. Early identification of attendance concerns is key, with weekly monitoring of data to spot patterns and trigger timely support. Our Learning Mentors work closely with families to understand barriers and offer tailored assistance, including Early Help referrals and personalised attendance plans. We conduct home visits when necessary to maintain engagement and ensure pupil wellbeing. Recognition-based strategies, such as attendance awards and positive communication home, help reinforce good habits and celebrate progress. For pupils with persistent or severe absence, we collaborate with external agencies—including social care and the Local Authority—to provide wraparound support. These interventions are underpinned by a whole-school ethos that values relationships, inclusivity, and shared responsibility for every child's success.

Roles and Responsibilities

Attendance Lead

The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates:

Developing and Implementing Attendance Policies: Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.

Data Analysis: Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

Early Intervention: Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

Supporting Families: Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.

Mentoring and Coaching: Some Attendance Champions offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.

Providing Resources: Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

Monitoring and Reporting: Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.

Interventions and Incentives: Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.

Staff Training: Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

Legal Compliance: Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.

Safeguarding: Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

Community Engagement: Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

Continuous Improvement: Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.

Promoting a Positive School Culture: Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Teachers

In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children:

Monitoring Attendance: Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.

Promoting Punctuality: Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

Taking Immediate Action: When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.

Early Intervention: Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.

Maintaining Communication: Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.

Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

Setting Expectations: Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.

Creating a Welcoming Classroom Environment: Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

Identifying Barriers: Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.

Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.

Attendance Records: Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).

Collaboration: Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.

Supporting Positive Behaviour: Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

Safeguarding: Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.

Professional Development: Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.

Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Teaching Assistant and Learning Mentors

Teaching assistants (TAs) and Learning Mentors (LM) in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being:

Monitoring Attendance: TAs/LMs often work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.

Positive Relationships: TAs/LMs can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.

Attendance Support: TAs/LMs can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.

Reinforcing Expectations: TAs/LMs can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.

Communication: TAs/LMs can maintain open lines of communication with children's parents or guardians. They can inform parents of any attendance concerns and collaborate with them to find solutions.

Attendance Interventions: TAs/LMs can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.

Supporting Students with Special Needs: TAs/LMs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.

Identifying Patterns: TAs/LMs can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.

Promoting Engagement: TAs/LMs can engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.

Safeguarding: TAs/LMs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.

Role Modelling: TAs/LMs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.

Professional Development: Continuous professional development can enhance TAs/LMs skills in addressing attendance issues and supporting children effectively.

Collaboration: Collaborating with teachers and other school staff is essential. TAs/LMs can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.

Recognition of Attendance: TAs/LMs can participate in recognising children's attendance.

School Attendance Champion: Lorraine McEvoy

Governors/Trustees

School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance:

Policy Development: Governors/trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

Statutory Compliance: Governors/trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.

Strategic Oversight: Governors/trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

Policy Implementation: Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

Setting Targets: Governors/trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

Reviewing Interventions: Governors/trustees assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

Parental Engagement: Governors/trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.

Training and Development: Governors/trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

Safeguarding: Governors/trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Community Links: Governors/trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.

Challenge and Support: While supporting school leadership in attendance improvement efforts, governors/trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

Continuous Improvement: Governors/trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

Senior Staff

Senior staff in UK schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance:

Leadership: Senior staff, including the headteacher and deputy headteacher, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.

Policy Development: Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.

Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.

Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.

Early Intervention: Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

Parental Engagement: They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.

Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

Supporting Vulnerable Students: They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.

Recognising Attendance: They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.

Enforcing Policies: Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.

Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

Continuous Improvement: They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.

Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

Parents

Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates:

Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.

Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.

Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.

Be Involved in Homework: Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.

Attend Parent-Teacher Conferences: Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.

Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.

Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.

Lead by Example: Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.

Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.

Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.

Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children

Children also play a significant role in attending school regularly and ensuring their educational success:

Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.

Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

Responsibility: Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.

Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.

Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

Safety Awareness: Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.

Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.

Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.

Goal Setting: Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

Ownership of Learning: Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

Safeguarding Children and Attendance at St Albert's

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow ***Keeping Children Safe In Education*** guidance to ensure safe practices.

Review

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

Appendix 1: Coding Attendance in line with DFE guidance 2024:

Code /\ (Present at the school):

- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):

- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):

- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):

- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):

- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):

- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):

- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):

- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.

- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.

- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.