Forest Glade Primary School

Attendance Policy

2026-2028

Flying High Partnership

Introduction

This policy has been written to adhere to the relevant Children Acts, Education Acts, Regulations and Guidance from the Department for Education in addition to guidance from the Local Authority. Parents/carers have the legal responsibility for ensuring that a child of compulsory school age receives suitable full-time education. Where a child is registered at school, parents must ensure regular attendance; failure to do so may be an offence under section 444 of the Education Act 1996, subject to the applicable statutory provisions and defences.

At Forest Glade, attendance is everyone's responsibility. Our approach is support-first, relational and child-centred: we establish high expectations, identify concerns early, listen to children and families, understand barriers, provide and review support, and consider statutory intervention only where appropriate. Attendance is considered alongside learning, wellbeing, belonging, safeguarding, SEND, medical needs and family circumstances. We consider sessions and days missed as well as percentages and do not wait for persistent absence before offering help.

Policy arrangements: Policy period: 2026–2028. Policy owner: Headteacher. Approval: Local Governing Body; approval date to be recorded following ratification. Review: September 2028, or earlier if legislation, national guidance, Nottinghamshire procedures or Trust requirements change. The policy is read alongside the school's Child Protection and Safeguarding, SEND, Behaviour, Supporting Pupils with Medical Conditions and Data Protection policies, admissions arrangements and Children Missing Education procedures.

Draft checks before ratification: Confirm the current named Attendance Champion/senior attendance champion arrangements and the school's management information system (the existing policy names Karen Swanborough and Scholar Pack). Record the approval date and check the retained first-day contact flow chart and final pagination before publication.

'Research proves that great attendance ensures great progress and success!'

We believe that:

- children need to attend school regularly so they can take full advantage of the educational opportunities available;
- poor attendance rates and persistent lateness undermines the educational process and leads to educational disadvantage.

Aims and Objectives

This attendance policy ensures that all staff, governors and parents in our school are fully aware of and clear about the actions necessary to promote good attendance.

Through this policy we aim to:

- ensure all children in our school have excellent attendance;
- take all reasonable steps to maximise attendance rates;
- actively discourage late arrival;
- be consistent in the application of the school's registration and attendance procedures;
- ensure all stakeholders have a clear understanding of Forest Glade Primary School's tiered approach to achieving excellent attendance;

- support for families where a child is at risk of persistent absence and the targeted support in place for families where attendance is causing concern.

Legal Framework

This policy has regard to Working Together to Improve School Attendance (July 2026), Keeping Children Safe in Education 2026, Working Together to Safeguard Children, Children Missing Education statutory guidance, the SEND Code of Practice, and national guidance on medical conditions, alternative provision and elective home education. The legal framework includes the Education Act 1996 (including sections 7, 8, 19, 436A, 444 and 576), the Children Acts 1989 and 2004, the Education Act 2002, the Equality Act 2010, the School Attendance (Pupil Registration) (England) Regulations 2024 and the Education (Penalty Notices) (England) Regulations 2007, as amended. The school follows Nottinghamshire County Council's current attendance, penalty notice, reduced timetable, EHE, CME and safeguarding procedures. References will be checked when guidance changes during the policy period.

- The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.
- Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.
- This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% 9 among those achieving grade 42. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%).3 13.
- For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extrafamilial harms, including crime (the proportion of children that had been cautioned or sentenced for any offence that had ever been persistently absent was 81% and for serious violence offence was 85%)

It is important to know that a child with 90% attendance loses nearly four weeks of school every year and 24 weeks by year 6 SATs. This increases to one whole year lost by year 11 GCSEs.

Details of attendance expectations from the government can be found by following the link below:

Department for Education: Working Together to Improve School Attendance — current statutory guidance

Responsibilities

All members of school staff have a responsibility for identifying trends in attendance and punctuality. The following includes a more specific list of the kinds of responsibilities which individuals might have.

The Headteacher has strategic oversight of attendance and ensures that the senior attendance champion arrangements meet statutory expectations. The Attendance Champion works with the Headteacher and office team to coordinate daily practice, early identification and family support. Parents can contact the school office to speak to the Headteacher or Attendance Champion about attendance concerns. All staff receive appropriate training in attendance procedures, accurate coding, safeguarding escalation and promoting belonging; they share emerging concerns promptly with the attendance team and DSL.

Class teacher

Class teachers are responsible for:

- Promoting the importance of attendance and celebrating excellent attendance
- Building positive relationships with families and having a good understanding of each family's individual needs
- Recording attendance on registers accurately and on time
- Report attendance to parents at parents evening and end of year reports
- Provide support for families where needed

Headteacher

The Headteacher is responsible for:

- Leading the Attendance Leadership Team
- Monitoring attendance alongside the Attendance Champion(Karen Swanborough)
- Providing strategic guidance to the Attendance Champion
- Making decisions regarding authorising absence
- Communicating with families
- Ensuring support is in place for those families struggling with attendance or punctuality
- Ensuring all stakeholders have a good understanding of the school's approach to achieving excellent attendance
- Ensuring letters are sent to parents to keep them updated on children's attendance

Administration staff

Administration staff are responsible for:

- Maintain the School Roll in accordance with 'School Attendance (Pupil Registration) (England) Regulations 2024'
- Ensure contact is made on the first day of absence
- Record lateness accurately
- Record reasons for absence accurately on Scholar Pack
- Build relationships with families
- Provide support and guidance for families
- Monitor the accuracy of class register completion
- Communicate concerns with the Headteacher, DSLs and Attendance Champion promptly

Attendance Champion

The Attendance Champion is responsible for:

- Monitoring attendance alongside the Headteacher
- Ensuring early identification of attendance patterns
- Ensuring that all statutory procedures are implemented effectively
- Building positive relationships with families
- Communicating concerns with class teachers and the Headteacher
- Being innovative in the approach to ensuring children achieve excellent attendance

Governors

Governors are responsible for:

- Have a clear understanding of the schools tiered approach to ensuring all children have excellent attendance
- Ensuring that the Headteacher is following all national guidance
- Monitor the effectiveness of measure put in place to ensure children at Forest Glade have excellent attendance.

Governors review attendance as an educational, inclusion and safeguarding priority, considering persistent and severe absence, punctuality, days and sessions lost, reduced timetables, EHE/CME themes and the impact of support for individuals and groups. The Flying High Partnership provides attendance analysis, professional support and challenge, shares effective practice and helps leaders evaluate statutory compliance and the timeliness and impact of the graduated response. The SENDCo, DSL and relevant pastoral staff contribute to attendance planning where barriers involve learning, health, wellbeing or safeguarding. External partners may include Nottinghamshire attendance services, Early Help, children's social care, health professionals, SEND services and the Health Related Education Team. Team Around the Child/Family meetings coordinate actions, responsibilities and reviews where needed.

Parents

Parents are required to ensure that their children receive efficient, full-time education and are therefore primarily responsible for ensuring that children attend and stay at school.

Thus, parents are responsible for ensuring that their children:

- attend school regularly;

- arrive at school on time, in uniform and in a condition to learn;
- are absent only for reasons that can be authorised.

Parents are required to inform the school of the reason for any absence and the likely return date, as soon as possible.

Children are helped through assemblies, the curriculum and everyday school life to understand attendance, punctuality, routines and belonging. Their views are listened to when identifying what makes attendance difficult and what helps them feel safe, included and ready to learn. Families are expected to keep contact and emergency contact details up to date, engage with attendance support and attend review meetings where requested. Attendance expectations are shared through this policy, induction information, routine family communications, attendance letters, parents' evenings and reports.

Persistent absence means missing 10% or more of possible sessions, equivalent to attendance of 90% or below. It prompts support and review, not an automatic fine. Statutory action relates to unauthorised absence and is considered individually, in accordance with the national framework and Nottinghamshire procedures, taking account of barriers, support offered and the family's circumstances. The school may request local authority action; Nottinghamshire County Council normally issues penalty notices.

Registration

The school gates open at 8:30, doors open at 8:40 and children are expected to be in school by 8:45 this gives plenty of time for all pupils to come into their classroom and be ready to learn when lessons start.

Each class teacher has the responsibility for marking the attendance register at the beginning of the morning and afternoon session.

All attendance records are documented using Scholar Pack. Attendance registers are legal documents and these must be kept secure and preserved in line with the relevant retention schedule

Lateness

Children who are persistently late after close of register soon fall behind with their learning.

Any pupil who comes into school after 8:45 will be marked as late. Records are kept of those pupils who are late; this is documented on the electronic register for each pupil (Attendance code L).

Any child arriving after the morning register closes at 9:10am will normally receive attendance code U (late after registration). **This counts as unauthorised absence for that session and affects the overall attendance percentage and consideration of statutory thresholds.** Where another statutory code properly applies, such as M for an authorised medical appointment, that code is used instead.

The morning register closes at 9:10am. Children arriving after the 8:45am start and before register closure receive code L where they were absent when registration was taken. Arrival after closure is recorded as U unless another statutory absence code properly applies, for example M for an authorised medical appointment. The same coding principles apply to afternoon registration. The

register is not normally kept open for longer than 30 minutes. Afternoon registration takes place and registers close at 1:10pm for KS1 and 1:40pm for KS2.

Reporting Absence

- Parents/carers must contact the school before 9:00am on the first day of absence, and each subsequent day unless another arrangement has been agreed, by note, personal contact, telephone call or e-mail, explaining the reason and/or nature of illness and the likely return date where known;
- If absence remains unexplained when the morning register closes at 9:10am, a member of staff will telephone parents/carers to establish the reason and the child's whereabouts. Safeguarding concerns are acted upon immediately, without waiting for register closure;
- If contact cannot be made, we follow a flow chart of procedures to ensure that children are safe and well, the flow chart can be seen at the end of this policy;
- Notes received by teachers are dated and initialled and sent to the office to be retained until the end of the academic year. The absence is logged as either Authorised Absence or Unauthorised Absence on the Scholar Pack system;
- Telephone messages and personal contacts made to the school office are noted on the Scholar Pack system and subsequently logged as either Authorised Absence or Unauthorised Absence. Personal contacts made with class teachers should subsequently be logged on the Scholar Pack register within the notes section;
- Any absence that may be considered Unauthorised Absence should only be recorded after discussion with the Headteacher;
- Any queries as to whether to Authorise an absence or not should be referred to the Headteacher.

First Day Contact

Where a child is absent from school and we have not received any contact from the parent, then we initiate a first day contact process. Office staff check all of the registers each morning to identify those pupils who are absent without explanation and, as a safeguarding requirement, make contact with the parents of these children by telephone.

Parents/carers should notify the school before 9:00am on the first day and each subsequent day of absence, unless an alternative reporting arrangement has been agreed. Staff seek to establish the reason and the child's whereabouts that day. Unexplained absence, inability to contact the family, an explanation that does not establish safety, or a concerning change in attendance is shared promptly with the Headteacher/Attendance Champion and DSL. Staff follow the existing first-day contact flow chart, including emergency contacts, professional liaison and home visits where appropriate. Immediate safeguarding concerns are acted upon without waiting for any routine attendance threshold or flow-chart timescale. Contacts, decisions, support and outcomes are recorded as a clear chronology.

Authorising Absence

Definitions

Authorised absence

An absence is classified as authorised when a child has been away from school for a legitimate, unavoidable reason and the school has received notification from a parent or carer. For example, if a child has been unwell and the parent telephones the school to explain the absence.

Only the Headteacher can decide on whether an absence is authorised or not. Sometimes, even if absence is supported by parent, an absence will be unauthorised.

Authorisation and coding reflect the statutory reason for absence and the individual circumstances, not a blanket rule based on attendance percentage. Physical and mental illness are considered appropriately. Medical evidence is not routinely required for illness; reasonable evidence may be requested where there is genuine and reasonable doubt or where prolonged, complex or recurring absence means it would help identify needs and suitable support. Evidence does not have to be a GP letter. The school considers reasonable adjustments and works with families and relevant professionals; attendance difficulties or SEND do not in themselves justify unauthorised coding. Appointments should be arranged outside school hours where possible; where this is not possible, only the necessary absence should be taken.

Unauthorised absence

An absence is classified as unauthorised when a child is away from school without the permission of the school even if the absence is supported by the parent.

The Headteacher may grant term-time leave only where the applicable statutory conditions are met; exceptional-circumstances requests are considered individually. A holiday is generally not an exceptional circumstance. Ten sessions of unauthorised absence within a rolling ten-school-week period is the national threshold for considering a penalty notice, not an automatic requirement to issue one. Ten sessions normally equate to five school days. Decisions follow the national framework and Nottinghamshire's local code of conduct.

Subject to the statutory conditions and correct attendance coding, authorised absence may include:

- the pupil was absent due to illness;
- the pupil had leave of absence granted by the Headteacher;
- the absence occurred on a day exclusively set aside for religious observance by the religious body to which the pupil's parents belong;
- the absence was due to a medical or dental appointment.

The following examples may be considered as part of an individual request for exceptional leave, using proportionate supporting information where necessary. They are not automatic entitlements or blanket limits; the Headteacher considers the circumstances and determines any authorised duration:

- family bereavement;
- attending a wedding of a relative (normally a request for one day, considered individually);
- moving house;

- external music examination;
- special tuition/events.

The school will not authorise absence in the following cases:

- shopping during school hours;
- children looking after brothers and sisters;
- children minding the house during school hours;
- children avoiding aspects of the curriculum (games, swimming, visits, etc) whether condoned by parents or not;
- all holiday leave in term time.

Where a child is reluctant or unable to attend particular lessons or activities, the school listens to the child and family and considers bullying, anxiety, medical needs, SEND, safeguarding and reasonable adjustments before deciding support and the appropriate absence code. A family's description of absence or an item in the examples above does not override the statutory coding requirements or the duty to consider individual circumstances.

Parents wishing to request a leave of absence for exceptional circumstances, should complete an application form which can be obtained from the school office. In each case the Headteacher will consider the request, writing to the family explaining that the exceptional absence days will be recorded as either authorised or unauthorised and explaining the reasons.

Applications for Leave of Absence in Term Time

Under the School Attendance (Pupil Registration) (England) Regulations 2024, leave of absence must meet the applicable statutory conditions. Requests based on exceptional circumstances, including requests involving holidays, are considered individually by the Headteacher; a holiday is generally not an exceptional circumstance. Parents should apply in advance and must not assume a request will be approved.

Any requests for term time leave should be made on a Term Time Leave Request Form available from the school office and handed in at least 2 school weeks before the first date of the requested absence whenever possible. You must have received written authorisation before your child can be absent from school.

Parent/carers may be issued with a penalty notice fine or prosecution should leave of 5 days or more be taken which is not authorised by the Headteacher, or where repeated incidents of leave in term time for less than 5 days occur or where the unauthorised absence contributes to wider poor attendance that meets the legal threshold. (Attendance code G).

National framework for penalty notices

The new national threshold for consideration of legal action is 10 sessions(5days) of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence, including

lates after close of register (Attendance code U) and unauthorised leave in term time (Attendance code G).

If your child's absence falls into this category the school will decide if further offers of support is likely to improve the situation or if a request for legal action should be submitted to the Local Authority.

The new costs and process is outlined below:

- First Offence - The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: £160 per parent, per child paid within 28 days. Reduced to £80 per parent, per child if paid within 21 days.
- Second Offence (within 3 years) -The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be: £160 per parent, per child paid within 28 days.
- Further offences within the three-year period — no more than two penalty notices may be issued to the same parent for the same child in a rolling three-year period. Where a further offence occurs, the local authority considers alternative action, which may include prosecution; court action is not automatic.

The school follows Nottinghamshire County Council's current local code of conduct and submits appropriate penalty notice requests through the School Access Module (SAM), using the leave of absence or unauthorised absence referral route as applicable. A Notice to Improve may be appropriate where support is suitable but has not secured engagement or improvement; it is not normally required for an unauthorised term-time holiday. Where support has not worked, has not been engaged with, or is not appropriate, the school and local authority consider proportionate next steps, which may include an attendance contract, an education supervision order, a penalty notice or prosecution. Decisions take account of safeguarding, medical needs, SEND, family circumstances, the support offered and the relevant legal requirements. Authorised illness alone is not a basis for a penalty notice.

Term time holidays

Pupils should not be taken out of school during term time unless it is unavoidable.

- Schools are required to consider requests for leave of absence in term time and should only approve the leave if there are exceptional circumstances.
- If a request for leave is denied and the pupil is absent for 5 days or more then the school is expected to refer the case to the LA.
- The local authority considers whether a penalty notice is appropriate under its code of conduct; a formal warning or Notice to Improve is not normally required for unauthorised term-time leave.
- Penalty notices can also be issued where a pupil is absent for repeated incidents of unauthorised leave in term time that fall below the 5-day threshold.
- In every case, the request for the Penalty Notice comes in from the school to the LA for the process to be completed.

Addressing Attendance Concerns

Forest Glade aims for all children in school to have an attendance of at least 97%.

It is important for children to establish good attendance habits early on in their school career. It is the responsibility of the Headteacher and the governors to support good attendance and to identify and address attendance concerns promptly. We rely upon parents to ensure their child attends school regularly and punctually and therefore where there are concerns regarding attendance parents are always informed of our concerns.

Rewarding Good Attendance

Although we acknowledge that absence is rarely the fault of a child, we believe it is important to celebrate those who have been a good attender:

- Any pupil achieving 100% for a half term will receive a certificate;
- The class with the best weekly attendance is celebrated in our celebration assembly;
- Our attendance display in the hall will promote and raise awareness of attendance to raise aspiration.

Recognition is inclusive and proportionate, celebrating improvement, effort and positive routines as well as high attendance. Children must not be blamed, disadvantaged or publicly singled out for absence arising from illness, medical appointments or other unavoidable circumstances. The school considers reasonable adjustments and the impact of its recognition arrangements; rewards must not encourage attendance when a child is too unwell to attend.

Supporting Families

Our Attendance team supports pupils and families with attendance. This includes:

- meeting with families needing support with attendance/dropping below 90%;
- creating Attendance Action Plans;
- liaising with Early Help;
- home visits;
- supporting the school office with the attendance process;
- supporting vulnerable pupils with attendance;
- making referrals to HRET
- Seeking support from the EWO

If attendance does not improve despite appropriate support, and absence is unauthorised, the school may work with the local authority to consider statutory attendance measures in accordance with the national framework and Nottinghamshire procedures. Attendance percentage alone does not determine enforcement.

Persistent Absentees

A child is persistently absent when they miss 10% or more of their possible sessions (attendance of 90% or below), including authorised and unauthorised absence. Severe absence means missing 50% or more of possible sessions (attendance of 50% or below). The school acts before these thresholds

are reached and may contact families about repeated, prolonged or concerning absence at any attendance level. Persistent absence requires senior oversight and targeted or bespoke support; severe absence requires urgent, intensive and coordinated support with safeguarding oversight and local authority/multi-agency involvement as appropriate.

- In the first instance, the Headteacher may write or make a telephone call to the parents and invite the parents into school to discuss the absence, discussing the barriers and any support the school could offer, this could include creating an Attendance Management Plan for the family to support improvement;
- Following this, if no improvements are made, the Headteacher may write to the parents to explain the further support, review arrangements and any reasonable request for information needed to understand the absence. Medical evidence will not be required automatically because attendance is low. Any request must be reasonable, necessary and considered individually. Unauthorised absence may lead to local authority consideration of statutory action only where the relevant conditions are met;
- The Headteacher may involve the Education Welfare Officer if the child's attendance does not improve;
- The school may request that Nottinghamshire County Council considers a penalty notice, in line with its local code of conduct;
- Every effort will be made between the school and family to improve attendance. The Headteacher considers each child's circumstances, barriers, support and safeguarding needs before requesting statutory intervention; the local authority determines the appropriate action under its procedures.

Lateness

We recognise that persistent lateness is:
✓ detrimental to the child's education
✓ administratively disruptive to poor preparation for future schooling and adult life.

Morning school starts at 8.45am:

- Pupils arriving after the 8.45am start and before the morning register closes at 9.10am receive late mark L if absent when registration was taken, and must be signed in through the school office.
- Pupils arriving after the morning register closes at 9.10am must sign in at the office. Code U (late after registration) counts as unauthorised absence, unless another statutory attendance code properly applies.
- Afternoon registration takes place and registers close at 1.10pm for KS1 and 1.40pm for KS2.
- Pupils arriving after afternoon registration sign in late at the office and receive a mark which denotes 'Late after the register is closed' U which counts as an unauthorised absence.
- Parents whose children regularly arrive late will receive a warning letter from school. Cases may be referred to the Education Welfare Officer.

Mid-Session Arrivals/Departures

It is recognised that children may arrive or depart mid-session for a variety of reasons which may be authorised:
✓ illness or accident in school resulting in a child going home;
✓ medical or dental appointments;

✓ unavoidable delays or reasons to leave early.

- Pupils present for registration who leave early, or for part of a session, should be noted on the Mid-Session Arrivals/Departure Log in the school office for purposes of emergency evacuation. The register itself is not altered.
- Pupils not present for registration who return later from an appointment should be noted on the Mid-Session Arrivals/Departure Log in the school office for purposes of emergency evacuation. The register is subsequently amended to authorise the absence or record an unauthorised absence.

Procedures

Our school will undertake to follow the following procedures to support good attendance:

Universal –

- Weekly attendance figures shared in assemblies with rewards for classes who achieve above 96%
- A member of SLT will be available on the playground at the start and end of the school day to ensure that parents can address issues directly with us immediately
- Rewards and incentives that promote recognition of attendance are in place, rewarding the class or classes that achieve above 96% weekly attendance. Recognition of improved attendance letters are also sent out to parents. Termly certificates are handed out to children who achieve above 97% attendance and end of year awards are handed out for children who achieve above 97% attendance for the entire school year.
- Our relational approach linked to our behaviour policy ensures positive relationships with children and families
- We follow a first day absence procedures ensuring that parents understand our commitment to promoting excellent attendance
- Home visits are conducted where no contact has been made or where a child has not attended school for a period of time detailed in our flow chart

Targeted (At risk of persistent absence) –

- When it becomes evident that a child is at risk of falling into the persistent absence category, a letter will be sent to parents to notify them of this. The letter will indicate the child's current attendance and inform the parents that we will be monitoring their child's attendance for a period of time. Support available will be highlighted to the parents. Parents will be notified that should their child's attendance not show signs of improving they will be invited in for a meeting to discuss strategies and support to help the improvement.
- Following the notification letter, should the child's attendance show improvement, a letter of recognition of this improvement will be sent.
- Should the child's attendance not show signs of improvement, the parents will be invited in for a meeting.

- To support parents in being aware of their child's absence patterns, we will follow our first day absence procedure in which parents will be informed of attendance patterns that have been identified.
- Home visits will be conducted to ensure that school has a good understanding of the reasons for absence and to ensure safeguarding.
- Attendance warning letters will be sent out once a child's attendance drops below 92%.
- The Attendance Leadership team will work closely with the families who are at risk of persistent absence to support them by providing regular updates, signposting the to external agencies.
- Should attendance continue to decline despite support, the school considers whether to formalise or intensify support and whether local authority involvement is appropriate. The national threshold for considering a penalty notice is 10 sessions of unauthorised absence within a rolling 10-school-week period; this is separate from the persistent absence definition and does not mean a fine is automatic.

Within Stage 2, attendance below 95% or emerging patterns indicating risk of persistent absence prompt early contact and an initial notification/support letter as appropriate. The school retains its warning-letter trigger below 92%, while considering the child's circumstances and support needs. Where attendance does not improve over the agreed review period, parents are invited to a review meeting and the support plan is strengthened or formalised. Improvement is recognised in writing. Letters explain the attendance record, reasons for concern, support available, agreed review arrangements and next steps; they do not imply that illness or a percentage alone automatically leads to enforcement.

Specialist (Persistent Absence) –

The school's existing Specialist provision below forms part of Stage 3 Bespoke support under the FHP graduated response. Stage 4 intensifies this offer where attendance is below 70% or barriers are especially complex. Support is responsive to need and is not delayed until a percentage threshold is reached.

- When a child falls into the persistent absentee category, formal approaches that support and challenge in line with the National Framework for penalty notices will be implemented.
- Formal Attendance Support plans will be put in place with families,
- We will follow a Team Around the Family approach,
- We will seek external agency support,
- Interventions to support the children and the family will be put in place, these could include support from the SENDCo and/or ELSA in school

<u>Forest Glade Graduated Response to Attendance</u>

The graduated response follows the DfE principles of Expect, Monitor, Listen and Understand, Facilitate Support, Formalise Support and Enforce only where necessary. It aligns the school's existing procedures with the FHP Universal, Targeted and Bespoke model. The attendance bands below reproduce the FHP template's groupings, expressed to one decimal place for band

comparison; underlying session records and unrounded absence rates remain the basis for identifying persistent or severe absence. Bands guide support, not automatic sanctions. Patterns, days and sessions missed, recent change, pupil voice and individual barriers inform decisions at every stage; children may receive more intensive support regardless of their band. Below 70% is a Trust support band, not the statutory definition of severe absence, which is attendance of 50% or below.

Stage 1: Early Identification and Prevention through Universal Support **Emerging attendance concerns — Bands 1 (95%–97.9%) and 1+ (98%+)**	
Expect • Reinforce whole-school attendance expectations. • Promote attendance through assemblies, the curriculum and family communication. • Celebrate positive attendance and punctuality.	**Monitor** • Review attendance patterns and emerging concerns. • Analyse absence trends and punctuality. • Implement routine attendance tracking.
Listen and Understand • Engage with children and families, using home visits where applicable. • Explore emerging barriers. • Gather pupil voice where appropriate.	**Facilitate Support** • Signpost support. • Provide early advice and guidance. • Implement low-level attendance support strategies.

Stage 2: Targeted Attendance Support **Preventing persistent absence — Bands 2 (90.1%–92%) and 2+ (92.1%–94.9%)**	
Expect • Reiterate attendance expectations and responsibilities. • Strengthen the home-school partnership. • Establish attendance improvement targets where appropriate.	**Monitor** • Increase the frequency of attendance reviews. • Track improvements and emerging patterns closely. • Monitor the impact of interventions.
Listen and Understand • Undertake attendance review meetings. • Gather child and parent voice. • Explore barriers using structured attendance conversations.	**Facilitate Support** • Develop attendance support plans. • Implement targeted interventions. • Signpost and coordinate additional services where appropriate.

Stage 3: Bespoke Support **Securing attendance improvements through bespoke support and intervention — Bands 3, 4, 5 and 6 (70%–90%)**	
Expect • Maintain high expectations for attendance. • Establish clear attendance improvement targets and responsibilities. • Review attendance expectations through formal meetings.	**Monitor** • Undertake weekly attendance monitoring and analysis. • Set formal review points through Attendance Support Plans. • Ensure senior leader oversight of attendance concerns.
Listen and Understand • Use home visits, attendance reviews and pupil voice to develop a deeper understanding of barriers. • Consider SEND, wellbeing, safeguarding, health and family factors. • Review attendance alongside wider inclusion needs.	**Facilitate Support** • Implement Individual Attendance Pathways. • Coordinate Team Around the Child processes. • Involve Education Welfare and other specialist services. • Implement personalised support and reintegration strategies.

Stage 4: Bespoke Support for Severe and Complex Attendance Needs **Coordinated intervention for children experiencing complex barriers to attendance — Bands 7–11 (below 70%)**	
Expect • Maintain high aspirations and attendance expectations. • Ensure children remain connected to school and learning. • Promote belonging and inclusion through all interactions.	**Monitor** • Conduct frequent attendance reviews with senior leaders. • Intensively monitor attendance, welfare and safeguarding concerns. • Review attendance data and impact with multi-agency partners.
Listen and Understand • Continue to seek and understand the child's and family's lived experience. • Review barriers through regular multi-agency meetings. • Keep attendance planning child-centred and responsive.	**Facilitate Support** • Deliver intensive family support. • Coordinate multi-agency intervention. • Implement personalised reintegration planning. • Consider statutory attendance processes where support has not secured improvement and legal conditions are met.

	• Keep safeguarding oversight central to all decisions.

Formalising and reviewing support: Attendance Action Plans, Attendance Management Plans and Attendance Support Plans referred to in this policy are coordinated as a single child-centred attendance support record. Plans identify barriers, the child's and family's views, agreed actions, named responsibilities, achievable improvement targets, timescales, review dates and escalation points. Where voluntary support is not effective or needs are complex, support is formalised with relevant partners, including TAC/TAF or Early Help where appropriate. Reviews consider both attendance and the impact on wellbeing, learning and belonging, recognising improvement and adjusting support where needed. Enforcement is considered separately and only where appropriate; the four stages do not create an automatic route to a fine. Existing recognition letters, warning letters below 92%, family meetings, home visits, SENDCo/ELSA support and external referrals continue within this framework, with individual circumstances and reasonable adjustments considered.

Attendance, Safeguarding and Inclusion

Attendance is a safeguarding matter. Repeated absence, unexplained absence, sudden changes, partial attendance and persistent lateness may indicate unmet need or risk. Staff share concerns promptly through the school's safeguarding systems with the DSL and attendance team. The school considers learning needs, bullying, relationships, online harms, anxiety, medical needs, family stress and other welfare concerns alongside attendance information. Where safeguarding thresholds are met, child protection procedures and appropriate referrals are followed immediately rather than relying solely on attendance processes. Children with a social worker and looked-after children receive coordinated support with their social worker and, where appropriate, the Virtual School. A clear chronology records concerns, family and professional contact, support, referrals, decisions and their rationale. The school considers reasonable adjustments and personalised support, avoiding blanket approaches to illness, SEND or family circumstances.

Enhanced Transitions and Reintegration

Enhanced transition support is considered when a child joins the school, changes year group, returns after absence or reintegrates following a part-time timetable or alternative provision. Planning is informed by the child's and family's views, previous attendance and information from relevant settings and professionals. It may include visits, trusted adults, visual information or social stories, meet-and-greet arrangements, safe spaces, regulation support, reasonable adjustments and agreed communication routines. Where anxiety-related non-attendance (ARNA) or emotionally based school avoidance (EBSA) is a factor, the focus is on understanding barriers, rebuilding trust and belonging, and supporting a safe return through small, reviewed steps. The SENDCo, attendance lead, DSL, pastoral staff and external professionals contribute as appropriate. Plans identify responsibilities, review dates and measures of impact, with TAC/TAF coordination where needed.

Part-time Timetables, Medical Needs and Education Off Site

All children of compulsory school age are entitled to suitable full-time education. A part-time timetable is used only in very exceptional circumstances, in the child's best interests, for the shortest necessary period, and never to manage behaviour or as an informal exclusion. It requires a written plan and parental agreement, informed by the child's views and relevant professionals. The plan records the reason, provision and safeguarding arrangements while the child is not in school, responsibilities, regular reviews, reintegration steps and an expected end date for full-time education. The school follows Nottinghamshire's Reduced Timetable Guidance, checklist and implementation/review forms, and seeks Fair Access advice where progress or suitability is a concern. Relevant local authority SEND officers, the social worker and other professionals are involved where applicable. Coding reflects statutory guidance, including code C2 where its conditions apply; a reduced timetable is not recorded as full attendance.
Where illness prevents attendance, the school works with the family, health professionals and the Health Related Education Team as appropriate. Where a child would not otherwise receive suitable education because of illness, exclusion or other reasons, the school liaises promptly with the local authority regarding its section 19 duties. Remote education may support learning exceptionally as a last resort where appropriate, but is not a substitute for suitable full-time education, does not amount to attendance at school and does not change the required absence code. For alternative provision or other approved off-site education, the school establishes clear attendance reporting arrangements, checks attendance for each session, follows up non-attendance promptly with the provider and family, and retains oversight of safeguarding, suitability, progress and reintegration.

Breakfast Club and After-school Clubs

The school runs a breakfast club and after-school clubs, all led by school staff. Where a child is booked to attend, parents/carers must inform the school office at the earliest opportunity if the child will not attend, is arriving late, leaving early, attending an appointment or being collected by a different adult. The school office and staff running the clubs share relevant same-day absence information, check expected arrivals and confirm collection arrangements. If an expected child does not arrive and there is no explanation, school staff make prompt contact and carry out checks to establish the child's whereabouts and safety; unresolved discrepancies or welfare concerns are escalated immediately to the attendance lead and DSL under safeguarding procedures. Patterns of attendance at breakfast club and after-school clubs are considered alongside school attendance information where this helps identify barriers or risk. Booking, cancellation, fees where applicable, session times, locations and collection arrangements are communicated through the school's current club information.

Monitoring Attendance and Punctuality

Attendance is checked daily, with weekly attendance-team review to identify emerging concerns, agree support and evaluate impact. Half-termly analysis provides an additional strategic review. Monitoring considers attendance percentage, sessions and days lost, repeated broken weeks, absence around weekends/holidays, punctuality, authorised and unauthorised absence, persistent and severe absence, and individual, class, cohort and group patterns. This includes children with SEND,

disadvantaged children, young carers, children with social workers, looked-after and previously looked-after children, and children with medical or mental health needs. Existing monitoring includes:

- patterns of unexplained absences;
- any persistent lateness;
- any prolonged absence;
- any unexplained patterns of authorised absence;
- any pupil in the threshold of 95-91%, will be offered support and action planning alongside the pupil and family to improve attendance;
- attendance of 90% or below, with urgent additional oversight at 50% or below; any consideration of statutory action relates to unauthorised absence and the relevant legal conditions, not the attendance percentage alone.

Summaries of Attendance rates are prepared termly and annually for all children showing:

- the total number of pupils on roll at any time during the period;
- the total number of possible pupils sessions;
- the number of authorised absences and the number of children affected;
- the number of unauthorised absences and the number of children affected;
- the percentage of pupils sessions lost by authorised and unauthorised absences.

Year on Year summaries are retained for comparison and class registers are retained for a minimum of seven years.
Attendance and Punctuality Reports are given termly to governors, outlining the attendance and punctuality rates.
Reports to governors and the Flying High Partnership evaluate the impact and timeliness of the graduated response, including attendance support plans, reduced timetables, alternative provision and EHE/CME themes. Leaders use the school's management information system and relevant DfE/local authority attendance information to check patterns and data quality, compare trends and evaluate whether support is removing barriers. Registers use the prescribed statutory codes; amendments retain the required audit trail. The school fulfils applicable attendance data-sharing and local authority return duties securely, including reporting relevant prolonged illness absence, and retains records in line with statutory requirements and its retention schedule. Staff training and quality assurance check registration accuracy, coding, follow-up, safeguarding escalation and the consistency of support.
Individual Attendance and Punctuality Reports are sent home with a child's end of year report praising those with high levels of attendance and punctuality and commenting on those with unsatisfactory levels. Copies of pupil attendance overviews are also given to parents during parents evening if there is a need to discuss the pupil's current attendance and to support the family if necessary.

Children Missing Education

Anyone concerned that a child may be missing education must inform the Headteacher/DSL promptly. The school follows Nottinghamshire County Council's current Children Missing Education arrangements and makes and records reasonable enquiries with the local authority and relevant partners to establish the child's whereabouts and educational provision. Staff do not wait four weeks or for a fixed number of missed days before raising a concern.
Nottinghamshire Fair Access Team: 0115 977 3225; fairaccess@nottscc.gov.uk. The school checks current local referral arrangements through the Nottinghamshire Fair Access and Children Missing Education guidance and follows safeguarding referral procedures immediately where welfare concerns arise.

Children Missing Education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

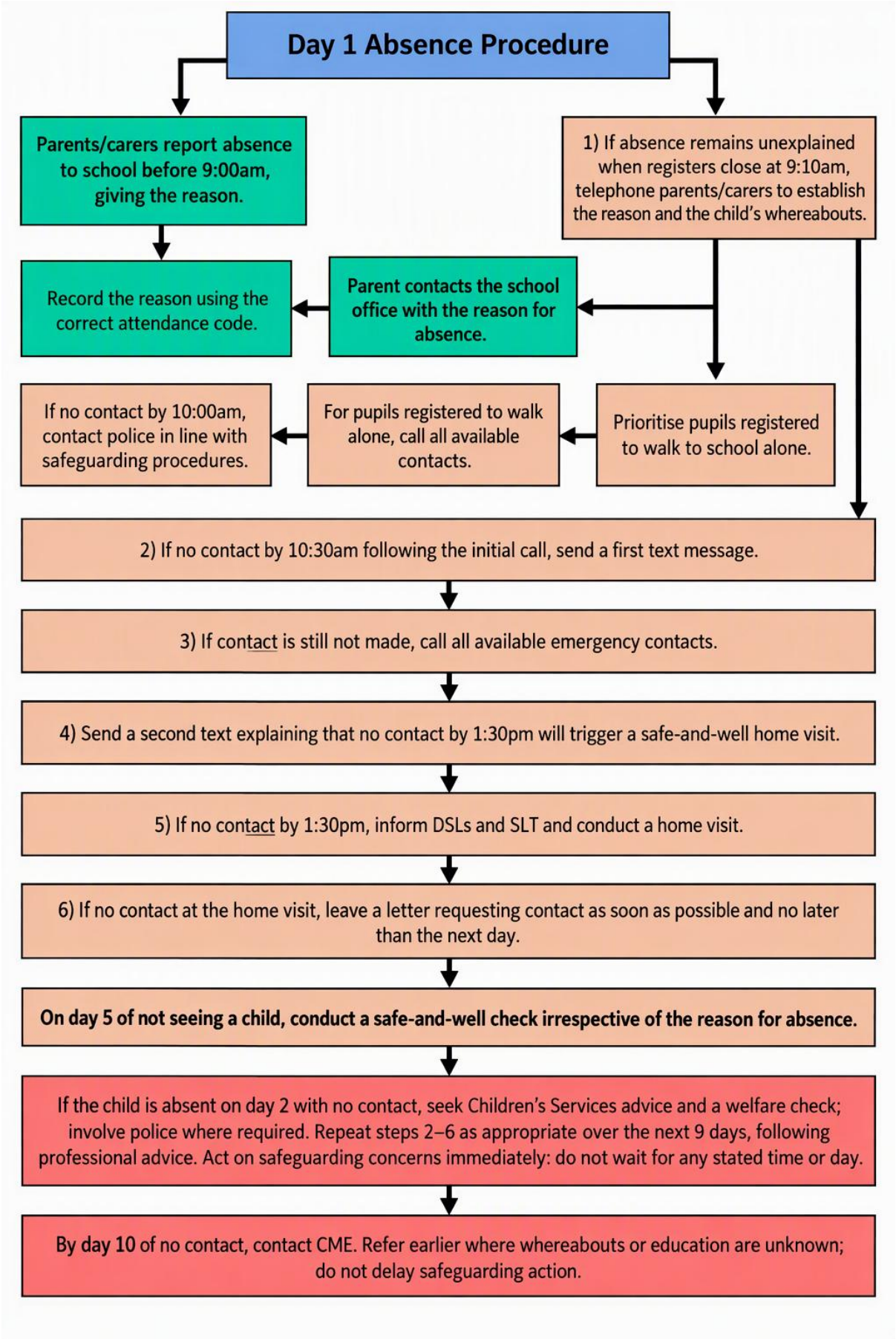
Persistent or severe absence while a child remains on roll does not itself make the child CME, but may indicate significant education, welfare or safeguarding risk requiring urgent action.

Where a family's whereabouts are unknown, a child does not take up an expected place, leaves suddenly without a confirmed destination or fails to return from leave, the school takes prompt action with the local authority and relevant services. Children are removed from the admission register only where a lawful ground under the 2024 Regulations is met, required joint reasonable enquiries have been completed where applicable, and statutory notifications are made. The school confirms onward provision where possible, transfers records securely and continues to share safeguarding concerns. A child is not deleted simply because absence is prolonged or attendance is low.
https://www.gov.uk/government/publications/school-attendance

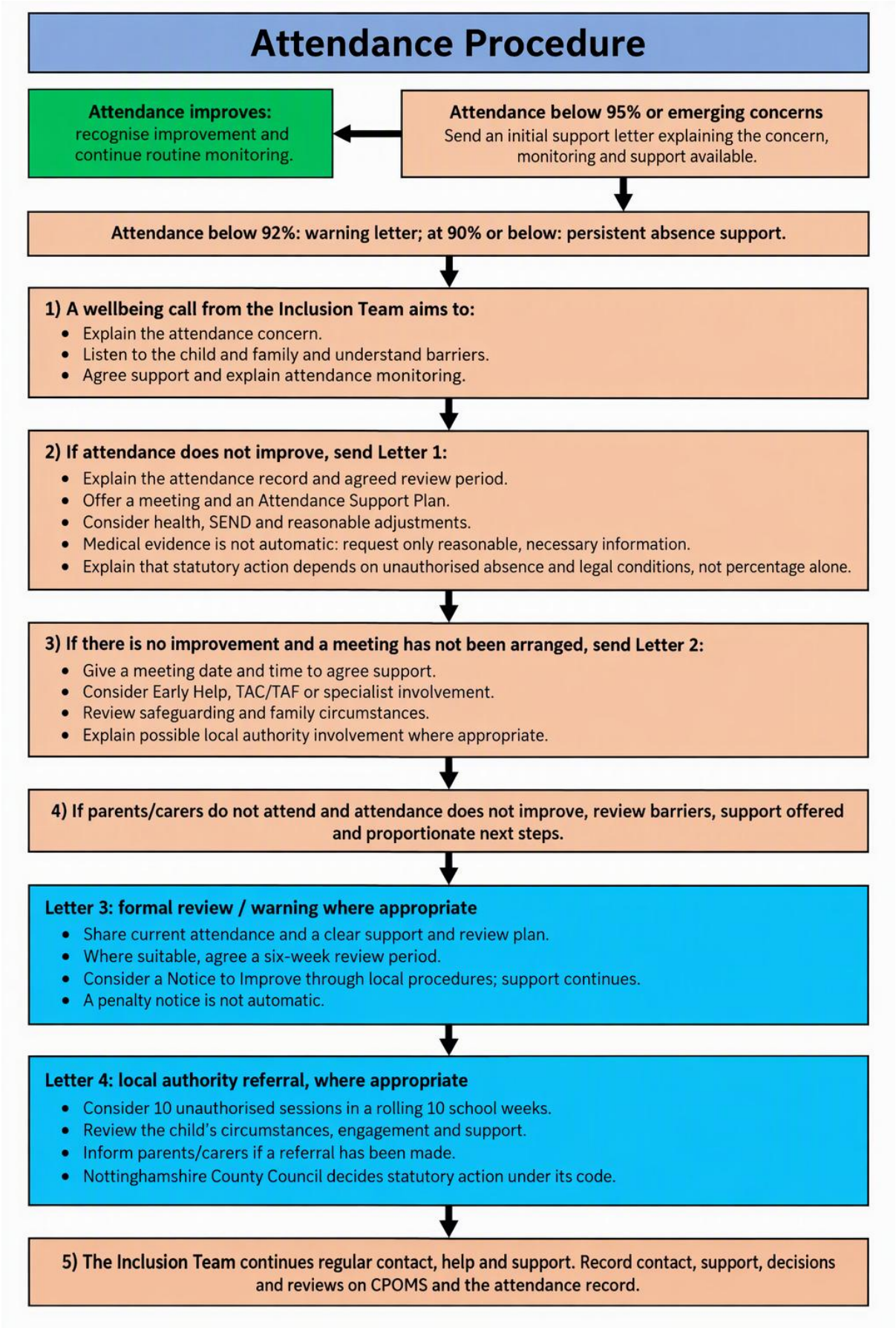
Elective Home Education and Removal from Roll

Elective home education (EHE) must be a parent-led choice. The school does not suggest, encourage or pressure families to home educate in response to attendance, behaviour, SEND, exclusion risk, safeguarding concerns or dissatisfaction. Where a parent indicates that they are considering EHE, the Headteacher offers an impartial discussion and signposts Nottinghamshire's guidance, without creating an unlawful delay or condition on deregistration. The school follows the FHP EHE process alongside the law and Nottinghamshire's current EHE procedures, including written parental notification, same-day education, SEND and safeguarding checks, and prompt notification to the local authority using its required process.
Checks consider Early Help, Child in Need/Child Protection involvement, contextual risk, SEND/EHCP needs and any attendance, alternative provision, managed move, suspension or exclusion processes. The DSL shares concerns promptly with relevant professionals; safeguarding action must not depend on attendance enforcement. Where a child attends a special school under arrangements made by the local authority, local authority consent is required before deletion for EHE. An EHCP in a mainstream setting does not by itself create that consent requirement. Any school attendance order or other legal restriction must also be considered. Deletion and notification follow the statutory requirements in force at the time, with normal attendance coding until lawful deletion. The local authority, not the school, is responsible for considering the suitability of home education; the school continues to share relevant safeguarding information after deregistration.
Local procedures and family information: Nottinghamshire Elective Home Education; Nottinghamshire EHE Best Practice Guide for Schools and Services. EHE and children-not-in-school requirements will be checked whenever a request is received and this policy updated when new provisions commence; consultation proposals are not treated as law already in force.
Further guidance: Keeping Children Safe in Education — current statutory guidance; Children Missing Education — statutory guidance; Nottinghamshire penalty notice code of conduct; Nottinghamshire Reduced Timetable Guidance. The existing first-day absence flow chart remains the operational companion to the daily contact procedures in this policy.

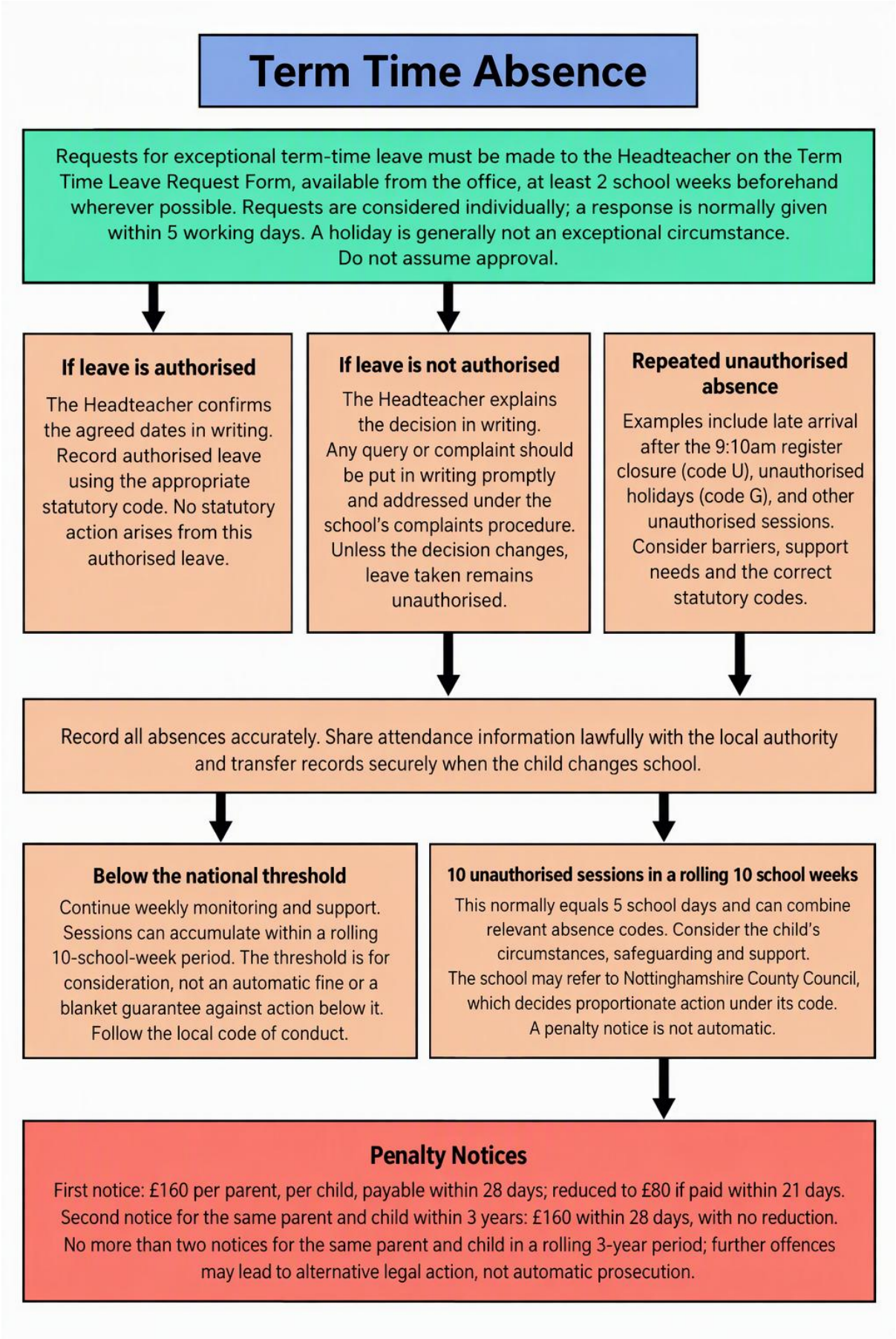
Appendix 1: Day 1 Absence Procedure



Appendix 2: Attendance Procedure



Appendix 3: Term Time Absence



A rolling 10-school-week period can span terms and school years. A school week is any week in which there is at least one school session; weeks in which the school is closed throughout are not counted. Unauthorised sessions within the period may be combined when considering the national threshold.

Unauthorised absence is absence not authorised by the school under the statutory attendance requirements. Illness absence is usually authorised. Medical evidence is not routinely required or requested automatically because attendance is low; any request must be reasonable, necessary and considered individually. Evidence does not have to be a doctor’s note. The school considers medical needs, SEND, reasonable adjustments and the support needed by the child and family.