Crown Wood Primary School

Attendance Policy and Procedures

Crown Wood Primary School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Policy Title	GLT Common School Attendance Policy and Procedures
Category	Common Policy
Responsible Officer	Maintenance of this Policy and Procedures (Sections A, B & C) is the responsibility of the GLT Director(s) of Education Maintenance of the Procedure in Section D is the responsibilit of the Headteacher
Approved on	October 2026
Minor technical or operational updates made	
Review Cycle and next approval date	Annual October 2027
Monitoring arrangements	This policy will be reviewed every year, or sooner if required by statutory guidance updates. The implementation of this policy will be reviewed annually by the Headteacher.
Associated Policies *Internal Policy Library* *Published GLT Policies* *For school policies please visit the school website*	• The GLT Health and Safety Policy and Procedures • The GLT Educational Visits Policy • The GLT Supporting Children with Medical Conditions and Administration of Medicines Policy • The GLT First Aid Policy and Guidance • The GLT Food & Nutrition Policy, Food Standards and Allergen Management Procedures • School Safeguarding Policies
This Policy is based on or takes into account the following legislation and guidance	This Policy and Procedures meet the requirements of Working Together to Improve School Attendance (July 2026) from the Department for Education (DfE), the DfE's statutory guidance on school attendance parental responsibility measures and the following legislation setting out the legal powers and duties that govern school attendance: • Part 6 of The Education Act 1996

	● Part 3 of The Education Act 2002 ● Part 7 of The Education and Inspections Act 2006 ● The School Attendance (Pupil Registration) (England) Regulations 2024 ● The Education (Penalty Notices) (England) (Amendment) (No. 2) Regulations 2024) And the following guidance: ● School census guidance ● Keeping Children Safe in Education **(KCSIE 2026)** ● Mental health issues affecting a pupil's attendance: guidance for school ● Working together to improve school attendance ● [For non-compulsory age pupils]: Education and Skills Funding Agency Guidance 2023

GLT Common School Attendance Policy and Procedures

Section A

A1. Scope and Applicability

It is the responsibility of the Headteacher of each school, and the GLT CEO for the Trust Shared Service, to ensure that their school/service and its staff follow this Policy and all Policies and Procedures across the Trust.

If there is any question or doubt about the interpretation or implementation of this Policy, the 'Responsible Officer' or the GLT CEO should be consulted.

Unless otherwise stated, all Policies apply to all schools within the Trust, all Trust employees (including temporary and agency staff), all pupils, all trustees and committee members (including members of community committees), all volunteers, and all visitors and contractors

This is a Common School Policy. Common School Policies are where the Board of Trustees has determined that all schools in the Trust must follow the same Policy, so that the Trust can fulfil its statutory responsibilities and/or manage its schools effectively. Common school policies and procedures are approved by the Board of Trustees. Some will have a school-specific element or annex; in these cases each school's Headteacher will have tailored those specific parts of the policy/procedure – and those parts only, as indicated in the policy/procedure – to their specific requirements.All schools and services within the Trust must comply with Common School Policies, although the appendix is applied locally.

A2. Terminology

- The Trust means the Greenshaw Learning Trust (GLT).
- School means a school or academy within the Greenshaw Learning Trust.
- Headteacher means the headteacher, executive headteacher or principal of the school/academy.
- CEO means the chief executive officer of the Greenshaw Learning Trust.
- Trust Shared Service means the services, functions and staff of the Trust that are not contained within a school budget and/or are not the responsibility of a school Headteacher. With respect to the Trust Shared Service, references in this Policy to the responsibilities of the Headteacher should be read as the GLT CEO.
- Governance Colleague means Trustee or Community Governance Committee member
- Responsible Officer means the member of the Director Team to which responsibility for the management of the policy, procedure or statement has been delegated by the Board of Trustees
- Policy or Policies should be read as including any procedures, reports, templates, models, statements and schedules etc. as specified in the GLT Policy Schedule. Categories of Policy are defined in 'Scope and Applicability'

Section B

B1. Policy Statement

The Board of Trustees of the Greenshaw Learning Trust is committed to meeting our obligation with regards to school attendance through building a culture and ethos that values good attendance, which includes:

- Promoting good attendance.
- Building strong relationships with families to ensure pupils have the support in place to attend school.
- Reducing absence, including persistent and severe absence.
- Ensuring every pupil has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence.
- Promoting and supporting punctuality in attending lessons.

B2. Policy Principles

The Board of Trustees of the Greenshaw Learning Trust firmly believe that all pupils benefit from outstanding school attendance. To this end, we will do all we can to ensure that our pupils achieve maximum possible attendance and that any problems that prevent excellent attendance are identified and acted upon promptly. In order for a pupil's attendance record to be deemed outstanding, we will expect every pupil to attend every day that the school is open to them, whilst working with parents/carers to develop appropriate individualised support approaches for pupils whose attendance is impacted by an additional or special educational need, disability or a diagnosed chronic/medial (including mental health) condition.

All GLT schools must ensure that they maintain systems and practices that will:

- Maintain a safe, secure environment where pupils feel valued and welcome, thereby positively encouraging attendance.
- Create an ethos in which excellent attendance is the norm.
- Raise pupil awareness of the importance of punctuality and uninterrupted attendance, and encourage in pupils motivation and a sense of responsibility.
- Support pupils and families who experience difficulties maintaining good school attendance.
- Celebrate excellent school attendance.
- Act in accordance with the Education Act 1996 and work collaboratively with local authorities to support parents in ensuring that their children are regularly attending school.

In addition, all GLT Schools expect pupils to :

- Attend school every day
- Attend school punctually.
- Attend school appropriately prepared for the day.

And all GLT schools expect that all parents/carers who have day to day responsibility for the children and young people will:

- Encourage regular school attendance and be aware of their legal responsibilities.

- Ensure that the child/children in their care arrive at school punctually, prepared for the school day.
- Contact the school on the morning of each day of the pupil's absence.
- Contact the school promptly whenever any problem occurs that may keep the child away from school.
- Be aware that any unexplained absence is treated as an unauthorised absence and may be considered a safeguarding concern, this may result in a home visit or a referral to Children's Services.

B3. Roles and Responsibilities

The Headteacher is responsible for:

- Implementation of this policy at their school
- Monitoring school-level absence data and reporting it to the governing body
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Requesting fixed-penalty notices, where necessary
- Authorising any absence due to exceptional circumstances
- Directing School Attendance Officer to issue/request a notice to improve

The Senior Leader with responsibility for attendance (see Section D1) is responsible for:

- Leading attendance across the school and embedding a whole school approach to promoting/supporting excellent attendance
- Defining clear vision and priorities to improve attendance
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Building relationships with parents/carers to understand the challenges causing attendance issues and plan steps to address these
- Creating intervention / reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Liaising with external agencies where appropriate for specific support
- Working proactively with local authorities and supporting them in their statutory responsibilities

The school attendance officer (see Section D1) is responsible for:

- Monitoring and analysing attendance data including completed registers and accurate coding
- Informing the School DSL (Designated Safeguarding Lead) and safeguarding team of unexplained absence of any pupil on safeguarding register by 9.30am.
- Informing the DSL of any parent / carer who have not responded to contact from school on the first day of absence of any pupil
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with education welfare officers to address persistent absence
- Advising the Headteacher or appropriate Senior Leader when to issue fixed-penalty notices
- Responding to absence in accordance with the Attendance Procedures

All relevant teaching staff are responsible for:

- Recording attendance on a daily basis, using the correct codes, and submitting this information correctly

Section C

GLT Attendance Procedures

C1. Recording attendance

All schools will keep an attendance register, and place all pupils onto this register.

Schools will take an attendance register at the start of the first session of each school day and once during the second session. The morning attendance register will be open for 30 minutes and the second register will be taken after midday. The attendance register will record whether each pupil is:

- Present.
- Attending an approved off-site educational activity.
- Absent.
- Unable to attend due to exceptional circumstances.
- Late.

Attendance registers are legal documents which are shared with the DfE. Any amendment to the attendance register will include:

- the original entry,
- the amended entry,
- the reason for the amendment,
- the date on which the amendment was made, and
- the name and position of the person who made the amendment

Schools will also record:

- [For pupils of compulsory school age] Whether the absence is authorised or not.
- The nature of the activity if a pupil is attending an approved educational activity.
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances.

Every entry on the attendance register will be kept for 6 years after the date on which the entry was made.

C2. Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence as soon as practically possible. Please see Section D for details.

Absence due to physical or mental illness will be marked as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

When no communication is received about a child's absence and we are unable to contact parents/carers, a home visit will be carried out within 24 hours in primary schools and 72 hours in

secondary schools of the absence occurring. Following the home visit, if we have further concerns or are not satisfied with the outcome, a referral may be made to Children's Services.

C3. Planned absence

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

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. Where a pupil's attendance is a concern, medical evidence will be required to support the absence.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.

C4. Lateness and punctuality

A pupil who arrives late before the register has closed will be marked as late.

A pupil who arrives late after the register has closed will be marked as absent.

GLT schools open their AM registers for 30 minutes (for exact times for each school see Section D) , pupils who arrive late but within the 30 minute window will receive a Late mark (L) in the register. Pupils who arrive after this time will have their mark recorded as an unauthorised absence (U Code - Late After the Close of Registers) in the AM register. PM registration is taken during the first lesson/session that starts after midday.

Lateness after registration has closed is recorded as an unauthorised absence (U) and parents/carers will be notified of this absence. Continued Lateness after the Close of Registration may result in a referral to the local authority requesting a notice to improve or a penalty notice.

C5. Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call or message the pupil's parent/carer before 10:30am on the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's named contacts, the school may contact other emergency contacts or the police.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session.
- All normal absence monitoring procedures will continue during the unexplained absence, including calling/emailing/texting the parent/carer on each day that the absence continues. This may also involve contacting the school of any siblings, home visits and reference to Children's Services.
- A period unexplained absence of 20 consecutive days or more will result in a referral to the local authority as a Child missing in Education (CME)

Continued concerns about a child's attendance may result in

- Implementation of a staged attendance intervention. Please see Section D for details.
- Home visits, from the third day of unexplained absence.
- A referral to the school's Safeguarding Team, an EHAT (Early Help Assessment Tool), the school nursing service, MASH Team (Multi Agency Safeguarding Hub) or the police for a welfare check.
- The school may request or issue a notice to improve in order to support attendance
- A referral to the local authority requesting the issue of a Penalty Notice, an application for an Education Supervision Order or court prosecution.

C6. Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels.

C7. Approval for term-time absence

The Headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the Headteacher's discretion, including the length of time the pupil is authorised to be absent for.

The Headteacher will consider each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

All parents/carers requesting leave of absence in term time will need to complete a "Request for Leave of Absence in Term Time for Exceptional Circumstances" form, where possible, at least six weeks before the absence and return it to the school. Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.

If a pupil's return to school is delayed due to travel issues, parents/carers must provide independent evidence of the delay, such as official documentation from the travel company or airline detailing changes to booked flights or confirmation of a cancellation

If a parent/carer requests an authorised absence due to an overseas emergency, they must provide proof of travel booked at short notice, such as a booking confirmation from the airline or travel company or e-ticket showing the date of purchase, to support the application.

The school reserves the right to request medical evidence from a healthcare professional for any period of pupil absence that occurs immediately before or after a requested leave of absence or school holiday period.

Headteachers will consider requests for a leave of absence from pupils with an EHCP with a complex profile of needs who attend a school with a highly specialist base Approval for such requests is not guaranteed.

In Education Law (Section 576 of the Education Act 1996) 'parent' means:

- All natural parents, whether they are married or not
- Any person who has parental responsibility for a child or pupil
- Any person who has care of a child or pupil i.e. lives with and looks after the child

The Headteacher may require evidence to support any request for leave of absence.

Valid reasons for authorised absence include:

- Illness (including mental illness) and medical/dental appointments.
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents/carers belong. If necessary, the school will seek advice from the parents'/carers' religious body to confirm whether the day is set apart. If parents/carers do not inform the school any days missed may be recorded as an unauthorised absence.
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has received approval from the school in writing, but it is not known whether the pupil is attending educational provision.
- Where the local authority have granted a licence for the pupil to take part in a performance regulated by section 37(2) of the Children and Young Persons Act 1963
- Where a Justice of the Peace has given the pupil a licence to go abroad for a performance or other regulated purpose under section 25(2) of the Children and Young Persons Act 1933

Absences that the school is unable to authorise include:

- Holidays during term time (unless in exceptional circumstances *).
- Arrival after the registers close without prior notification.
- Shopping trips, even if this is for school uniforms.
- Birthday celebrations.
- Looking after a relative/pets.
- Tiredness due to extra-curricular activities.
- All unexplained absences.

**Exceptional circumstances will typically only cover:*

- *For Service children, where parental leave is dictated*
- *Holidays arranged and paid for by children's social care*
- *Holiday arranged by organisations such as Make a Wish Foundation*
- *Blue light staff (NHS clinical, police, paramedics, fire brigade) where holidays have been dictated and proof is provided*
- *A significant family event - ie; wedding or funeral of an immediate family member*

C8. Legal sanctions

[For children of compulsory school age **only.**]

The school can apply to the local authority for a fine to be issued to parents/carers for the unauthorised absence of their child from school.

A penalty notice is an out of court settlement which is intended to change behaviour without the need for criminal prosecution.

If repeated penalty notices are being issued and they are not working to change behaviour they are unlikely to be the most appropriate tool. Therefore only 2 penalty notices can be issued to the same

parent in respect of the same child within a 3 year rolling period and any second notice within that period is charged at a higher rate:

• The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.

• A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.

• A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution.

Penalty notices can only be requested by a Headteacher, local authority officer or the police and issued by the local authority.

All schools must consider whether a penalty notice is appropriate in each individual case where one of their pupils reaches the national threshold for considering a penalty notice. The threshold is 10 sessions 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 (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term

In Education Law (Section 576 of the Education Act 1996) 'parent' means:

- All natural parents, whether they are married or not
- Any person who has parental responsibility for a child or pupil
- Any person who has care of a child or pupil i.e. lives with and looks after the child

C9. Strategies for promoting attendance

All schools will use a range of strategies for rewarding and promoting good attendance. This may include issuing or requesting a notice to improve.

C10. Monitoring attendance

The school will:

- Monitor attendance and absence data across the school and at an individual pupil level.
- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.
- Provide attendance reports to the Board, its Committees and Governing Bodies..

- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies and to facilitate discussions with pupils and families.

Pupil-level absence data will be collected each term and published at national and Local Authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

C11. Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will use strategies to improve attendance, these may include:

- Using attendance data to find patterns and trends of persistent and severe absence.
- Holding regular meetings with the parents/carers of pupils who the school considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school.
- Providing access to wider support services to remove the barriers to attendance.

C 12. Elective Home Education

Deregistration Process and Responsibilities:

Upon receipt of a written request from a parent/carer to remove their child from the school roll for Elective Home Education (EHE), the school will contact the parent to offer a formal meeting and will notify the Local Authority Elective Education Team. The pupil will be formally removed from the school roll the day the request is received. For pupils subject to a Child Protection Plan, the school will contact the allocated social worker before formally removing the child from the school roll following a request for Elective Home Education

- Parental Responsibility: It is the sole responsibility of the parent/carer to ensure their child receives a suitable education once deregistered. The school will not provide work or resources for the child.
- Local Authority Contact: The Local Authority's EHE team will be notified and will subsequently contact the family to discuss their provision.

Re-enrolment and Waiting Lists

- The school will hold the child's place open for five days.
- If parents change their minds after the five-day cooling-off period and wish to re-enrol their child after this date, they must apply through the usual in-year admissions process. If a place is not available, the child will join the school waiting list.
- An electively home educated child who wishes to re-enrol will not immediately gain priority at the top of the waiting list for any preferred school

GCSE Pupils

For pupils preparing for GCSEs or other public examinations:

- Examination Costs: Parents/carers are responsible for all costs associated with public exam entries.
- Examination Centre: Parents/carers are responsible for finding an external examination centre that will facilitate their child sitting their public exams.

C13. Sixth Form

The rigours of post-16 study mean that excellent attendance is perhaps even more important in Sixth Form than in any other years. The school's Sixth Form Team will therefore adopt the principles outlined above, unless otherwise stated.

While we expect Sixth Form pupils to take a greater degree of responsibility for their attendance than pupils in other years, we will still involve parents/carers where we feel it is appropriate.

Sixth Form pupils can be expected to remain onsite for the full school day. However, the Headteacher may choose to allow pupils to leave the school site at certain times (e.g. break, lunch, and in exceptional circumstances, study periods). Sixth Form pupils will be expected to sign in and out when arriving at / leaving school.

Sixth Form places will not be withdrawn on the grounds of low attendance. However, where a pupil's attendance is impacting upon academic performance, it might be appropriate for the school, in consultation with the pupil and their parents/carers, to consider whether changing a course and/or resitting a year might be appropriate. Such decisions will always be made with regard to the pupil's best interests.

Section D - School Attendance Procedures

School Name	**Crown Wood Primary School**

D1. School Key Contacts

Key Contact	Name	Email
Headteacher	Kath Ralley	Contactable via the school admin email address: head@crownwoodprimary.co.uk
Senior Leader with responsibility for attendance	Kath Ralley	Contactable via the school admin email address: head@crownwoodprimary.co.uk
Attendance Officer	Julia Jackson	Contactable via the school admin email address: secretary@crownwoodprimary.co.uk

D2. Registration times

	Open	Close
Morning Registration	8:50	9:20
Afternoon Registration	12:50 (KS1) 1:20 (KS2)	1:20 (KS1) 1:50 (KS2)

Punctuality and Lateness: In accordance with Sections C1 and C4 and DfE statutory guidance, registers remain open for 30 minutes for both morning and afternoon sessions.
Pupils arriving after the register opens but before it closes (between 8:50am and 9:20am, or between 12:50pm and 1:20pm) will be recorded as Late (Code L).

Pupils arriving after the register has closed (after 9:20am or 1:20pm) will be recorded as absent for that session. Where no satisfactory authorised reason is provided, this will be recorded as an unauthorised absence after registration closed (Code U). Where a valid, authorised reason for late arrival is established (such as a verified medical or dental appointment), the appropriate authorised absence code (e.g., Code M) will be recorded instead.

D3. Notifying the school of unplanned absences

Unplanned Absences: Parents/carers must report unplanned absences via the MCAS app before 8:30am on the first day of absence and on each subsequent day of absence. All absences must be reported; unexplained absences are initially recorded using Code N (reason not yet established) while the school

makes same-day enquiries, and may be treated as a safeguarding concern in line with Sections B2 and C2.

Requesting a Leave of Absence: In accordance with Section C3 and DfE statutory guidance, the Headteacher may only grant a leave of absence in exceptional circumstances (term-time holidays will not be authorised). Parents/carers wishing to request a leave of absence must:

1. Complete a Leave of Absence Request Form (available from the school office or via https://www.crownwoodschool.com/page/?title=Attendance&pid=58).
2. Submit the form along with any supporting documentation to the school office or email secretary@crownwoodprimary.co.uk (FAO: Headteacher).

D4. Staged attendance interventions

Pupil attendance is continually monitored by the Attendance Officer and Headteacher. When a pupil does not attend school without reason, the school will respond in accordance with Trust Attendance Procedures (Section C5), which includes:

- Phone calls, text messages, or emails to the pupil's parents/carers (including all natural parents and any person with day-to-day care of the child) before 10:00am on the first day of absence.
- Attempting to communicate with other named emergency contacts if no response is received.
- Arranging a home visit on the first day of unexplained absence (and within 24 hours in accordance with Section C2) if contact cannot be made, followed by a referral to Children's Services or the police for a welfare check if safeguarding concerns remain.

Graduated Support and Intervention Framework

Percentage thresholds serve only as internal triggers for review. The school applies reasonable adjustments under the Equality Act 2010 and GLT Supporting Children with Medical Conditions Policy. Pupils will never be penalised for absences related to a diagnosed physical or mental health condition, disability, or Special Educational Needs (SEN), and individualised support will be prioritised in line with Section B2.

Stage 1

The Attendance Officer sends a daily absence text if no communication is received from parents/carers. Students in this category are monitored for positive recognition, with regular feedback provided to the class teacher/nurture support team. Recognition may include:

- Certificates
- Postcard home
- Start- or end-of-day conversation with parents/carers
- Telephone calls home
- Recognition in assembly

To ensure pupils with disabilities, long-term health conditions, or SEN are not excluded from celebrating success, our reward system recognises individual improvement, punctuality, and sustained effort alongside high overall attendance. Reasonable adjustments will always be applied on a case-by-case basis—such as adjusting attendance targets or discounting authorised medical absences—to ensure both individual and class-based celebrations remain fair, supportive, and non-discriminatory

Stage 2 Early Support
The Attendance Officer monitors pupils whose attendance begins to decline and raises concerns with the class teacher, pastoral, safeguarding, or SEN team where patterns of concern emerge. This may result in:

- A telephone call home from the Attendance Officer or another agreed staff member
- A supportive "Back to School" conversation

Stage 3
Following a holistic review of the pupil's circumstances—accounting for disability, SEN, and physical or mental ill health—a **1st stage absence concern letter** may be sent home. This letter will not be sent where absences are linked to a known medical condition, disability, SEN, an acute medical emergency, or bereavement.

Where appropriate, this is followed by a phone call home from the Attendance Officer or agreed staff member to offer support and reinforce the importance of regular attendance. Internal checks will also be conducted regarding:

- Siblings' attendance (liaising with other schools/provisions if there are concerns)
- Friendship groups (checking for correlated absences)
- Broken weeks and specific day-of-the-week patterns

Stage 4 – Attendance Support Plan (ASP)
The Attendance Officer invites parents/carers into school for a supportive **Attendance Support Plan (ASP) Meeting** via letter (logged in Bromcom and Provision Map) to jointly identify barriers to attendance and agree on tailored support. Potential barriers explored may include:

- Bullying or friendship group issues
- Unidentified or emerging medical needs
- Anxiety or mental health challenges
- Undiagnosed SEN
- Complex family circumstances (e.g., illness, financial or housing difficulties, family separation, or bereavement)
- Classroom or curriculum-specific challenges

In partnership with the pupil and parents/carers, a supportive plan will be established, which may include:

- Developing or reviewing an Individual Healthcare Plan (IHCP) and ensuring any parent-supplied, prescribed/requested medication is managed strictly in accordance with the *GLT Supporting Children with Medical Conditions and Administration of Medicines Policy*
- A referral to Thrive or internal pastoral/nurture support services
- A referral to the SENCO/SEN team for assessment and reasonable adjustments
- A referral to the safeguarding team or Early Help (EHAT)
- A referral to external support agencies for the child or wider family

Where attendance improves, this is acknowledged with both the pupil and parents/carers, while keeping support in place. If attendance continues to decline, parents/carers will be invited to a two-week review meeting to adapt the support plan and discuss next steps. Normal daily absence monitoring continues throughout.

In accordance with Section C2 and DfE statutory guidance, the school may request medical evidence where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school will ask for medical evidence.

Written notice of this requirement (alongside a copy of any minuted support plan) will be sent to each parent/carer. Medical appointments should be scheduled outside school hours wherever possible (Section C3).

Stage 5 – Attendance Action Plan (AAP) & Formal Escalation

Where attendance continues to fall below 90% (persistent absence) despite voluntary support, each parent/carer will receive a separate written invitation to an **Attendance Action Plan (AAP) Meeting** involving the Attendance Officer and a Senior Leader (Headteacher, Deputy Headteacher, SENCO, or DSL), alongside any relevant external workers (e.g., social worker, family support worker) or parental advocate.

The AAP sets clear, achievable targets with a two-week review date and explores further bespoke adjustments, such as a temporary adapted timetable, targeted in-school pastoral/academic support, breakfast club access, or alternative provision referrals. A temporary part-time or adapted timetable for a pupil of compulsory school age will only be used in very exceptional circumstances where it is in the pupil's best interests (for example, where a medical condition prevents full-time attendance). Every part-time arrangement must have a formal, time-limited proposed end date and be accurately recorded on the register as an authorised leave of absence under **Code C2**.

All meetings are minuted and signed by the adults present, with copies provided to parents/carers and uploaded to Bromcom.

Failure to Attend AAP & Formal Notice to Improve

Non-Attendance at AAP Meetings: Where a parent fails to attend an attendance support meeting without good reason or prior notification, the school will make further reasonable attempts to contact them and rearrange the meeting. In accordance with statutory guidance, all attempts at communication, engagement, and offers of support—including any failure or refusal by parents to engage—will be formally and accurately recorded on the pupil's attendance file. Maintaining a clear chronology of support ensures that, should informal support fail to bring about improvement, a robust record of evidence is available to support formal intervention or legal proceedings if necessary.

Meeting the National Threshold – Formal Notice to Improve: In accordance with Section B3 and the DfE National Framework (*Working together to improve school attendance*, 2026, Paragraphs 184–189), a formal **Notice to Improve** will only be considered once a pupil has reached the national threshold of **10 sessions of unauthorised absence within a rolling 10-school-week period**, and where support is appropriate but has not worked or has not been engaged with. Where this threshold is met and unauthorised absences continue, the Headteacher may direct the Attendance Officer to issue or request a Notice to Improve.

Monitoring Period & Escalation: The Notice to Improve provides a final formal opportunity (typically over a 3 to 6-week monitoring period) to demonstrate sustained improvement before legal sanctions are pursued, clearly detailing the support already offered and the consequences of non-compliance.

Escalation to Formal Support and Legal Intervention: Where voluntary support fails to bring about the required improvement in attendance, the school will work with the Local Authority to consider formal support interventions—specifically Attendance Contracts and Education Supervision Orders (ESOs)—before pursuing statutory enforcement. If these interventions fail or parents refuse to engage, a formal Notice to Improve may be issued as the final step prior to a Penalty Notice (an out-of-court alternative to prosecution) or, as a last resort where all other support has been exhausted, court prosecution.

D5. Strategies for promoting attendance

Crown Wood Primary School promotes high attendance and punctuality through:

- Fostering a welcoming, safe whole-school culture where every pupil feels valued and understands the importance of great attendance.
- Maintaining a prominent whole-school attendance display.
- Celebrating attendance
- Regularly communicating attendance expectations, data, and support pathways in school newsletters and admission/transition packs.
- Building positive, open, and honest relationships between home and school to identify and remove barriers early.