

Attendance Policy

The following policy aims to ensure that the education for all children at Bordesley Green Primary school reinforces the **UN Convention on the Rights of the Child**.

Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 28: Every child has the right to a good quality education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Adopted: September 2023

Next Review: September 2024

History of previous changes:

| Date | Page | Change | Reason for change |
|---------|------|---|--|
| Sept 23 | 4 | Section added explaining the '5 Foundations for Effective Attendance Practice' Framework. | Framework has been adopted by school to support with improving attendance. |
| Sep 23 | 13 | Appendix added explaining the 5 Foundations in more detail. | As above |
| Sept 23 | 15 | Appendix added explaining the new BGPS Absence Escalation model | Model for escalating concerns around absence adopted |

1. Aims

At Bordesley Green Primary school. we are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- 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
- Building strong relationships with families to ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from 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 Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)

[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

Promoting the importance of school attendance across the school's policies and ethos

Making sure school leaders fulfil expectations and statutory duties

Regularly reviewing and challenging attendance data

Monitoring attendance figures for the whole school

Making sure staff receive adequate training on attendance

Holding the headteacher to account for the implementation of this policy

Ensuring the attendance link governor (Linda Vaughan) meets regularly with the school attendance team to monitor the impact on pupil attendance.

3.2 The headteacher

The headteacher is responsible for:

- Implementation of this policy at the school
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Monitoring school-level absence data and reporting it to governors
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis

The designated senior leader responsible for attendance is Miss Lorna Burgess and can be contacted via the school office by calling (0121) **772 1601** or emailing enquiry1@bordsgrn.bham.sch.uk

3.4 Attendance manager

The attendance manager is responsible for:

- Devising specific strategies to address areas of poor attendance identified through data
- Monitoring levels of absence at an individual level and reporting back to HT/DHT
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families

The attendance manager is Mr Steve Miller and can be contacted via the school office by calling (0121) **772 1601** or emailing enquiry1@bordsgrn.bham.sch.uk

3.5 The School Attendance Team

At Bordesley Green Primary school, the school attendance team is made up of Miss L. Burgess (DHT), Mr S. Miller (AHT/Attendance manager), Ms. S. Ahmed (Learning mentor), Mrs N. Denny (School office – Attendance lead) and Mrs N. Iqbal (Community Link worker). Also supported by Mrs M. Radu (Romanian Support Worker).

The school attendance team is responsible for:

- Monitoring and analysing attendance data (see section 7)
- 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 tackle persistent absence
- Advising the headteacher (authorised by the headteacher) when to issue fixed-penalty notices
- Carrying out any necessary safeguarding home visits.

3.6 Class teachers

Class teachers are responsible for

- recording attendance on a daily basis, using the correct codes, and submitting this information to the school office twice a day (by 9am each morning and at the start of the afternoon session).
- Speaking to parents about the importance of good attendance before attendance levels become a concern.

3.7 School admin/office staff

School admin/office staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the School attendance team, in order to provide them with more detailed support on attendance

3.8 Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence **before 9am** on the day of the absence and each subsequent day of absence, providing the reason for the absence and advise when they are expected to return.
- Provide the school with more than 1 emergency contact number for their child and ensuring these are kept up to date.
- Ensure that, where possible, appointments for their child are made outside of the school day

3.9 Pupils

Pupils are expected to:

- Attend school every day on time

4. The '5 Foundations of Effective Attendance Practice' Framework

At Bordesley Green Primary School we have adopted the 5 Foundations of Effective Attendance Practice framework, this is modelled on the work of Professor Katherine Weare. The emphasis is on developing a school culture and climate which builds a sense of connectedness and belonging to ensure all children can attend school and thrive. The approach ensures we prioritise building solid working relationships with children, and parents, prior to escalation. The staged approach we follow ensures we identify triggers early that can lead to poor attendance issues such as mental health issues, lack of trust, communication and relationship breakdowns and the possible lack of networking opportunities both internal (in-school) and external (external agencies).

Aims of the 5 Foundations strategy

- Increase school Attendance and reduce Persistent Absence to meet set targets.
- Ensure Attendance is well managed within the school, with the appropriate level of resources allocated.
- Enable the school to make informed use of attendance data to target interventions appropriately, focusing on the key demographic groups highlighted in the 2022 DFE attendance paper 'Working together to Improve School Attendance'.

The main aim of the framework is to ensure the school promotes a culture of good attendance and celebrates success. Ultimately, the framework will ensure there is a culture of feeling safe and school being a place where children want to be.

Positive health and emotional well-being are key factors in improving social development, school attendance and educational achievement. The 5 Foundations of Effective Attendance Practice model promotes, and supports, a whole school approach to mental health and emotional well-being; ensuring SEMH support remains a key driver in improving attendance for all children.

Each Foundation is supported by 5 Key Performance Indicators, ([See Appendix 2](#)) these are used to ensure the school can embed the Foundations framework and understand the strategic direction regarding attendance improvement. Each year the school will use the 5 Foundations self-assessment tool to understand what works well and identify what we need to do even better. We then follow the 5 Foundations school improvement process to implement the attendance plan and ultimately improve the lives of children and families we work with.

5. Recording attendance

5.1 Attendance register

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

We will take our attendance register at the start of the morning session of each school day and once during the afternoon session. It will mark whether every pupil is:

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

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

The name and position of the person who made the amendment

See [appendix 1](#) for the DfE attendance codes.

We will also record:

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

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Pupils must arrive in school by **8.50am** on each school day.

The register for the first session will be taken at 8.55am and will be kept open until 9.25am. The register for the second session will be taken at the start of the afternoon session for the given year group and will be kept open for 10 minutes.

5.2 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 by 9am or as soon as practically possible by calling the school office staff on **(0121) 772 1601** (see also section 7).

A message can be left on the school office number by pressing 1. The message must include the full name and class of the pupil, the reason for absence (if the reason is illness, parents should include details of the illness) and the expected date of return. If the pupil is to be off school for more than one day then the parent/carer is required to call and leave a message on each subsequent day.

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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.

5.3 Planned absence

Medical/dental appointments

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 and provides evidence of the appointment (e.g. appointment card/text).

However, we strongly 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.

Other term-time 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. Go to section 5 to find out which term-time absences the school can authorise.

5.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed (9.00am) will be marked as late, using the appropriate code
- After the register has closed (9.30am) will be marked as absent, using the appropriate code

Lateness/punctuality is closely monitored and where punctuality becomes a concern we will write to parents in the first instance. If there is no improvement, we will then call the parents for a discussion, before inviting them to attend a meeting in school to identify ways that we can offer support to ensure punctuality improves.

5.5 Following up unexplained absence

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

- Send an Intouch text message to the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If we have been unable to make contact with the parent/carer, we will conduct a safeguarding home visit on day 2. If, following this home visit, the school cannot reach any of the pupil's emergency contacts, the school will make a referral to the

Children Missing in Education (CME) Team and if deemed necessary make a safeguarding referral to CASS/the police.

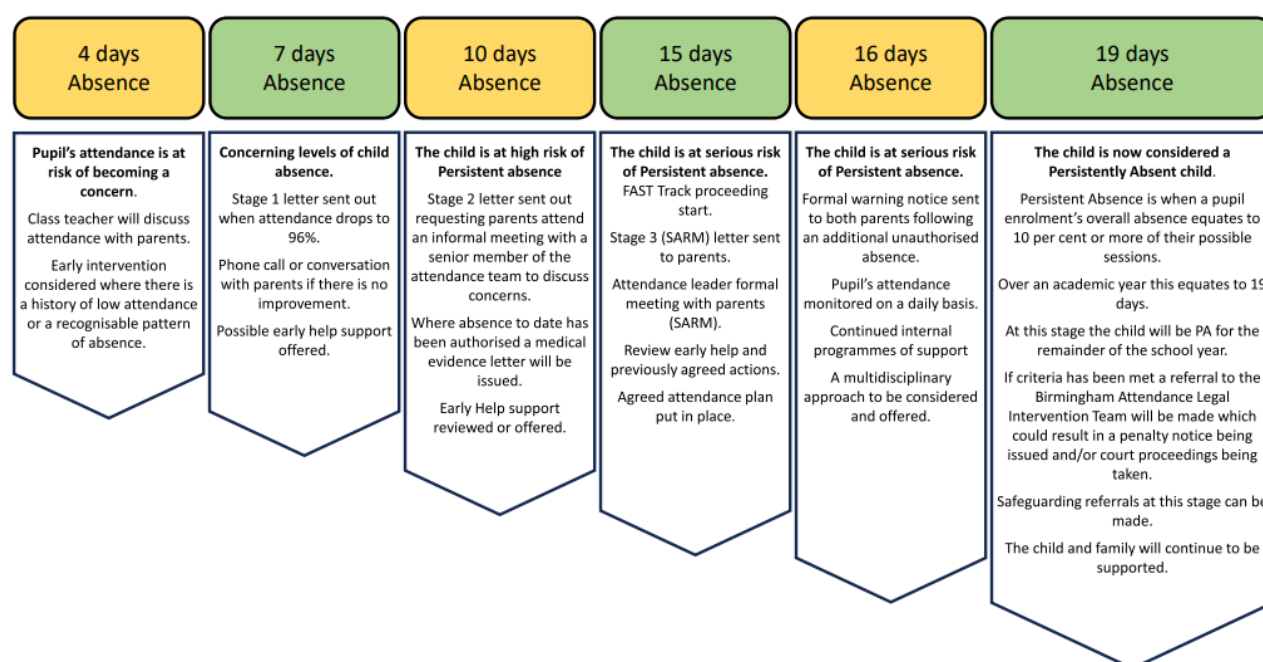
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer

5.6 Reporting to parents/carers

The school will regularly inform all parents about their child’s attendance and absence levels at termly parents evening appointments and, on each child’s, annual written report.

Where a pupil’s attendance starts to reach a level of concern parents will be informed by letter and, where necessary, invited in to school for an attendance meeting.

As a school, we have adopted a clear policy of escalation for dealing with poor attendance. In order to make this easier to understand we have based the escalation stages on the number of days missed rather than percentages missed. (See [appendix 3](#) for larger image)



6. Authorised and unauthorised absence

6.1 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.

We define ‘exceptional circumstances’ as a death of a parent or sibling of the pupil, life threatening or critical illness of a parent or sibling.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office.

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

Valid reasons for **authorised absence** include:

Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)

Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart

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 agreed this with the school, but it is not known whether the pupil is attending educational provision

6.2 Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, or penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

The number of unauthorised absences occurring within a rolling academic year

One-off instances of irregular attendance, such as holidays taken in term time without permission

Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

7. Strategies for promoting attendance

Bordesley Green primary school actively promotes and rewards good attendance and punctuality.

We believe that working together with parents is the best way to result in positive attendance outcomes for our children.

We have lots of high-profile rewards and systems in school to promote good attendance and punctuality with the children.

Stickers are given termly in recognition of good or better attendance (98% or above) with certificates being awarded to those children who also achieve this over the whole year.

We also have a weekly class attendance incentive called BGPS Attendance Monopoly. Each week, during assembly, we announce the top 3 attending classes in each of the phases across school (EYFS, KS1, Yr3&4 and Yrs5 & 6) with the winning class in each phase being awarded a weekly certificate as well as the chance to roll the dice and win a weekly treat on our Monopoly boards. The class across the whole school with the highest attendance each half term is also awarded the school attendance trophy. Also keep an eye on our school Twitter page to see special announcement tweets when classes achieve 100% for the week.

Attendance is also celebrated through displays/posters in school, our school newsletter each term and through letters home where there has been a significant improvement in attendance levels.

8. Attendance monitoring

At Bordesley Green Primary school, attendance and absence data as well as punctuality data is rigorously monitored at a whole school, cohort and individual level on a weekly basis. This helps us to quickly identify particular cohorts and individuals who require support to improve their attendance.

8.1 Monitoring attendance

The school will:

- Monitor attendance and absence data weekly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

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. The school will compare attendance data to the national average, and share this with the governing board.

8.2 Analysing attendance

The school will:

- 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

8.3 Using data to improve attendance

The school will:

- Provide regular attendance reports to class teachers, and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

8.4 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 attendance data to find patterns and trends of persistent and severe absence
- Inform parents by letter when attendance becomes a cause for concern and is likely to become a persistent absentee
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance
- Put an early help/attendance plan in place where attendance has not improved following an initial attendance meeting with parents

See escalation model for further information on the processes we adopt at Bordesley Green Primary school ([Appendix 3](#))

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by Lorna Burgess (DHT/ designated senior leader for attendance). At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

| Code | Definition | Scenario |
|------|-------------------------------|---|
| / | Present (am) | Pupil is present at morning registration |
| \ | Present (pm) | Pupil is present at afternoon registration |
| L | Late arrival | Pupil arrives late before register has closed |
| B | Off-site educational activity | Pupil is at a supervised off-site educational activity approved by the school |
| D | Dual registered | Pupil is attending a session at another setting where they are also registered |
| J | Interview | Pupil has an interview with a prospective employer/educational establishment |
| P | Sporting activity | Pupil is participating in a supervised sporting activity approved by the school |
| V | Educational trip or visit | Pupil is on an educational visit/trip organised, or approved, by the school |
| W | Work experience | Pupil is on a work experience placement |

| Code | Definition | Scenario |
|---------------------------|-----------------------------|--|
| Authorised absence | | |
| C | Authorised leave of absence | Pupil has been granted a leave of absence due to exceptional circumstances |
| E | Excluded | Pupil has been excluded but no alternative provision has been made |
| H | Authorised holiday | Pupil has been allowed to go on holiday due to exceptional circumstances |
| I | Illness | School has been notified that a pupil will be absent due to illness |
| M | Medical/dental appointment | Pupil is at a medical or dental appointment |

| | | |
|-----------------------------|-----------------------------------|---|
| R | Religious observance | Pupil is taking part in a day of religious observance |
| S | Study leave | Year 11 pupil is on study leave during their public examinations |
| T | Gypsy, Roma and traveller absence | Pupil from a traveller community is travelling, as agreed with the school |
| Unauthorised absence | | |
| G | Unauthorised holiday | Pupil is on a holiday that was not approved by the school |
| N | Reason not provided | Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time) |
| O | Unauthorised absence | School is not satisfied with reason for pupil's absence |
| U | Arrival after registration | Pupil arrived at school after the register closed |

| Code | Definition | Scenario |
|-------------|---|--|
| X | Not required to be in school | Pupil of non-compulsory school age is not required to attend |
| Y | Unable to attend due to exceptional circumstances | School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody |
| Z | Pupil not on admission register | Register set up but pupil has not yet joined the school |
| # | Planned school closure | Whole or partial school closure due to half-term/bank holiday/INSET day |

Appendix 2: Guide to the '5 Foundations of Effective Attendance Practice' Framework



Foundation 1 **Whole School Thinking** **Culture & Climate**

The school has a fully embedded ethos in which excellent school attendance is expected, developed and nurtured. The escalated approach to supporting attendance is built on foundations of belonging and connectedness.



Foundation 2 **Supportive Policies,** **Systems and Processes**

The approach to improving attendance is built on clear policies, systems and processes. This ensures continuous and sustainable improvement drives attendance practice. The attendance policy is understood by all stakeholders and allows the school to set, and maintain, high expectations to improve the culture of attendance.



Foundation 3 **Professional Learning** **Staff Development**

The school prioritises developing a team of attendance experts, with a shared vision and core purpose. The Attendance Leader delivers bespoke training to support all staff to fully understand their role in improving attendance. External partnerships support attendance improvements through a multi-disciplinary approach for identified children and families.



**Foundation 4
Implement Targeted
Programmes And Intervention**

Data information and analysis direct resources proactively towards key demographic groups and identified individuals. The expert use of data analysis informs decision making at all levels. The attendance process ensures the Attendance Leader understands the reason for attendance concerns, these barriers can then be successfully supported and removed.



**Foundation 5
Connect Appropriately With
Approaches To
Behaviour Management**

Connecting and belonging drives the school approach to supporting attendance. All staff are supported to understand 'deeper roots' regarding poor attendance concerns. The school has developed, and embedded, an effective rewards system to further drive attendance improvements and celebrate success.

Appendix 3: BGPS Absence Escalation Model

