The Park Federation Academy Trust

James Elliman Academy

Attendance Policy

Approval

Signed by Federation Principal	Mrs Tajinder Johal
Date of Approval	September 2026
Date of Next Review	September 2027

Version History

Version	Date	Status & purpose	Changes Overview
1	March 2024	Reviewed and approved	● Updated existing policy with more comprehensive procedures for managing absence.
2	July 2024	Reviewed	● Updated guidance ● Reviewed and updated procedures for managing absence and Lateness
3	August 2025	Reviewed	● Updated existing policy with more processes for monitoring attendance data patterns and trends
4	August 2026	Reviewed	● Updated guidance using KCSIE ● Reference to Mobile phones ● Reference to Data Protection ● Updated guidance using Allergy Safety in Schools

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ATTENDANCE POLICY

The Park Federation Academy
Trust James Elliman Academy
(JEA)

Introduction

This is a successful school and parents/carers, and their children, play their part in making it so. We aim for an environment which enables and encourages all members of the community to reach out for excellence. Promoting strong attendance forms part of our Golden Rules for all children at JEA. For our children to gain the greatest benefit from their education it is vital that they attend regularly and your child should be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

It is very important therefore that you make sure that your child attends regularly and this policy sets out how together we will achieve this.

Why Regular Attendance is so important

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence disrupts teaching routines so may affect the learning of others in the same class.

Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

Promoting Regular Attendance:
Helping to create a pattern of regular attendance is everybody's responsibility - parents, pupils and all members of school staff. To help us all to focus on this we will:

- Give you details on attendance through Arbor and regular communication
- Report to you regularly on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainment
- Celebrate good attendance by displaying individual and class achievements
- Reward good or improving attendance through class rewards and certificates
- Where absence is causing the school concerns, parents will be informed in writing and in some cases asked to attend a meeting with the school's Attendance Officer, Child and Family Support Officer, SLT and the school Principal.

1. Aims

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 by focusing on proactive and preventative strategies
- 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 Data Protection Act 2018, UK GDPR, and Data (Use and Access) Act 2025"
- 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

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 Principal to account for the implementation of this policy

The Principal:

The Principal is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

The Designated Senior Leader responsible for attendance

The designated senior leader along with the Senior Attendance Officer is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes

- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families
- The Designated Senior Leader responsible for attendance is Mrs Tajinder Johal and Mrs Rebecca Pinkney.

The Attendance Officer:

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 8)
- 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 Principal
- Working with the Local Authority to tackle persistent absence
- Advising the Principal when to issue fixed-penalty notices

The attendance officer is Ms Beverley Simmons and can be contacted via jeaoffice@theparkfederation.org

Class teachers:

Class Teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information on the schools Management Information System (MIS) Arbor. Registers will be taken in the mornings and after lunch.

If teachers are made aware of a pupil absence this is to be communicated to the office. Discussing absence with parents and carers where needed.

School Office staff:

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Follow up poor attendance with parents and outside agencies

Parents and 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 8:45am on the day of the absence and each subsequent day of absence and advise when they are expected to return
- Provide the school with 2 or more emergency contact numbers for their child
- Ensure that, where possible, appointments for their child are made outside of the school day

Pupils:

Pupils are expected to:

- Attend school every day on time

Section 4: Understanding types of absence:

Every half-day absence from school has to be classified by the school (not by the parents), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required, preferably in writing.

Authorised absences are mornings or afternoons away from school for a good reason like illness, medical/dental appointments, which unavoidably fall in school time, emergencies or other unavoidable causes or taking part in approved religious observance.

Unauthorised absences are those which the school does not consider reasonable and for which no “leave" has been given. This type of absence can lead to the Local Authority, through its Attendance Service (AS) using sanctions and/or legal proceedings. This includes:

- Parents/carers keeping children off school unnecessarily
- Truancy during the school day
- Absences which have never been properly explained
- Children who arrive at school too late to get a mark in the register
- Day trips and holidays in term times
- Excessive illness without medical evidence
- Shopping or looking after siblings

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents and the child. If your child is reluctant to attend, it is never a good idea to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually makes things worse.

You can support your child by:

- Ensuring regular and early bed times
- Helping with homework
- Having uniform and equipment prepared the night before
- Providing a healthy breakfast
- Reporting any academic or social concerns promptly to the school
- Retaining open and honest communication with your child’s school
- Being positive about school (even if your own experience was less than positive)
- Encouraging your child to invite friends home for play dates
- Informing the school if you feel your child is presenting with any emotionally based school avoidance behaviours

Persistent Absenteeism (PA):

A pupil is defined by the Department of Education (DfE) as being a persistent absentee, or a child missing education, is any pupil who has missed 19 days (38 sessions) across the school year for whatever reason. The Attendance Services at the Local Authority (Slough Borough Council) monitor pupils that are on track to become a PA by the number of sessions (2 sessions = 1 day), the following guidelines are used to help schools identify these pupils at the end of each **half term.**

Identification at the end of each half	**Number of sessions of absence, at the term end of the half term, to be on track for persistent absenteeism**
Term 1	**7 sessions**
Term 2	**14 sessions**
Term 3	**20 sessions**
Term 4	**25 sessions**

Term 5	**32 sessions**
Term 6	**38 sessions**

Therefore, a child is a persistent absentee as defined by the DfE once they have reached 38 sessions of absence, irrespective of which part of the year we are in at the time, and for whatever reason.

For example, if a child has had a block of illness during half term 1 for 20 days, they would have been absent for 40 sessions which make them a persistent absentee in half term 1 and therefore they will remain a PA for the rest of the academic year.

We monitor all absence thoroughly. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority, we will inform parents of this immediately and will follow a proactive approach to supporting families. Absence at this level is doing considerable damage to any child's educational prospects and the school needs parent's fullest support and cooperation to tackle this.

All attendance is discussed weekly. If attendance does not improve, JEA will follow the protocol for PA. (Appendix 1)

Absence as a Potential Safeguarding Indicator

While most absences are due to genuine illness or unavoidable circumstances, we recognise that patterns of absence can sometimes indicate safeguarding concerns. Staff at James Elliman Academy are trained to be alert to attendance patterns that may suggest a child is at risk.

Safeguarding Risks That May Manifest Through Absence:
Prolonged, unexplained, or unusual patterns of absence may indicate:

- **Modern slavery** - children may be absent due to being exploited for labour or criminal activity
- **Financial exploitation** - children may be coerced into criminal activity that keeps them away from school
- **Child sexual exploitation (CSE)** or child criminal exploitation (CCE)
- **Female genital mutilation (FGM)** - particularly absence following travel abroad or extended leave
- **Forced marriage** - particularly in older pupils
- **Neglect** - where parents/carers are not ensuring regular school attendance
- **Domestic abuse** - affecting the child directly or indirectly
- **Mental health concerns** - including anxiety, depression, or school-based anxiety
- **Bullying or peer-on-peer abuse** - causing reluctance to attend school

Our Response:

Any concerns about safeguarding will be reported immediately to our Designated Safeguarding Lead (DSL), Mrs Rebecca Pinkney, in line with our Child Protection and Safeguarding Policy.
Where attendance patterns suggest potential safeguarding concerns, we will:

1. Conduct a supportive conversation with the family to understand the context
2. Complete a safeguarding assessment if needed
3. Make referrals to external agencies where appropriate, including Slough Children First
4. Work in partnership with other agencies to support the child and family

Staff Training:
All staff receive regular training to help them recognise when absence patterns may indicate safeguarding concerns. This includes understanding the signs of exploitation, abuse, and other risks that may affect attendance.

Section 5: Attendance Data Analysis and Strategy

Our school is committed to adopting a proactive, data-informed 'twin-track' approach to attendance. This means we will not only use targeted intervention and support for pupils with complex attendance problems, but we will also focus on preventative measures and early interventions before pupils get off track.

- **Understanding the "Why":** We will seek to understand the root causes behind a child's absence, rather than simply reacting to the absence itself. Through supportive conversations and feedback mechanisms with pupils, parents, and carers, we will aim to identify underlying issues such as anxiety, family circumstances, or academic struggles.
- **Early Intervention:** We will monitor for "early warning signs" of declining attendance, such as a drop in attendance to the 95-97% band on a weekly basis. This allows us to implement light-touch, preventative strategies before a pupil reaches the persistent absence threshold.
- **Tailored Support:** We will create support plans for pupils whose attendance is in the at-risk bands. These plans will be individualised to the pupil's specific needs and may involve a combination of school-based and external support.

Monitoring Vulnerable Groups

We recognise that certain groups of pupils may face additional barriers to attendance or may be at higher risk if their attendance declines. We will pay particular attention to attendance patterns for the following vulnerable groups:

Pupils with Medical Conditions:

- Pupils with chronic or long-term medical conditions that may affect their attendance will be monitored separately from general absence tracking
- We will work with families and healthcare professionals to create individualised support plans that balance medical needs with educational engagement
- Where appropriate, we will explore alternative provision, remote learning, or reduced timetables (with medical evidence) to ensure continuity of education
- Medical absences will be recorded separately to ensure we can identify patterns and provide appropriate support
- We fully support pupils who need time off for hospital visits, health management, or allergy-related care, ensuring these authorised appointments never negatively affect their standing at school
- We ensure our 100% attendance rewards and other attendance incentives are completely accessible to all, ensuring pupils with medical conditions or allergies remain eligible for awards
- We take an understanding, supportive approach to attendance, making sure pupils are never penalised for absences connected to their medical needs.

Pupils with Special Educational Needs and Disabilities (SEND):

- We recognise that pupils with SEND may face additional challenges with attendance, including anxiety, sensory needs, or medical appointments

- Support plans for pupils with SEND will be developed in partnership with SENCo, families, and external agencies where appropriate and will support with attendance if required
- We will ensure reasonable adjustments are made to support attendance, in line with the Equality Act 2010

Young Carers:

- We will identify and monitor pupils who have caring responsibilities at home
- We will work with families and external agencies to ensure caring responsibilities do not prevent regular school attendance
- Support may include flexible arrangements for homework, access to breakfast club, or referrals to young carers' services

Pupils at Risk of Exploitation:

- This includes pupils at risk of child sexual exploitation (CSE), child criminal exploitation (CCE), modern slavery, or financial exploitation
- Any unexplained absences or patterns of absence will be investigated promptly
- We will work closely with the DSL and external safeguarding partners where concerns are identified

Looked After Children and Previously Looked After Children:

- Attendance for looked after children will be monitored by the Designated Teacher for Looked After Children in partnership with the Virtual School
- We recognise the importance of stability and routine for these pupils and will work proactively to address any attendance concerns

Pupils Eligible for Pupil Premium:

- We will monitor attendance for disadvantaged pupils to ensure they are not missing out on educational opportunities
- Targeted support will be provided where attendance falls below expected levels, which may include support from our Child and Family Support Officer

Pupils Experiencing Child-to-Parent Abuse:

- We recognise that some pupils may be experiencing violence or abuse directed towards their parents/carers at home
- This can create significant barriers to attendance and may require specialist intervention
- We will work sensitively with families and external agencies to provide appropriate support

Data Analysis for Vulnerable Groups:

Our Attendance Team will:

- Run specific reports for each vulnerable group at least **half-termly**
- Compare attendance rates for vulnerable groups against whole-school data
- Identify any groups that are over-represented in at-risk absence bands (below 95%)
- Create targeted action plans for any vulnerable group showing declining attendance
- Report findings to SLT and governors to inform strategic decision-making

Bespoke Support Plans:

For pupils in vulnerable groups whose attendance falls below 95%, we will create individualised support plans that may include:

- Regular check-ins with a trusted adult in school
- Adjustments to the school day (e.g., flexible start times, access to nurture provision)
- Referrals to external support services (e.g., CAMHS, MHST, Early Help, Social Care)
- Collaboration with parents/carers to identify and address barriers

Use of attendance reward systems tailored to the individual child

Section 6: Absence Procedures

If your child is absent you must:

- contact us by telephone (option 1 – absence line) as soon as possible on the first day of absence and keep the school regularly informed, preferably daily.
- or, you can come into school and report to reception, who will arrange for a member of staff to speak with you.
- parents and carers must report absence to the school for the first three consecutive days.
- on the fourth day of an absence the school will require medical evidence to support the absence period. This can be in the form of a prescription or appointment card at the very least.

If your child is absent and you <u>have</u> made contact with the school we will:

<u>Day 1</u>

- The Attendance Officer will note the absence in the register. However, if we have a safeguarding or welfare concern we will conduct a home visit.

<u>Day 2</u>

- The Attendance Officer will note the absence in the register and on CPOMs. However, if we have a safeguarding or welfare concern we will conduct a home visit.

<u>Day 3</u>

- The Attendance Officer will note the absence and parents will be informed of their child's

attendance figure and advised to supply medical evidence on their child's return to school. However, if we have a safeguarding or welfare concern we will conduct a home visit.

Day 4 & 5

- If medical evidence has not been provided parents are still required to call in every day. However, if we have a safeguarding or welfare concern we will conduct a home visit.

Day 6

- If no medical evidence has been provided, the Attendance Officer will discuss the absence with the Principal and a keeping in touch call will take place via a member of the Senior Leadership Team. If required, a welfare home visit will be conducted to see if the school can offer any support in aiding the child's return to school.

Further Contact

If no medical evidence is provided and previous attendance is low a referral will be made to Slough Attendance Service and a fine may be incurred.

Support for Families: Early Help and Family Help

Where attendance concerns are identified, we will work in partnership with families to understand and address any barriers to attendance. We may offer different levels of support depending on the needs of the family:

Universal Services and Community-Based Early Help:

This is support available to all families and may include:

- Advice and guidance from our Child and Family Support Officer
- Signposting to community services (e.g., foodbanks, housing advice, benefits advice)
- Access to school-based support (e.g., breakfast club, after-school clubs)
- Information about parenting programmes or family activities
- Support with routines and organisation at home

Targeted Early Help (Family Help):

Where families need more intensive support, we may refer to Slough's Family Help service. This is a targeted level of support for families who need:

- A coordinated multi-agency response to address multiple needs
- An Early Help Assessment to identify specific support needs
- A lead professional to coordinate support from different services
- Regular review meetings to monitor progress

When We Will Offer Family Help:

We will consider a Family Help referral when:

- Attendance is below 90% and there are multiple barriers to attendance (e.g., housing issues, parental mental health, financial difficulties)
- The family is experiencing complex difficulties that require support from multiple agencies

- Previous universal early help has not resulted in improved attendance

- There are emerging safeguarding concerns that do not yet meet the threshold for social care involvement

Partnership Working:

We believe that the best outcomes for children are achieved when schools and families work together. We will:

- Always seek parental consent before making an Early Help or Family Help referral (unless there are safeguarding concerns)

- Involve parents/carers in all decisions about support

- Regularly review the impact of support and adjust plans as needed

- Celebrate improvements and successes with families

If you are experiencing difficulties that are affecting your child's attendance, please contact our Child and Family Support Officer, Miss Morgan, or our Attendance Officer, Ms ~~Beverley~~ Simmons, who can discuss what support is available.

If your child is absent and you <u>have not</u> made contact with the school we will:

<u>Day 1</u>

- Telephone or email you on the first day of absence if we have not heard from you. However, if we have a safeguarding or welfare concern we will conduct a home visit.

<u>Day 2</u>

- If we still have no contact with you a second telephone call will be made, including a call to any emergency contacts. However, if we have a safeguarding or welfare concern, we will conduct a home visit.

<u>Day 3</u>

- If we still have no contact a home visit will be carried out and SLT informed. If there is no response from the home visit then the school will contact the Police for a routine welfare check.

We follow set procedures for when absence falls below the expected level ***(Appendix 1)*** In addition to these, Slough Attendance Service will be informed of any child who has attendance below 90%.

Telephone numbers:

Parents are required to provide **three emergency contact details and numbers.**

There are times when we need to contact parents about lots of things, including absence, so we need to have your contact numbers at all times. So, help us to help you and your child by making sure we always have an up to date number – if we don't then something important may be missed. There will be regular checks on telephone numbers throughout the year.
In the rare event that we cannot contact you to determine an absence we will:

- call the two remaining contact numbers to check everything is ok and ask you to make contact with the school

- email those with parental responsibility and ask you to make contact with the school

- send two members of staff to the family home if we cannot make contact with all three contact numbers held on the school system

- contact the police immediately for a welfare check if we have failed to make contact via telephone, email and a home visit has taken place and been unsuccessful

The Attendance Improvement Officer:

Parents are expected to contact school at an early stage and to work with the staff in resolving any problems together. This is nearly always successful. If difficulties cannot be sorted out in this way, the school may refer the child to the Attendance Improvement Officer (AIO) from the Local Authority. He/she will also try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed and unauthorised absences persist, these Officers can use sanctions such as Penalty Notices or prosecutions in the Magistrates Court. The legislation is the Education Act1996 sec. 44.1 and 44.1.a.

''If any child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his/her parent is guilty of an offence.''

Alternatively, parents or children may wish to contact the Attendance Service themselves to ask for help or information. They are independent of the school and will give impartial advice.
Their telephone number is 01753 787670 or attendance@slough.gov.uk.

Fixed Penalties Notices:

From August 2024, the fine for school absences across the country will be £80 if paid within 21 days, or £160 if paid within 28 days.

In the case of repeated fines, if a parent receives a second fine for the same child within any three-year period, this will be charged at the higher rate of £160. Fines per parent will be capped to two fines within any three-year period. Once this limit has been reached, other action like a parenting order or prosecution will be considered. If you're prosecuted and attend court because your child hasn't been attending school, you could get a fine of up to £2,500. More information from Slough Borough Council can be found in Appendix 4.

Lateness:

Poor punctuality is not acceptable. When pupils arrive late, they miss out on the essential instructions given at the beginning of the lesson, this can significantly reduce achievement regardless of academic ability. Your child may also feel awkward arriving to the classroom when everyone else is settled. Furthermore, when one pupil arrives late, it disrupts the entire class and the teacher – everyone's education is compromised.

How we manage lateness:

The school day starts at 8:45 am and we expect your child to be in class at that time, not walking through the gates at this time. If your child arrives after the start time, you will be required to sign them in at the office. Your child will receive a late mark if they are not in by that time. We operate a 'soft start' to the school day, so the school gates are open from 8:30am every day and the children can enter their classrooms from that time. If you bring your child to school late on five occasions within a half term, you will be issued with a warning letter. All lateness will be monitored and supported by the Senior Leadership Team.

At **9.00 am** the registers will be closed. In accordance with the Regulations, if your child arrives after that time they will receive a mark that shows them to be on site, but this will **not** count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Penalty Notice if the problem persists.

If your child has a persistent late record you will be informed in writing. If persistent lateness continues you could be asked to meet with a member of the Senior Leadership Team and Attendance Officer to resolve the problem. Please remember you can approach us at any time if you are having problems getting your child to school on time.

Should lateness continue, a monitoring letter will be sent and advice sought.

The start time for the **Morning Nursery is 8.30am, Afternoon Nursery is 12.30pm.** Please ensure you arrive at the start and finish times as lateness can disrupt our young children. Persistently late children could be off-rolled and their place offered to a child on the waiting list.

Children who are picked up late at the end of the school day will be dealt with following the Children Collected Late Protocol and a late collection fee will be issued. This will be £5 for every 15 minutes of lateness past 3.30pm ***(Appendix 3)***.

Leave during term time:

Taking leave in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not taking children away in school time.

Remember that any savings you think you may make by taking leave in school time are offset by the cost to your child's education.

There is no automatic entitlement in law to time off in school time to go on leave.

- It is widely known that the link between a student's attendance and attainment is irrefutable.
- Early poor attendance habits follow through into secondary school and employment.
- Graduates earn an average of £16.91 per hour. Young people that leave school with no qualifications earn an average of £6.40 per hour.
- All Slough schools are encouraged to adopt a policy of not authorising leave. The Principal will not grant any leave of absence during term time unless there are exceptional circumstances. You will be asked to provide substantial evidence in support of your request.
- A member of SLT and the Attendance Officer will discuss personally with every family applying for leave where possible to stress the importance of good school attendance habits and links between attendance and attainment.
- Reasons for leave will be logged on the pupil's record and shared as part of the transfer/transition process.
- The Attendance Services from Slough Borough Council will issue Notice to Improve and Fixed Penalty Notices (fine) for any unauthorised absence.
- After consultation with the Local Authority, any child on extended leave can be off rolled after 20 days.
- Penalty Notices will be considered for any 10 sessions of unauthorised absence in 10 weeks.

Any parent wishing to apply for leave is required to submit a request to the Principal using the form found in Appendix 2

Section 7: Recording attendance

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 first session of each school day and once during the second session (after lunchtime). 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

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.

Data Protection and Attendance Records

All attendance data is processed in accordance with:

- The Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Data (Use and Access) Act 2025

We will ensure that personal data relating to attendance is:

- Processed fairly, lawfully, and transparently
- Collected only for specified, explicit, and legitimate purposes
- Adequate, relevant, and limited to what is necessary
- Accurate and kept up to date
- Kept for no longer than necessary
- Processed in a manner that ensures appropriate security

Data Sharing:

We may share attendance data with:

- The Department for Education (DfE) for statutory reporting purposes
- Slough Borough Council Attendance Service where attendance is a concern
- Slough Children First where there are safeguarding concerns
- The Police where a child is missing from education or there are welfare concerns
- Other schools when a pupil transfers (as part of the pupil record)
- The Virtual School for children who are looked after

Parents/carers have the right to request access to their child's attendance records. Please

contact the school office to make a Subject Access Request.

For more information about how we process personal data, please see our Privacy Notice available on the school website.

Pupils must arrive in school by **8:45am** on each school day.

Section 8: Monitoring Attendance

The school will:

- Monitor attendance and absence data weekly across the school half-termly, termly and yearly across the school 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.

Reporting to parents/carers:

The school will regularly inform parents about their child's attendance and absence levels via half termly and end of year reports.

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

Procedure for Monitoring Key Groups

The Attendance Team will use the Department for Education's (DfE) "Monitor your school attendance" tool and the school's Management Information System (MIS) to proactively monitor attendance. This procedure is designed to move beyond a simple focus on persistent absence and to identify and support at-risk cohorts early.

Step 1: Accessing and Running Reports

- **Action:** The Attendance Team will access the "Monitor your school attendance" tool via the View your education data (VYED) platform using their DfE Sign-in account.
- **Timing:** This will be done weekly to ensure up-to-date information is being used.
- **Output:** The Team will run the 'Absence bandings report' to get a list of all pupils, their overall absence rate, and their year group.

Step 2: Analysing Absence Bandings

- **Action:** The Attendance Team will review the 'Absence bandings report', focusing on pupils who fall into the early intervention categories.

- **Focus:** The primary focus will be on the **5% to less than 10% absence band**. This group is at high risk of becoming persistently absent and is the target for proactive support.
- **Comparison:** The Team will compare the number of pupils in this band with historic local and national data to understand the school's performance and identify potential areas of concern.

Step 3: Filtering and Segmenting Data

- **Action:** Using the filters within the DfE tool and their own MIS, the Attendance Team will segment the data to identify trends within key groups.
- **Groups to Monitor:** The team will regularly run reports for the following pupil cohorts:
    - **By Year Group:** To see if a specific year group is showing a trend of declining attendance.
    - **By Gender:** To assess if there is a correlation between Gender and attendance.
    - **By Free School Meal (FSM) Eligibility:** To assess if there is a correlation between FSM status and attendance.
    - **By Pupil Premium (PP) Eligibility:** To assess if there is a correlation between PP status and attendance.
    - **By Special Educational Needs (SEN) Status:** To determine if pupils with SEN are over-represented in the at-risk absence bands.
    - **Other vulnerable groups:** Including those with a social worker, those who are 'Looked After' or 'Previously Looked After'.
- **Timing:** This deep-dive analysis will be conducted at least **half-termly**.

Step 4: Action and Intervention

- **Action:** Based on the segmented data, the Attendance Team will meet with the SLT and the Principal to discuss findings and devise a strategic response.
- **Intervention:** For any group identified as being over-represented in the at-risk bands, a targeted action plan will be created. This could include a specific assembly for a year group, a communication update for parents of a particular cohort, or a support offer for pupils where required.

Monitoring and Supporting Pupils with Medical Conditions

We recognise that pupils with medical conditions may have additional and legitimate reasons for absence. However, we also recognise that regular attendance is crucial for their educational progress and wellbeing. We will therefore take a supportive and individualised approach to monitoring attendance for pupils with medical conditions.

Identifying Pupils with Medical Conditions:

Pupils with medical conditions will be identified through:

- Information provided by parents/carers at admission or during the school year
- Medical evidence provided to support absence
- Healthcare plans developed in partnership with healthcare professionals
- Information from our SEND register where medical needs overlap with special educational needs

Separate Monitoring:

Pupils with diagnosed chronic or long-term medical conditions will be monitored separately from general absence tracking. This ensures we can:

- Distinguish between medical absences and other types of absence
- Identify patterns that may indicate a deterioration in the medical condition
- Provide appropriate support without penalising families for legitimate medical absences
- Work with healthcare professionals to support the pupil's education

Medical Evidence:

For pupils with ongoing medical conditions, we will work with families to agree what constitutes appropriate medical evidence. This may include:

- A letter from a GP or consultant confirming the diagnosis and expected impact on attendance
- Regular updates from healthcare professionals (e.g., every term or when circumstances change)
- Copies of appointment cards or letters for hospital/specialist appointments
- Evidence of prescriptions for ongoing medication

We recognise that frequent GP appointments may place additional burden on families, and we will work flexibly to agree appropriate evidence that balances our safeguarding duties with support for families.

Healthcare Plans and Attendance Support:

For pupils with medical conditions that significantly affect their attendance, we will:

- Develop an Individual Healthcare Plan in partnership with parents/carers and healthcare professionals
- Include attendance support strategies in the plan (e.g., flexible start times, rest breaks, access to medical room)
- Identify a named member of staff to support the pupil's attendance and wellbeing
- Review the plan regularly (at least termly) to ensure it remains appropriate

Alternative Provision and Remote Learning:

In exceptional circumstances, where a pupil's medical condition prevents them from attending school full-time, we may explore:

- A reduced timetable (with medical evidence and parental agreement) as a temporary measure
- Remote learning provision to ensure continuity of education
- Referral to the Local Authority for alternative provision or medical tuition

- Phased return plans following extended absence due to medical reasons

Any reduced timetable or alternative provision will be:

- Time-limited and regularly reviewed
- Based on medical evidence and professional advice
- Agreed in partnership with parents/carers
- Aimed at supporting a return to full-time education as soon as possible

Safeguarding:

While we will take a supportive approach to medical absences, we retain our safeguarding responsibilities. If we have concerns that:

- Medical evidence is not genuine or is being misused
- A pupil's medical needs are not being met by parents/carers
- Absence attributed to medical reasons is masking other concerns (e.g., neglect, exploitation)

We will follow our Child Protection and Safeguarding Policy and may make a referral to Slough Children First.

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. This includes both absence and lateness and also targets those falling below 95% attendance.
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.
- Special attention will be given to key groups of pupils with historically lower attendance rates, such as disadvantaged pupils or those with special educational needs.
- Personalised attendance improvement plans for pupils with chronic absenteeism, involving teachers, parents/carers, attendance team and senior leaders.

Children absent from Education (CAE):

All children, regardless of their circumstances, are entitled to an efficient, full time education that is suitable to their age, ability, aptitude and any special educational needs they may have. Children absent from education 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. Children absent from education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

At JEA when a child has left the school or not been in school and we have not been able to make contact with parents/carers or received a forwarding address within 10 days, a CAE is completed and sent to the Local Authority.

If we have a safeguarding or welfare concern or if they have a high SEND need then a CAE could be completed prior to 10 days).

Section 8: Academy targets, projects and special initiatives

The school has targets to improve attendance and your child has an important part to play in meeting these targets. The minimum level of attendance for this school is 96% attendance and we will keep you updated regularly about progress to this level and how your child's attendance compares. When attendance drops below 96% an initial warning letter will be sent to parents.

Our target is to achieve better than this however because we know that good attendance is one of the keys to successful schooling and we believe our pupils can be amongst the best in Slough.

Through the school year we monitor absences and punctuality to show us where improvements need to be made. Weekly meetings are held to analyse and assess all children who are absent to see if there are patterns to note or children to monitor. We look for ways to ensure that high attendance is supported in school. All children and staff are made aware of the attendance figures in weekly briefings/assemblies.

Attendance is celebrated weekly and termly:

Weekly Celebrations:

- The Principal awards weekly certificates and stars to the class in each year group with 96% attendance for the week.
- Classes who achieve 100% will earn a mufti-day.
- Weekly attendance is published on our year group boards and the importance of good attendance is discussed regularly with parents

Half Termly Celebrations:

- Each Half term, pupils with 100% attendance (for the half term) will be entered into a prize draw.
- Each Half term, pupils will earn a raffle ticket for every week they have 100% attendance and will be entered into a prize draw.

Termly Celebrations:

- Each term, all pupils with 100% attendance will receive a certificate.

Annual Celebrations:

- At the end of the academic year, all pupils with 100% attendance (for the year) will be awarded with a certificate and prize.
- At the end of the academic year there is a collective reward where all pupils with 100% attendance for the year enjoy a special event.

Staff responsible for attendance management in this school are:

- Mrs Johal (Principal)
- Mrs Pinkney (Vice Principal and Designated Safeguarding Lead)
- Ms Simmons (Attendance Officer)
- Miss Morgan (Child & Family Support Officer)
- Miss Devshi and Mrs Chander – (Senior Leadership Team)

Section 9: Mobile Phones and Attendance

In line with statutory guidance from the Department for Education, James Elliman Academy

operates as a mobile phone-free environment during the school day. This policy supports our attendance and engagement expectations and contributes to a safe, focused learning environment.

Mobile Phone Restrictions:

Pupils are not permitted to use mobile phones during:

- Lessons
- Breaktimes
- Lunchtimes
- Any other time during the school day
- Breakfast club or after school clubs

Rationale:

This policy supports our attendance and engagement goals by:

- Reducing distractions that may impact learning and engagement when pupils are in school
- Promoting face-to-face social interaction during breaks, which supports wellbeing
- Supporting pupils' mental health and reducing anxiety related to social media
- Ensuring pupils are fully present and engaged when they attend school
- Protecting pupils from potential online safeguarding risks during the school day

Communication During the School Day:

Parents/carers wishing to contact their child during the school day should do so via the school office on 01753 810686. In emergency situations, office staff will ensure messages are passed to pupils promptly.

Enforcement:

Any pupil found using a mobile phone, or any smart technology, during the school day will have it confiscated in line with our Positive Behaviour Policy. Parents and carers will be informed and pupils will be required to collect the phone from the school office at the end if the school day. This policy will be reviewed annually alongside our Positive Behaviour Policy, Supporting Children with Medical Needs in School Policy, Allergy Policy, Children with Medical Needs who Cannot Attend School Policy, Mobile Phone Policy and Safeguarding and Child Protection Policy to ensure it continues to support inclusion, pupil engagement and attendance.

Summary

The academy has a legal duty to publish its absence figures and its attendance policy to parents and to promote attendance. School attendance data must be available to the Local Authority and the Department for Education (DfE). Equally, parents have a duty to make sure that their children attend school.

Being in school is important to your child's academic achievement, wellbeing, and wider development. There is evidence to suggest that regular school attendance is a key mechanism to support children and young people's educational, economic and social outcomes. Schools can facilitate positive peer relationships, which is a contributes to better mental health and wellbeing.

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This policy should be read in conjunction with the below school policies (found on our school website)

- Child Protection and Safeguarding Policy
- Positive Behaviour Policy

- Anti-Bullying Policy
- Admissions Criteria Policy
- Suspensions & Exclusions Policy
- Safe Handover Policy
- Allergy Policy
- Supporting Children with Medical Needs in School Policy
- Children with Medical Needs who Cannot Attend School Policy
- Mobile Phone Policy

Appendix 1

Request for Leave of Absence During Term Time

(All Requests will be considered in the Context of Current Directives from the DfE)

I request that leave of absence be granted to:

Name of

Child/Children:……

…

Child/children's home address

…….....

…….Post

Code……

Class:

……

.....

From:…… To (insert last date of

absence):……...

Reason for Leave of Absence:

…….

……

……

Total Number of School Days: …….

Important Declaration:

The Department for Education have made changes to the regulations that allow schools to grant leave of absence during term time. This means from the *1st September 2024* the school will not grant any holiday or leave during term time, whatever the circumstances. Any requests for very exceptional circumstances will require proof.

As of September 2024 **FIVE** days or more of unauthorised leave will incur a **PENALTY** notice (fine) being issued by Slough Borough Council, which is currently £160 per child, per parent.

Please see attached penalty notice for more information.

If you need to apply for emergency leave of absence, an appointment must be made with the attendance Officer. Proof of any exceptional circumstances will need to be provided at this meeting. Please contact the school office who will be able to arrange this appointment.

No leave can be authorised after it has been taken.

If the school does agree to an extraordinary leave of absence or you take your child out of school with no permission in term time, it is very important that the child comes back to school on the agreed date. If a child fails to return to school within twenty school days, we will remove the child's name from the school roll, whatever the circumstances. This will mean your child will no longer have a place at James Elliman Academy and you will need to reapply for their school place upon your return.

I agree to the above declaration: Signed: …….Parent/Carer Date: ……..

Office Use Only

Previous Holiday Taken: ……. Days Date(s): ……..

Will Incur a Fine from Slough Borough Council: YES/NO

For 4 Days Leave or Under Only – If your child leaves before …….. Or does not return by ……

This will incur a fine from Slough Borough Council (WHATEVER THE CIRCUMSTANCES)

Signature of Principal: …… Date:

……

Appendix 2

James Elliman Academy
Protocol for Dealing with Children Not Collected at the End of the School Day/Activity

Protocol for dealing with children not collected from school at the end of the school day/activity.

Mission Statement
At James Elliman Academy we aim to provide a welcoming and inclusive environment where everyone feels happy, safe and secure. We promote an atmosphere of respect and honesty in which everyone feels valued and shows respect for each other and their surroundings. As a team, we are committed to high expectations and continuous improvement. We adopt a child

centered approach to high quality teaching and learning, inspiring everyone to achieve their full potential.

Introduction:
Under Section 175 of the Education Act 2002, Local Authorities and Schools have a duty to safeguard and promote the welfare of children. This duty should include making arrangements for dealing with children not collected at the end of a school day, or at the end of a school activity which is authorised by the school.
This protocol is an example of arrangements which have been agreed by The Local Safeguarding Team, the Police, and Local Authority Children's Services.
James Elliman Academy recognises that it has a statutory duty to safeguard and promote the welfare of pupils, and that this duty extends to having arrangements in place for dealing with children who are not collected at the end of a school day, or at the end of an authorised activity.
The protocol will be brought to the attention of parents, in writing, when their child starts school.

On admission of their child to the school, parents should supply:

- names and full addresses of parents/carers (and confirmation of parental responsibility)
- home and work telephone numbers
- mobile phone numbers where appropriate
- The emergency contact details of three people who may be called in the event of the parents/carers being unobtainable or in the case of an emergency

This information should be updated annually or whenever circumstances change. It is the parent/carer's responsibility to ensure that the pupil is collected by a responsible person. The school must be notified immediately it becomes apparent that the person collecting the child may be late. James Elliman Academy agrees to care for a pupil who has not been collected from school, until such a time as he/she has been collected by a parent/carer, or until appropriate, alternative care arrangements have been made with Social Care, and/or the Police, in order to maintain the child's safety. The school will continue to try to make contact with the parents and if no contact has been made, after trying all the emergency contacts, the school will contact Slough Children First and/or police to seek advice.

Parents and carers will be issued with a late collection fee, at the school's discretion.

The School's Designated Safeguarding Lead will keep a record on CPOMs of incidents where parents/carers do not collect a child from school or are late for no explained or good reason, or where there are repeated incidents. If any concerns about the child's safety and welfare result, these will be dealt with in accordance with the School's Child Protection/Safeguarding Policy and Procedures.

Appendix 3

Penalty Notice Changes

With the introduction of the new National Framework for Penalty Notices, the following will come into force for absences that start after 19th August 2024. This is nationwide and also across borders if you move school or house.

Term Time Leave is only allowed in exceptional circumstances communicated in advance with evidence provided as soon as possible to the Headteacher.

First Offence

The first time a Penalty Notice is issued for unauthorised 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 of the first offence

The second time a Penalty Notice is issued for unauthorised term time leave or irregular attendance the amount will be:

£160 per parent per child paid within 28 days

No reduction for early payment.

Third Offence onwards

Within 3 years of the first offience

The third time an offence is commited for unauthorised term time leave or irregular attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Fines can be around £2500 per parent, per child.

Cases found to be guilty in Magistrates' Court can show as a criminal record and also on the parent's future DBS certificates due to 'failure to safeguard a child's education.

Don't Forget

Penalty Notices are issued **Per Parent, Per Child.**

For example 3 siblings absent would result in each parent receiving 3 fines.

This could amount to £960

Please ensure you communicate with your child's school.

Term Time Leave is only allowed in exceptional circumstances communicated in advance with evidence provided as soon as possible to the Headteacher.

10 sessions in 10 weeks - Penalty Notices will be considered for any 10 sessions of unauthorised absence in 10 weeks.

5 Consecutive days of term time leave can trigger a Penalty Notice

www.slough.gov.uk
Slough Borough Council

Appendix 4

Action Plan to Implement the Attendance Policy

This action plan outlines the key steps, responsibilities, and timelines for implementing the revised JEA Attendance Policy. The goal is to move towards a more proactive, data-driven, and supportive approach to attendance.

Our school is committed to adopting a proactive, data-informed 'twin-track' approach to attendance. This means we will not only use targeted intervention and support for pupils with complex attendance problems, but we will also focus on preventative measures and early interventions before pupils get off track.

- **Understanding the "Why":** We will seek to understand the root causes behind a child's absence, rather than simply reacting to the absence itself. Through supportive conversations and feedback mechanisms with pupils, parents, and carers, we will aim to identify underlying issues such as anxiety, family circumstances, or academic struggles.
- **Early Intervention:** We will monitor for "early warning signs" of declining attendance, such as a drop in attendance to the 95-97% band on a weekly basis. This allows us to implement light-touch, preventative strategies before a pupil reaches the persistent absence threshold.
- **Tailored Support:** We will create support plans for pupils whose attendance is in the at-risk bands. These plans will be individualised to the pupil's specific needs and may involve a combination of school-based and external support.

Phase 1: Foundation and Initial Setup (September - October)

Objective: To establish the necessary systems and understanding for the new policy.

Action Item	Responsible Party	Timeline	Description
1. Staff Training on the Updated Policy	Principal / Attendance Officer	**Week 1-2, September**	Lead a staff meeting to introduce the new "twin-track" approach. Explain the shift from reactive to proactive intervention and the importance of understanding the "why" behind absences.

2. Data Segmentation & Reporting Setup	Attendance Officer	**September**	Work with the school's MIS/ DFE Attendance tools to set up and automate reports that segment attendance data by key groups (e.g., year group, SEND, FSM, PP, Year Groups). Create a weekly report template for pupils whose attendance has dropped.
3. Establish "Light-Touch" Communication Protocol	Principal / Child and Family Support Officer	**September**	Develop and deliver a brief training session for all class teachers and support staff on how to have a positive, non-judgmental "check-in" conversation with pupils returning from absence.
4. Parent Communication	Principal / School Office	**Week 3, September**	Send a letter or email to all parents and carers introducing the updated policy. Highlight the school's new, supportive approach and the importance of partnership in improving attendance.

Phase 2: Proactive Implementation (October - December)

Objective: To actively use the new systems to identify and support pupils at risk of declining attendance.

Action Item	Responsible Party	Timeline	Description
1. Weekly Data Review Meeting	Attendance Officer / Child and Family Support Officer / Principal	**Weekly, starting October**	Hold a short, weekly meeting to review the segmented attendance reports. Identify pupils in the at-risk bands (e.g., 95-97%) and discuss potential interventions including weekly teacher calls home..
2. Early Warning Intervention	Class Teachers / Child and Family Support Officer	**Ongoing**	Implement a low-resource intervention for pupils showing early warning signs. This could be a brief chat with the Child and Family Support Officer, or a check-in with the class teacher.
3. Identify and Address "Flashpoints"	Attendance Officer/ Principal	**Mid-October, Mid-December**	Before and after school holidays, analyse historical data to identify potential "flashpoints." Create a small, targeted action plan (e.g., a special "welcome back"

			assembly, a focus on punctuality) for specific year groups where necessary.
4. Initial 'Understanding the Why' Pilot	Child and Family Support Officer	**November**	Conduct a small-scale pilot with a few families identified through data. Use the light-touch communication protocol to understand the root causes of their child's absence and offer bespoke support.

Phase 3: Review and Refine (January onwards)

Objective: To evaluate the effectiveness of the new policy and make adjustments.

Action Item	Responsible Party	Timeline	Description
1. Half-Termly Policy Review	Principal / Attendance Officer	**End of Term 2 (January)**	Review the effectiveness of the new policy and interventions based on attendance data and qualitative feedback from staff, pupils, and parents.
2. Share Successes	Principal	**Ongoing**	Publicly celebrate improvements in attendance (e.g., in newsletters, assemblies). Acknowledge pupils who have improved

			their attendance, not just those with perfect records using attendance improvement certificates..
3. Refine Interventions	Attendance Officer / Child and Family Support Officer	**Ongoing**	Based on the half-termly review, adjust the type of interventions used. For example, if attendance improvement certificates are proving effective, formalise this as a school-wide practice.
4. Full Policy Review	Principal	**June**	Conduct a full review of the policy ahead of the new academic year to ensure all procedures are still effective and up to date.

When and What to Look at for Attendance Data

This table provides a clear schedule for when to analyse attendance data and which groups to prioritise for review.

When	Frequency	Focus Group	Reason
Daily	Every morning	**All pupils**	Check for unnotified absences. The school office should follow up with calls to parents for any pupil marked

			absent without a reason.
Weekly	Every Monday	**Pupils with attendance below 90%**	Identify pupils whose attendance is in the "at-risk" band (e.g., below 90%). The Attendance Officer should flag any pupils with a noticeable drop in attendance and put in place steps for improving attendance.
	Every Thursday	**Pupils with attendance below 95%**	Identify pupils whose attendance is in the "at-risk" band (e.g., 95-97%). The Attendance Officer should flag any pupils with a noticeable drop in attendance and share the list with relevant staff.
	Every Friday	**Pupils with attendance below 95%**	A weekly attendance report is sent to teachers every Friday. Any children whose attendance is below 95% will be flagged by the teacher to parents/carers and next steps will be discussed in the next working week and logged on
	Monthly	**Pupils with attendance below**	

		95% which continues to decline	CPOMs by the class teacher. YTL and SLT member meet Attendance Team to discuss and put in steps for improving attendance for individual chn
Half-Termly	End of each half-term	**Segmented Data**	Conduct a deep-dive analysis by year group, gender, FSM, and SEND. Look for trends in absence bands (e.g., are there more girls in the 5-10% absence band?). This analysis should inform new targeted strategies. Look at any DFE attendance comparison reports and work on improving any trends or patterns. SLT and Year leaders to work with attendance team to put in steps to improve attendance – including letters, phone calls, face to face meetings, support plans and attendance charts for individual chn.

Termly	End of each term	**Pupils on formal plans or with declining attendance**	Review the effectiveness of bespoke support plans. Hold meetings with parents and pupils to discuss progress and make any necessary adjustments to the support offered.
Annually	End of the academic year	**All pupils and cohorts**	Review overall school attendance and compare it with local and national data. This data will inform the strategic priorities for the following academic year.

Tier	Role	Action	Action	Action
Tier 1: Immediate & Supportive Actions This tier focuses on building a relationship and understanding the "why" behind the absence.	Teacher, Attendance Officer & Child and Family Support Officer	**Personalised Check-in:** Instead of a generic letter, teachers and the attendance make a personal phone call to the family. The purpose of this call is not to issue a warning, but to show concern and offer support. The Child and Family Support Officer can also be introduced	**Joint Home Visit (if no contact):** If phone contact is unsuccessful, the Attendance Officer and Child and Family Support Officer can conduct a joint, non-confrontational home visit. The goal is to establish contact and understand the family's circumstances,	**"Why" Meeting:** Schedule a face-to-face meeting with the parents, the pupil (if appropriate), the Attendance Officer, and the Child and Family Support Officer. The primary objective is to listen and understand the specific barriers to attendance. This is where you can uncover issues such as emotionally based school avoidance (EBSNA), anxiety,

		at this stage.	not to issue a penalty.	bullying, transport problems, or family illness.
Tier 2: Bespoke & Targeted Interventions This tier involves creating a tailored plan based on the information gathered in Tier 1.	Child and Family Support Officer & Attendance Officer	**Create a Bespoke Support Plan:** The Child and Family Support Officer should lead the creation of a tailored plan based on the "why" meeting. This plan could include - **Morning Meet-and-Greet & Attendance Reward Chart**	**Daily Check-ins:** The Attendance Officer can implement a daily check-in with the pupil's class teacher to monitor attendance and punctuality. This ensures a quick response if a pattern of absence re-emerges.	**Utilise Community Resources:** The Child and Family Support Officer can connect the family with external support agencies if the barriers to attendance are non-school-related (e.g., housing issues, financial advice, or health services).
Tier 3: Formal & Legal Procedures This tier is for cases where the bespoke interventions have not been successful and the parents are not engaging with the school.	Attendance Officer & Principal	**Formal Warning Letter:** The Attendance Officer will issue a formal warning letter, clearly outlining the pupil's attendance record, the negative impact on their education, and the legal consequences of continued unauthorised absence and put in place a monitoring period to improve attendance.	**Involve the Local Authority:** The Attendance Officer will make a formal referral to the Slough Attendance Service. At this point, the case becomes a matter for the local authority to manage, and they may decide to issue a Penalty Notice or pursue prosecution. Where appropriate a MARF will be submitted to Slough	**Case Review with the Principal:** Before proceeding with legal action, the Attendance Officer should have a final case review with the Principal to ensure all possible supportive interventions have been tried and documented. All support through external agencies will be recorded through CPOMS.

			Children First for additional support.	