



Southwold Primary and Early Years Centre

Parents Attendance Policy And Procedures



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Introduction:

- Southwold Primary School and Early Years Centre is an inclusive school dedicated to establishing a collective responsibility for attendance.
- Our Attendance process is completely aligned with Department for Education (DFE) guidelines as well as those set out by the Local Authority.

Importance of School Attendance:

- School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and prospects, making it an indispensable aspect of any educational system.

Safeguarding Children

- The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure support for their well-being.
- Unexplained or extended absences will trigger safeguarding procedures, which may include home visits and communication with relevant agencies.

Additional Policies:

- Policies aligned with the Attendance Policy: Behaviour, Teaching and Learning, Safeguarding, Mental Health, SEND, and Pupil Premium.

Roles and Responsibilities:

Parents: parents play a vital role in ensuring school attendance by fostering a culture of punctuality and commitment to their child's education. Parents are responsible for ensuring their child's regular and on-time attendance, which not only supports their academic progress but also instils essential life skills.

School: the school will play a critical role in monitoring and promoting attendance. This will be achieved through communication with parents, identifying and addressing barriers to attendance, and implementing necessary interventions to support students in their education.

Children: the role of children attending school is to actively engage in their education, demonstrate a commitment to learning, and adhere to the school's attendance policies. By attending school regularly and punctually, students not only benefit from their educational opportunities but also contribute to a positive and inclusive learning environment for themselves and their peers. Consistent attendance is essential for their academic progress, social development, and preparation for future success, ensuring they make the most of the educational resources provided by the school.

External agencies: these agencies play a crucial role in supporting school attendance by offering specialised services and resources to address various attendance-related challenges. External agencies often collaborate with our school, and we signpost families to relevant services, including educational welfare officers, counsellors, and other local authorities' teams. They provide additional support for students and their families, helping to tackle underlying issues such as health problems, social or behavioural difficulties, and other barriers to attendance. By working together, external agencies and schools can identify and address these issues effectively, promoting improved school attendance and well-being.

Removal from Roll:

Elective Home Education (EHE).

On receipt of written notification to home educate, schools must inform the local authority and they will contact parents directly to make arrangements. When an agreement is in place, the authority will notify school that the pupil can be removed from the school roll.

School Times:

- Nursery am: 8.45am – 11.45am
- Nursery pm: 12.15pm – 3.15pm

- Reception to Year 6: 8.45am – 3.15pm

Requesting Exceptional Leave of absence during term time:

- Parents must request leave of absence for their child in writing at least 20 school days in advance.
- Leave of absence during term time will only be authorised in exceptional circumstances.
- Holidays during term time are only authorised in exceptional circumstances.

Reporting a Child's Absence:

- All parents/carers are expected to notify the school on the first day of any absence to explain the reason for absence along with the expected date of return to school. Failure to notify school of any absence that has not been explained within two weeks will be recorded as an unauthorised absence. This is when the reason provided does not comply with government guidelines or no reason has been provided. The decision to authorise absence is a school decision.

Definitions:

The terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. Here are their definitions:

Persistent Absence (PA):

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

Threshold: In England, a student is persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions. For most children during the academic year this will amount to 19 days absence.

Risk of Persistent Absence:

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

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently below 95% but has not yet reached the 90% threshold for persistent absence. As the school communicates to parents in days, we identify 18 days to 12 days as risk of PA.

Severe Absence (or Severe Persistent Absence):

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

Threshold: Focus will be given by all to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners and potential flexible adjustments to support them further.