CAMBRIAN

Nurturing Growth - Inspiring Minds

Attendance Policy

John Blandy Primary School:

Last reviewed: September 2026

This document applies to all academies and operations of Cambrian Learning Trust.

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Contents

Executive Summary 3
1. Introduction 4
4. Why Regular Attendance is so important 6
5. Promoting Regular Attendance 7
6. Understanding types of absence 8
6.1. Persistent Absenteeism (PA) 9
6.2. Severe Absenteeism (SA) 9
7. Attendance Strategy - PRESENT 10
8. Registration and Time Keeping 10
9. Lateness 11
10. Exceptional Leave 11
11. Absence Procedures 12
12. Contact details 14
13. The County Attendance Team 14
14. Roles and Responsibilities 15
14.1. The Trustees 15
14.2. Local Governing Committee (LGC) 15
14.3. The [headteacher/head of school/Senior Leaders] 15
14.4. The Trust Head of Inclusion 16
14.5. The designated senior leader responsible for attendance at each school 17
14.6. The school attendance officer / HSLW/Pastoral Staff 17
14.8. Class teachers/form tutors 19
14.9. School admin/office staff 19
14.10. Parents/Carers 20
14.11. Children 20
15. Strategies for promoting and improving attendance 21
16. Attendance monitoring 21
16.1. Monitoring attendance 22
16.2. Analysing attendance 22
16.3. Using data to improve attendance 22
17. Monitoring arrangements 23
18. Links to Other Policies 23
Appendix A: Working together to improve attendance 23
Appendix B: Attendance PRESENT Strategy 25
Appendix C: Copy of DfE Guidance Summary Table of Responsibilities for School Attendance 26

In this document 'Parent' means:

- All natural parents, whether married or not
- Any person who has parental responsibility for a child or young person
- Any person who has care (is a carer) of a child or young person (i.e. lives with and looks after the child)

Executive Summary

Cambrian Learning Trust's Attendance Policy positions attendance as a core pillar of the wider Inclusion Strategy, recognising that children attend well when they feel safe, included, understood and able to succeed. At its core, the policy commits to an inclusive, child-centred culture built on high-quality adaptive teaching, strong relationships, belonging and mattering. Attendance is framed not as an isolated operational task, but as a whole-school, whole-Trust cultural responsibility. This Policy sets out a systems-led, safeguarding-driven approach to securing strong attendance for every child. It positions attendance as a shared responsibility across families, schools, Trust leaders, governors, the Local Authority and wider partners, recognising that barriers to attendance are complex, individual and may be linked to vulnerability or risk.

As the policy states, *"Attendance is everyone's responsibility"* and strong attendance is achieved through *"a systems led approach built on the foundation of High- Quality adaptive teaching, strong, trusting relationships and supportive school environments."*

The policy reinforces that every member of the workforce has a part to play - from classroom teachers and pastoral staff to senior leaders, governors and Trust leaders. Attendance monitoring requires staff to understand how absence can signal vulnerability, unmet need or risk of harm. Daily monitoring, first-day calling, home visits and multi-agency collaboration ensure concerns are identified early and responded to promptly. As stated, *"Attendance concerns will be treated as safeguarding concerns when there is evidence or suspicion of risk of harm."*

Attendance improvement is embedded within CLT's broader inclusion approach, emphasising:

- Equality, equity and inclusion
- Understanding individual barriers and their links to safeguarding
- High- Quality Adaptive teaching and curriculum access
- Mental health, resilience and emotional safety
- Strong relationships with families and children

The Trust's PRESENT Strategy and Graduated Response ensure consistent, proportionate support across all schools, with clear pathways for universal, targeted and specialist intervention. This reinforces that attendance is not simply about being physically present, but about being present emotionally, socially and academically.

The policy sets out:

- **Statutory compliance** with Working Together to Improve School Attendance (2026), KCSIE 2026 and the Education Act 1996.
- **High expectations** for attendance and punctuality, communicated clearly to families.
- **Defined roles and responsibilities** for Trustees, LGCs, headteachers, senior leaders, attendance officers/pastoral staff and all staff, and the Trust Head of Inclusion.
- **Robust processes** for authorising absence, addressing persistent (10%) and severe (50%) absenteeism, and escalating concerns.
- **Workforce-wide accountability**, ensuring all staff understand their role in promoting attendance, identifying barriers and supporting children.

Overall, the policy positions attendance as a central component of CLT's inclusion strategy, driven by relational practice, early identification, strong teaching and consistent systems. It makes clear that improving attendance is a collective endeavour, requiring every adult in the organisation to contribute to creating environments where children feel they belong, matter and can thrive.

1. Introduction

Attendance is everyone's responsibility. The challenges that limit access to education are varied, complex and often highly individual to each child and family.

Cambrian Learning Trust recognise that strong attendance is achieved through a systems led approach built on the foundation of High-uality adaptive teaching, strong, trusting relationships and supportive school environments. Children should feel they belong and matter and this will ensure they attend, learn and thrive.

We look at the following strategic elements when focussing on how to improve attendance:

- Equality, Equity, Inclusion,
- Understanding attendance barriers, and where these may relate to a safeguarding concern
- Identify a pathway
- Curriculum & Teaching

- Mental Health & resilience

We recognise attendance as a core safeguarding responsibility so John Blandy school's approach is grounded in KCSIE 2026 and Working Together to Improve School Attendance 2026. Daily monitoring of attendance enables early identification of vulnerability, patterns of concern, and children who may be at risk of harm, neglect, exploitation or disengagement from education. Unexplained absences may be treated as potential safeguarding issues. Absences will be followed up promptly with robust school procedures eg: information sharing.

John Blandy school is a successful school and every child plays their part in making it so. At John Blandy, we firmly believe the foundation of securing good attendance is that our school is an inclusive, calm, safe and supportive environment where all children want to be and are ready to learn.

Attendance success must be a concerted effort across not only children and their families but also all school leaders, staff in school, the local governing committee (LGC), the Trust, the Local Authority, and other local partners.

It is vitally important that parents ensure their child attends regularly and this policy sets out how together we will achieve this. This policy will be applied fairly and consistently while considering the needs of individual children and families with specific barriers.

2. Aims

This policy aims to show our full commitment to improving attendance for all children whilst meeting our statutory obligations, including those laid out in the Department for Education's (DfE's) statutory guidance on Working together to improve school attendance: July 2026 through our whole-school culture and ethos that values strong attendance, including:

- Inclusive, child centred practice
- Reducing absence, including persistent and severe absence
- Developing professional expertise – building a community, not just concentrated in one team
- Having strong strategic leadership across the Trust
- Working with, and learning from the strategic leadership from the Local Authority
- Building greater consistency in day-to-day practices
- Rigorous analysis of attendance data and benchmarking
- Early identification of concerns intervention/support to address barriers to attendance
- Increased focus on illness, reintegration and appropriate support

- Increased scrutiny of registers and coding
- Demonstrating implementation – not just improved outcomes
- Setting high expectations for the attendance and punctuality of all children
- Building strong relationships/working in partnership with families to make sure children have the support in place to attend school

3. Legislation

This policy is based on the Department for Education's (DfE's) statutory guidance Working together to improve school attendance: July 2026 and school attendance parental responsibility measures. It has been developed with due regard to the Equality Act 2010 and the UN convention on the Rights of the Child.

4. Why Regular Attendance is so important

- Regular school attendance is essential to give children the best opportunities in life.
- Good attendance means a child is less likely to fall behind with their work and more likely to do well in exams. Any absence affects the pattern of a child's successful schooling and regular absence will seriously affect their learning.
- Any child's absence disrupts routines so may not only affect the learning of themselves but also the learning of others.
- Research suggests that children who attend school regularly could be less likely to be involved in antisocial behaviour or crime.
- Attendance percentage translates to the amount of school time missed
- Children are best safeguarded from exploitation and other risks in the wider community by attending school regularly where they are supervised by qualified and caring professionals.

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

Attendance during one school year	Equivalent Days	Equivalent Sessions	Equivalent Weeks	Equivalent lessons missed
95%	9 days	18 sessions	2 weeks	36 lessons
90%	19 days	38 sessions	4 weeks	76 lessons
85%	29 days	58 sessions	6 weeks	116 lessons
80%	38 days	76 sessions	8 weeks	152 lessons
75%	48 days	96 sessions	10 weeks	192 lessons
70%	57 days	114 sessions	11.5 weeks	228 lessons

65%	67 days	134 sessions	13.5 weeks	268 lessons

5. Promoting Regular Attendance

Helping to create a pattern of regular attendance is everybody's responsibility - parents, children and all members of school staff.

High-quality adaptive teaching underpins attendance. Children will attend lessons they can access and succeed in. Adaptive teaching, a well sequenced curriculum and strong relationships – belonging and mattering – are how we promote regular attendance.

Our target is to have all children in school every day because we know that good attendance is the key to successful education. We have high expectations of attendance and punctuality for all children.

John Blandy school sets targets to improve attendance and every child has a very important part to play in meeting these.

Targets for the school and for classes are displayed in the school and communicated regularly.

Attendance targets are set in the Trust level Goals and Strategy and each school strives to achieve these.

In addition to the above, we will:

- Provide helpful information on attendance in our newsletters
- Report to parents at least half-termly on how their child is performing in school, what their attendance and punctuality rate is and how this relates to their attainment – this will be communicated in the form of weeks/days/sessions/lessons/hours missed, not simply as a %
- Recognise and celebrate improved attendance
- Engage with parents/ carers, children and staff to work together on raising attendance levels by understanding individual barriers.
- Analyse all absences carefully and draw trends based on vulnerabilities, days of the week, subjects missed and repeat illnesses.
- Focus our attention on addressing any absence trends as we know significant absence, particularly over several years has a detrimental impact on academic and social success

6. 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 cause.

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 (County Attendance Team) using sanctions and/or legal proceedings. This includes:

- Parents/carers keeping children off school unnecessarily
- Truancy before or during the school day
- Absences which have never been properly explained
- Children who arrive at school late after the register has closed and are therefore given an unauthorised absence mark
- Shopping, looking after other children or birthdays
- Day trips and holidays in term time which have not been agreed
- Excessive illness without medical evidence

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Barriers to regular attendance are best resolved between the school, the parents and the child working together. If a child is reluctant to attend, parents/carers should never 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.

Parents/carers can support their child by:

- Being positive/speaking positively about school (even if their own experience was less than positive)
- Promoting positive sleep
- Helping with homework
- Having uniform and equipment prepared the night before
- Providing a healthy breakfast
- Reporting any academic or social concerns promptly
- Retaining open & honest communication with the child’s school

Schools may request reasonable evidence where they have genuine and reasonable doubt about the authenticity of a reported illness, or when they are seeking to support children with prolonged or repeated patterns of illness. In such cases, medical evidence may play a role in supporting schools to better understand the child's health needs, inform what reasonable adjustment may need to be made and/or to accurately record absence in the attendance register.

We understand that many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, exams. It is important to note that these pupils are still expected to attend school regularly. In many instances, school attendance could support the underlying issues as prolonged absence will likely increase the anxious feelings and are aware significant absence over several years has a detrimental impact on academic achievement and progress socially.

6.1. Persistent Absenteeism (PA)

A child becomes a 'persistent absentee' when they miss 10% or more schooling across the school year, for any reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parents' fullest support and co-operation to tackle this.

We monitor all absence thoroughly. Any child that is seen to have reached the PA threshold or is at risk of moving towards that threshold is given priority and parents will be informed of this immediately.

- PA children are tracked and monitored carefully through our attendance system.

PA children and their parents may be subject to an Attendance Plan and the plan may include allocation of additional support to remove barriers. All PA cases are also automatically made known to the County Attendance team. If a child becomes a PA child, we will seek parents' consent to complete a Strengths and Needs form with them and consider convening a Team Around the Family.

6.2. Severe Absenteeism (SA)

A child becomes a 'severe absentee' when they miss 50% or more schooling across the school year, for any reason. Absence at this level is doing significant damage to any child's academic and social progress and can have lifelong consequences. All SA children at John Blandy Primary school will have an Individual Attendance Plan which will incorporate multi-agency input. Parents will be expected to engage with all partners to improve their child's attendance significantly.

7. Attendance Strategy - PRESENT

Cambrian Learning Trust schools aim to embed a culture where attendance is recognised, valued and supported by every member of the school community

Good attendance as the bedrock of success in education, forming the foundation for academic achievement, social & emotional development, and future opportunities. Better attendance equals better futures.

Attendance is the symptom of other barriers and it is about more than just being in school, it is about being PRESENT - belonging & mattering. By belonging & mattering we mean being present physically, emotionally and socially. We strive to create positive habits and identify barriers early to prevent these barriers escalating further.

Alongside our strategy, we have our Trust graduated response. The purpose is to ensure every child receives the right level of support at the right time. This approach is rooted in the principles of inclusion, belonging & mattering, early identification and proportionate intervention - aligned to Working Together to Improve Attendance 2026, Table of responsibilities (appendix), KCSIE 2026, and DfE attendance expectations.

The graduated response ensures that all children are supported with attendance, along a specific pathway suited to their need, universal, targeted or specialist. The response supports schools to ensure the following;

- **Attendance processes** remain distinct from safeguarding processes. However, where harm or risk of harm has been identified is treated as a safeguarding concern.
- **Emerging needs** are identified early and responded to promptly.
- **Risk and protective factors** are reviewed regularly.
- **The child's voice** informs decisions at every stage.
- **Multi-agency working** is coordinated and documented.

8. Registration and Time Keeping

The school day starts at 8.30a.m. and we expect every child to be in class at that time. If a child arrives to school and registration as expected, they will receive a present mark **(/)**.

Registers are completed on time, at the same time for all children, and with accuracy. In the event registers are not able to be taken electronically, a paper-based register will be completed.

Registers are marked by 08:45a.m. by class teachers. a child will receive a late mark **(L)** if they are not in by that time.

At 9:15a.m**.** the registers will be closed (maximum of 30 minutes after the register opens). In accordance with the Regulations, if a child arrives after that time they will receive a mark **(U)** 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.

Whilst there is no mandatory time for **pm** registration, our school will seek to take the register directly following the lunchtime period at 1**pm** in order to support safeguarding and early identification of children who are late to return or who do not return. If a child is present for this registration they will be marked **(\ )**

For secondary schools, when there is more than one afternoon session, the attendance register is taken during each session. The school and DfE will use the codes for the last afternoon session as the basis for its statistical attendance data.

If any child has a persistent late record, parents will be asked to meet with a member of the Leadership Team and/or Attendance Team to resolve the problem. Parents are requested to approach school at the earliest possible time if they are experiencing difficulties with arriving at school on time.

9. Lateness

Every Minute Matters

Poor punctuality is not acceptable. If a child arrives late to school everyday, their learning can begin to suffer. Late arrival means a child may miss important messages and valuable learning and is not able to spend important time with their class teacher and friends. Late arriving children may also disrupt lessons for others. It can be embarrassing for the child and can also encourage future absence.

Below is a graph showing how being late to school each day over a school year adds up to lost learning time



10. Exceptional Leave

Taking holidays in term time will affect a child's schooling as much as any other absence and John Blandy Primary school expects parents to support us by not taking holidays in school time. Parents should remember that any savings they think they may make by taking a holiday in school time are offset by the cost to their child's education. Parents

requesting exceptional absence are judged on an individual basis and are likely to be asked to attend a meeting with the headteacher or member of the senior leadership team.

There is **no** automatic entitlement in law to time off in school time to go on holiday and the school may request for a Penalty Notice to be issued.

1. It is widely known that the link between a child's attendance and attainment is irrefutable.
2. Early poor attendance habits follow through into secondary school, further education and employment.
3. All schools in Oxfordshire are encouraged to adopt a policy of not authorising requests for holidays.
4. The Head Teacher or designated representative will meet personally with every family applying for Exceptional Leave to stress the importance of good school attendance habits and links between attendance & attainment.
5. Exceptional leave should always be refused when school is aware of any truancy.
6. Exceptional leave should always be refused when requests are regular (annual) or when patterns become identifiable.
7. Reasons for Exceptional Leave should be logged on the child's record and shared as part of the transfer/transition process.

The Penalty is £80 if paid within 21 days of receipt of the notice, increasing to £160 if paid between day 21 and day 28. This amount is prescribed by the Education Penalty Notices (England) Regulations 2007. Failure to pay a Penalty Notice within the prescribed period may result in prosecution for the underlying offence of failure to secure regular school attendance.

Any second penalty notice issued to the same parent for the same child within a rolling 3 year period will be charged at a higher rate of £160 with no option for this second offence to be discharged at the lower rate of £80. (The three-year period begins from the date of the first penalty notice issued on or after 19 August 2024).

Please note: Penalty Notices are issued per parent/per child.

11. Absence Procedures

Absences can hide problems that schools and families could be working together on. If a child is not wanting to attend school for any reason (feeling unwell etc) it often is a sign that there is something worrying a child. Even what appear to be small issues can be massive worries or concerns to a child. If a child's behaviour changes or they appear to be pretending to be sick or just wanting to make excuses to stay at home, parents should

consider if there is something worrying their child and speak to us at school. We are here to help and work in partnership with parents.

What should parents do if their child refuses to attend school?

- Make contact with school – we may be able to help
- Try not cover for their child, being honest will help schools and parents work in partnership to provide support
- Help the school to help put things right
- Make sure that their child understands that they do not approve of them being absent

It is the parents'/carers' responsibility to let the school know the reason for their child's absence as soon as possible, on the first and every day of the absence.

Parents and carers can only explain absences; they cannot authorise them.

The school decides whether explanations about absences are acceptable and if they can be authorised.

If a child has too many authorised or unauthorised absences, then the school will be in contact with the parents to find out what can be done to help get the child back into school regularly.

If a child is absent parents/carers must:

- Contact us as soon as possible on the first day of absence with the reason for the non-attendance.
- Or call into school and report to reception, who will arrange for a member of staff to speak with them.
- Be honest about the reason for absence including if they are on holiday.

If a child is absent the school will:

Please note, where a school has a safeguarding/welfare concern about a child, home visits may take place sooner/more frequently than listed below.

- Telephone parents on the first day of absence, before 9am if we have not heard from them.
- Continue to make contact and aim to have a welfare conversation with parents if we have not heard from them parent by day 2
- Visit parents at home to complete a safeguarding check if we have not heard from them by day 5 of absence or sooner, where absence remains unexplained.

- Follow School Attendance processes including inviting the parent/carer to a meeting in the school to identify the barriers to attendance and ensure support is put in place.
- Offer a Strengths and Needs form
- Gain the voice of the child to ensure we are taking a child centred approach.
- Refer the matter to the County Attendance Team if attendance moves below 90%

In addition to the above, Cambrian Schools focus on a '*Check in hour' (first hour of the day) and 'Everyday matters hour' (last hour of the day where school leads/teams will aim to make contact with families to understand any reasons for absence and encourage a return to school the following day.*

12. Contact details

There are times when we need to contact parents about lots of things, including absence, so we need to have current contact numbers and email addresses at all times. Parents should help us to help them and their child by making sure we always have an up to date number and email address – if we don't then something important may be missed. There will be regular checks and reminders regarding contact details throughout the year. Please ensure we have both parents' and at least a third emergency set of contact details.

13. The County Attendance Team

Parents are expected to contact school at an early stage and to work with school 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 County Attendance Team at Oxfordshire County Council for consideration of legal proceedings.

At the school's request, they may issue a Penalty Notice per parent/carer, or take action via a Non-Attendance referral, the legislation is the Education Act 1996 sec. 444(1) and 444(1A).

The County Attendance Team, alongside school, will encourage parents to engage with a Strengths and Needs form. Education Supervision Orders may be discussed with parents to support rapidly improved attendance.

Parents that have previously been issued with Penalty Notices for their children's unauthorised absences, in the event of further unauthorised absences may receive summonses to Court.

Alternatively, parents or children may wish to contact the County Attendance Team themselves to ask for help or information. They are independent of the school and will

give impartial advice. Their telephone number is 01865 323513 and email is attendance@oxfordshire.gov.uk

14. Roles and Responsibilities

14.1. The Trustees

The Trustees are responsible for:

- Promoting the importance of school attendance across the Trust's policies, goals and ethos
- Regularly reviewing clear attendance information received
- Monitoring attendance figures for the whole Trust
- Challenging and holding Trust Leaders to account for improving attendance across the Trust

14.2. Local Governing Committee (LGC)

The LGC is responsible for:

- Promoting the importance of school attendance across the school's policies, procedures and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing clear attendance information received and challenging about attendance risks, actions and impact
- Holding the headteachers/heads of school to account for the implementation of this policy and improving attendance across the school

14.3. The headteacher/Senior Leaders

The headteacher is responsible for:

- Implementation of this policy at the school
- Welcoming children to school/visibility at the school gate (or ensuring a senior leader does so daily)
- Ensuring daily attendance updates for staff about key children and priority children
- Knowing co-horts
- Early Identification of children and young people at risk
- Work with families
- Ensure effective daily processes

- Recognise achievement regularly
- Direct staff to home visits as appropriate
- Reallocate staff to support vulnerable learners, as appropriate
- Ensure staff receive ongoing, focussed training on attendance
- Ensuring all staff are aware of attendance being everyone's responsibility
- Ensuring all staff understand that absence may indicate wider safeguarding or welfare concerns and include this in induction and ongoing training.
- Ensure attendance support and improvement is appropriately resourced
- Analyse school-level attendance data of all groups, including vulnerable groups such as young carers
- Conduct thorough analysis of school data half termly, termly and annually to identify patterns and trends, this should include vulnerable groups relative to context and school population
- Benchmark data (whole school, year group and co-horts) against local, regional and national trends
- Use VYED to benchmark cohorts and similar school data
- Reporting data/trends to LGC's
- Supporting staff with monitoring the attendance of individual children
- Monitoring the impact the school attendance strategy
- Conduct late gates assessing reason for lateness and deploying appropriate support
- Issuing fixed-penalty notices, where necessary

14.4. The Trust Head of Inclusion

The Trust Head of Inclusion is responsible for:

- Driving the attendance strategy and improvement across the Trust
- Working intensively with schools to ensure networking, collaboration and best practice
- Ensuring schools have robust and consistent daily procedures in place which are used effectively and accurately
- Acting as a central contact point for schools with attendance queries
- Supporting schools to escalate concerns with external partners
- Supporting to schools to work with families

14.5. The designated senior leader responsible for attendance at each school

The designated attendance senior leader is responsible for:

- Leading a clear vision for attendance across the school
- Welcoming children daily (alongside other senior leaders) by being visible at the school gate
- Evaluating and monitoring impact of strategy
- Working with head/DSL to decide when absence becomes a safeguarding concern
- Monitoring daily processes to ensure effective and accurate
- Having an oversight of data analysis and monitoring this data to identify absence trends on a regular basis, including days and lessons missed
- Devising specific strategies to address areas of poor attendance identified through data
- Conducting thorough analysis of school data half termly, termly and annually to identify patterns and trends, this should include vulnerable groups relative to context and school population and report to headteacher
- Benchmark data (whole school, year group and co-hort) against local, regional and national trends
- Use VYED to compare outcomes of cohorts and similar school data
- Arranging calls and meetings with parents to discuss attendance issues to ensure ongoing communications address and identify barriers.
- Offering and delivering targeted intervention and support to children and families
- Considering reasonable adjustments for chidlren with SEND or health needs
- Providing relevant staff with attendance reports to facilitate discussions with children/families

The designated senior leader responsible for attendance is Emma Brown, Headteacher and can be contacted via 01367 870236.

14.6. The school Attendance Officer & Behaviour & Pastoral Lead

Our Behaviour & Pastoral Lead will work closely together to support families/improved attendance so some of the below maybe shared responsibilities.

The Attendance Officer & Behaviour & Pastoral Lead at school is responsible for:

- Welcoming children daily
- Building positive and supportive relationships with children and families
- Working with children/families in an aim to overcome barriers to attendance

- Analysing attendance data fortnightly
- Managing a graduated response
- Coordinating multi-agency work
- Deliver targeted programmes
- Leading on legal interventions
- Reporting to senior leaders
- Monitoring and analysing attendance data of all groups, year groups and days/sessions/lessons to identify significant patterns/trends
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff eg, head of year/teachers/trtors and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working in partnership with external agencies and the LA to tackle persistent/severe absence
- Advising the senior leader/headteacher (authorised by the headteacher) when to issue fixed-penalty notices
- Before the end of the school day ('Everyday matters hour'), will aim to call / communicate with families where children were ill today and encourage return to school next day where feeling better

The attendance officer is Suzanne Elliott and can be contacted via 01865 820422 or office@jbl.cambrianlt.org

The Behaviour & Pastoral Lead is Oona Matheson and can be contacted via 01865 820422 or office@jbl.cambrianlt.org

14.7. All Staff

All staff are responsible for:

- Knowing their part in attendance, understanding their responsibility in this and leading by example
- Understand your role in supporting attendance
- Model a positive inclusive culture
- Building relationships with children so they feel they belong and matter
- Attending regular training
- Noticing and responding to absence
- Noticing and respond to changes in behaviour/presentation
- Knowing co-horts and individuals and understand barriers
- Communicating concerns early to appropriate colleagues

- Understanding the data
- Celebrate attendance success

14.8. Class teachers

All class teachers/form tutors are responsible for:

- Welcome children daily
- Take accurate registers
- Follow up same-day absence
- Build strong relationships
- Identify early warning signs
- Communicate with parents
- Model positive inclusive culture
- Inclusive classrooms – rooted in high quality adaptive teaching
- Noticing and responding to absence early
- Noticing and responding to changes in behaviour/presentation
- Know your co-horts - Young carers, FSM, SEND, EHCP, Social care involvement
- Communicate concerns with colleagues who need to know
- Know the individual barriers
- Celebrate attendance success
- Attend regular training

14.9. School office staff

School office staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Ensure all attendance notifications are logged into Bromcom
- In the first hour of the day (Check in hour) support complete calls for high priority children
- Interrogate registers to ensure accuracy, and follow up on errors
- Before the end of the school day (‘Everyday matters hour’), will aim to call / communicate with families where children were ill today and encourage return to school next day where feeling better
- Transfer calls from parents to the Headteacher in order to provide them with more detailed support on attendance

14.10. Parents/Carers

To ensure good attendance at school, parents/carers are expected to:

- Make sure their child attends every day
- Ensure their child arrives on time
- Speak positively about school with their child
- Share messages with their child to ensure they know how important education is, and encourage their child to show an interest in their education/school life
- Call the school to report their child's absence before 9am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their children (3 where possible)
- Ensure that, where possible, appointments for their child are made outside of the school day and where this is not possible, provide school medical evidence of the appointment.
- Share messages with their child to ensure they know how important education is, and encourage their child to show an interest in their education/school life
- Attend school events to support attendance
- Avoid taking family holidays during term time
- Engage with support
- Prevent escalation
- Communicate regularly with school

14.11. Children

Children are expected to:

- Attend school every day on time
- Attend school punctually
- Attend school prepared for the day
- Participate in targeted interventions
- Recognise own achievements
- Share worries with staff
- Stay engaged in school - seek support if struggling in lessons
- Attend every timetabled lesson
- Help and support others
- Understand missed days and how this may effect learning/life chances

15. Strategies for promoting and improving attendance

Through staff training and staff meetings, there is a focus on attendance and key messages are delivered including that we recognise that attendance is everyone's responsibility and that relationships with our families are important. Our tiered approach to discussing attendance with our families offers that relational approach. Staff will welcome children back to school after a period of absence and where absences are notable, teachers will have those initial conversations.

We do not reward 100% attendance as we recognise that for some children with medical needs, this will never be achievable. However, we celebrate improvements to attendance with the children both on an individual level, with our families and in whole school celebrations.

We aim to work with our families to improve attendance and celebrate successes with our children. We share attendance each week in our celebration assembly and in our newsletters. Parents' receive attendance information both through MCAS and at parents' evening, attendance is a discussion point.

Our target is always to achieve all children being in school all day, every day. At John Blandy, we continually promote the effects of good attendance at school; we set high expectations for every child, communicate these expectations clearly, consistently and regularly to children and parents, systematically analyse our data to identify patterns and target improvements and work effectively with the local authority to overcome barriers to attendance. We appreciate attendance is a symptom of other barriers and as such, improvement is a continuous process.

John Blandy school will keep parents updated regularly about their child's progress toward targets for attendance.

Through the school year we monitor absences and punctuality to show us where improvements need to be made. We analyse all absence carefully and draw on trends to identify where support may be required.

Information on any projects or initiatives that will focus on these areas will be provided in our Newsletter and we ask for parents'/carers' full support.

16. Attendance monitoring

John Blandy school has a legal duty to report and publish its absence figures & its attendance policy to parents and to promote attendance. School attendance data must be available to Oxfordshire County Council, the Cambrian Learning Trust & the Department for Education.

John Blandy school is obliged to share all attendance data daily with the Trust, Oxfordshire County Council and the Department for Education.

Equally, parents have a duty to make sure that their children attend regularly and on time.

We have a lead Governor who scrutinises our attendance arrangements and a link Trustee for Attendance.

All school staff are committed to working with parents and children as the best way to ensure as high a level of attendance as possible. Regular attendance supports optimising a child's attainment, mental health and social well-being.

16.1. Monitoring attendance

The Trust will:

- Monitor attendance and absence data to identify positives, and where improvements need to be made.
- Present Attendance data to the Link Trustee and at the Trust Education Committee (sub committee of the Trust Board) for further scrutiny
- Analyse attendance data - Analysis of this data will be scrutinised in termly meetings between the Safeguarding Trustee and Trust Head of Inclusion
- Identify whether or not there are particular cohorts of children whose absences may be a cause for concern
- Work closely with schools to ensure consistency in daily processes, a graduated response and refining systems to support attendance

16.2. Analysing attendance

The School will:

- Analyse attendance data regularly to identify children or cohorts who require additional support with their attendance, and use this analysis to provide targeted support to these childs and their families.
- Look at historic and emerging patterns of attendance and absence, and aim to develop strategies to address these patterns.
- Record attendance data accurately on Bromcom (MIS) to ensure requirements are met for the Local Authority and the Department for Education.

16.3. Using data to improve attendance

The school will:

- Provide regular attendance reports to class teachers, and school leaders, to facilitate discussions with children 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
- Have regular contact with parents to ensure barriers to attendance are removed.
- Ensure remote education is only used as a last resort and as part of a reintegration plan,
- Ensuring part time (reintegration) timetables remain exceptional, temporary and regularly reviewed

17. Monitoring arrangements

This Policy will be updated on an annual basis.

The implementation and impact of the PRESENT strategy are monitored routinely. Each LGC has an attendance link governor, with Heads reporting termly and governors providing challenge and scrutiny. The CLT Head of Inclusion reports regularly to the Director of Education, CEO and Attendance Link Trustee to evaluate Trust-wide impact. The Board receives Trust attendance updates through the Quality of Education Committee, where data is scrutinised and challenged to monitor impact and the best outcomes for children.

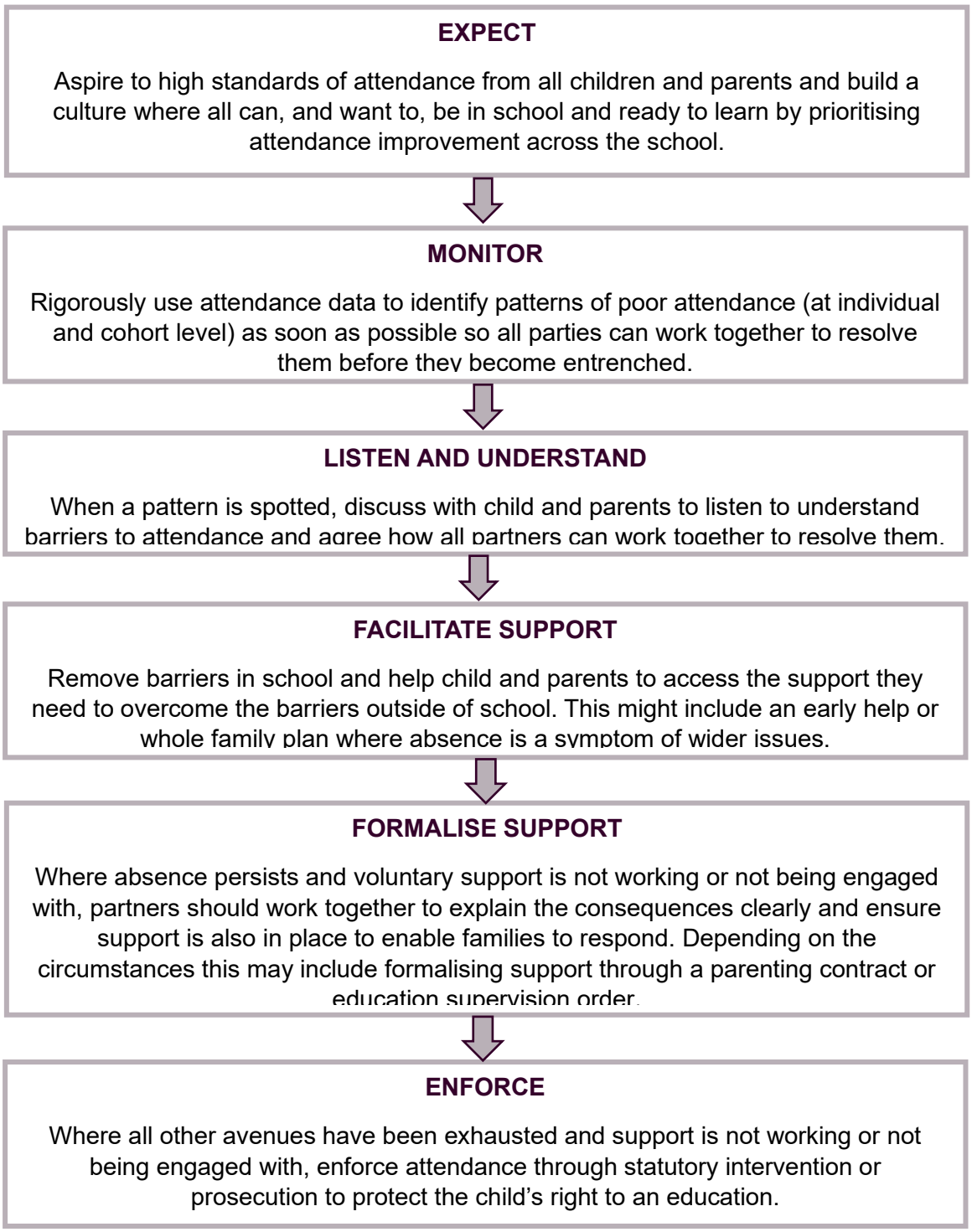
18. Links to Other Policies

- Child Protection & Safeguarding
- Children with health needs who cannot attend school
- Inclusion
- Mental Health and Wellbeing

Appendix A: Working together to improve attendance

(taken from DfE Guidance)

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:



Appendix B: Attendance PRESENT Strategy

CAMBRIAN
Nurturing Growth - Inspiring Minds
LEARNING TRUST

ATTENDANCE STRATEGY

PRESENT



Appendix C: Copy of DfE Guidance Summary Table of Responsibilities for School Attendance

(Aug 2024)

All Pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing committees are expected to:	Local authorities are expected to:
• Ensure their child attends every day the school is open except when a statutory reason applies. • Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). • Only request leave of absence in exceptional circumstances and do so in advance. • Book any medical appointments around the school day where possible.	• Have a clear school attendance policy on the school website which all staff, pupils and parents understand. • Develop and maintain a whole school culture that promotes the benefits of good attendance. • Accurately complete admission and attendance registers. • Have robust daily processes to follow up absence. • Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on. • Have a dedicated senior leader with overall responsibility for championing and improving attendance	• Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. • Ensure school leaders fulfil expectations and statutory duties. • Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed. • Ensure school staff receive training on attendance.	• Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. • Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance. • Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. • Offer opportunities for all schools in the area to share effective practice.

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing committees are expected to:	Local authorities are expected to:
• Work with the school and local authority to help them understand their child's barriers to attendance • Proactively engage with the support offered to prevent the need for more formal support	• Proactively use data to identify pupils at risk of persistent absence. • Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. • Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met. • If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners	• Regularly review attendance data and help school leaders focus support on the pupils who need it	• Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. • Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. • If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing committees are expected to:	Local authorities are expected to:
• Work with the school and local authority to help them understand their child's barriers to attendance. • Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention	• Continue support as for pupils at risk of becoming persistently absent and: • Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. • Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. • Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. • Where there are safeguarding concerns, intensify support through a referral to statutory children's social care. • Work with other schools in the local area, such as schools previously attended and the schools of any siblings	• Regularly review attendance data and help school leaders focus support on the pupils who need it	• Continue support as for pupils at risk of becoming persistently absent and: • Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. • Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. • Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing committees are expected to:	Local authorities are expected to:
• Work with the school and local authority to help them understand their child's barriers to attendance. • Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention	• Continue support as for persistently absent pupils and: • Agree a joint approach for all severely absent pupils with the local authority	• Regularly review attendance data and help school leaders focus support on the pupils who need it	• Continue support as for persistently absent pupils and: • All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. • Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing committees are expected to:	Local authorities are expected to:
• Not applicable	• Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. • Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance	• Regularly review attendance data and help school leaders focus support on the pupils who need it	• Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing committees are expected to:	Local authorities are expected to:
• Work with the school and local authority to help them understand their child's barriers to attendance. • Proactively engage with the support offered	• Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. • Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. • Consider additional support from wider services and external partners, making timely referrals. • Regularly monitor data for such groups, including at board and governing body meetings and with local authorities	• Regularly review attendance data and help school leaders focus support on the pupils who need it	• Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families • Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing committees are expected to:	Local authorities are expected to:

• Work with the school and local authority to help them understand their child's barriers to attendance.
• Proactively engage with the support offered.
	• Know who the pupils who have, or who have had, a social worker are.
	• Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.
	• Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.
	• Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.
		• Regularly review attendance data and help school leaders focus support on the pupils who need it.	• Ensure that all Children's Social Care practitioners understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.
			• Through the work of Virtual School Heads, they should:
			  ○ Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance.
			  ○ Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.
			  ○ Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing committees are expected to:	Local authorities are expected to:

• Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.
• Proactively engage with the support offered
	• Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.
	• Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked after children that support good attendance.
	• Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school
		• Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.
		• Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance
			• Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.
			• (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:
			  ○ Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school - wherever they live or are educated.
			  ○ Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance.
			  ○ Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance.
			  ○ Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing committees:	Local authorities:
• Schools regularly update parents on their child's attendance. • (If parents feel the school and/or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)	• The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures. • The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance. • Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. • Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	• DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. • Ofsted considers governing bodies' efforts as part of inspections.	• DfE Regions Group monitors local authority efforts as part of regular interaction. • Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services. • Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.