EPWORTH
EDUCATION TRUST

"I have come so that they may have life and have it to the full." John 10:10

Summerseat Methodist School

Attendance Policy 2026- 2027

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Approved by LAB:	
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Version Control

Change Record

Date	Author	Version	Reason for Change
September 2023	Lisa Draper	1	Completion Revision of Trust policy
September 2024	Lisa Draper & Amy Burkes	2	In response to National updates: Edits: rationale (1), responsibilities (3), information around the role of 'Attendance Champion' – who is a member of school's SLT, local authority designated attendance support worker (3.1) unauthorised absence reasons (4.1) coordination with other schools where siblings attend (4.3.1) support for cohorts (4.3) (4.4) dates on tables updated to 24-25 Appendix 2 – LOA to include National Threshold information Appendix 4 – Attendance Contract to include specific review date within 3-12 months and a statement of agreement from both parent and school Appendix 6 – 2024 Update Working Together to Improve School Attendance and 2024 Mental health issues affecting a pupil's attendance Additions: penalty notices (6.1) Appendix 5 – Attendance Matters poster for parent /carers
August 2025	Amy Burkes	3	Updated to ensure compliance with the statutory requirements of the 2025 Early Years Statutory Framework. p.5 DfE data updated to most recent research. P 6. Paragraph directing EYFS parents/carers to 'EYFS Attendance Policy' p.10 Inserted paragraph on how EYFS attendance is reported. p.12 Inserted paragraph on requirement for school to hold details of at least 2 emergency contacts p.14 inserted paragraph to direct EYFS parents/carers to EYFS Attendance Policy to find out how attendance is supported.

Date	Author	Version	Reason for Change
			Appendix 6 – updated to most recent DfE research link
August 2026	Amy Burkes	4	Updated to reflect changes to 'Working together to improve school attendance' July 2026 and links to KCSIE 26. Key changes: Section 1 - strengthened focus on support-first approach; added safeguarding links between attendance, absence and vulnerability. Section 3 - expanded staff responsibilities to include Attendance Champion, Class Teachers, Headteacher and LAB responsibilities. Section 4.1 - added daily attendance data sharing, register compliance and updated EYFS attendance expectations. Section 4.2.1 - explain registration processes, Code L and Code U usage, penalty notice implications and safeguarding considerations. Section 4.2.2 - added clearer absence reporting procedures and guidance on requesting illness evidence. Section 4.3 Monitoring Attendance – added reference to DfE Attendance Baseline Improvement Expectations (ABIEs) introduced from September 2026 Section 4.3 - added vulnerable cohort monitoring, safeguarding indicators, young carers guidance and attendance analysis expectations. Section 4.3.1 - added definition of Severe Absence and strengthened safeguarding response. Section 4.4 - changed Attendance Support Map descriptors to be more supportive language in line with WTTISA 2026, review arrangements and graduated support pathways. Section 4.5 - added Elective Home Education (EHE) procedures. Section 5 - provided additional guidance on SEND, mental health, medical evidence and reduced timetables. Section 6.1 - clarified that penalty notices follow support and intervention except for unauthorised leave.

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Summerseat Methodist Vision & Values

At Summerseat Methodist Primary, our vision, ethos and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our children to become lifelong learners; creating a safe and inclusive learning environment that nurtures individuality and enhances potential.

"I have come so that they may have life and have it to the full."
John 10:10

As a church school, we have identified and uphold the following core Christian values that help us achieve our ethos and vision: joy, teamwork, love, respect, care, trust, forgiveness and equality.

Safeguarding Statement

At the Epworth Education Trust we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

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Section 1: Rationale

Statement of Intent

At Epworth Education Trust and Summerseat Methodist School, we believe that every child has the right to feel safe, valued, connected and inspired within their school community. We are committed to creating an environment where all pupils experience a strong sense of belonging and are supported to flourish both academically and personally.

Regular school attendance is fundamental to achieving this vision. Being in school every day enables pupils to build positive relationships, develop emotional resilience and confidence, engage fully in learning, and access the wider experiences that enrich their education. Consistent attendance helps children to reach their full potential and equips them to make a positive contribution to their community and beyond.

Why Attendance Matters

At Summerseat Methodist School, we believe that children must 'Attend to Achieve'. Excellent attendance is essential for pupils to maximise their educational opportunities and develop the knowledge, skills and character needed to succeed. It also plays a vital role in promoting wellbeing, fostering a sense of belonging, and enabling children to flourish socially, emotionally and academically.

The most recent Department for Education research demonstrates a clear link between attendance and attainment. At Key Stage 2, pupils with attendance rates between 95% and 100% are around 30% more likely to achieve the expected standard in reading, writing and mathematics than pupils with attendance rates between 90% and 95%. Missing as few as ten school days in an academic year can significantly reduce a child's likelihood of achieving their full potential (see Appendix 5).

For our most vulnerable pupils, regular attendance is also an important protective factor. Research shows associations between absence from school and a range of extra-familial harms, including exploitation, crime and serious violence. Attending school consistently helps children remain connected to trusted adults, supportive peer relationships and the wider school community.

The law entitles every child of compulsory school age to a full-time education. Parents and carers play a crucial role in ensuring their child attends school regularly and punctually. We therefore expect all parents and carers to fulfil their legal responsibility to ensure their child attends school, on time, every day that the school is open, except in a small number of exceptional circumstances such as illness or an authorised absence that has been agreed in advance.

When a child is unable to attend school, parents and carers are expected to notify the school as soon as possible and no later than 9am, when registration closes.

Epworth Education Trust recognises that barriers to attendance can be diverse, complex and, at times, beyond a family's immediate control. Summerseat Methodist School is committed to developing positive, trusting relationships with pupils and families so that barriers can be identified and addressed promptly. Through a culture of care, inclusion and belonging, we will work collaboratively with families to secure the right support at the right time, enabling every child to engage successfully in education.

In line with the Department for Education's statutory guidance *Working Together to Improve School Attendance* and the *School Attendance (Pupil Registration) (England) Regulations*, the school adopts a 'support first' approach. We recognise that improving attendance is a shared responsibility between the school, pupils, parents and carers, the Local Authority and wider partners. Where attendance concerns arise, we will seek to understand the underlying causes and work together to remove barriers at the earliest opportunity, before formal or legal intervention is considered.

Attendance information for individual pupils will be shared with parents and carers each term and may be communicated more frequently where attendance causes concern. Attendance data, including the attendance of different pupil groups, will be regularly monitored and scrutinised by the Local Advisory Board and Epworth Education Trust to ensure that all pupils are supported to attend well and achieve their best outcomes.

Poor attendance, persistent absence, severe absence, repeated lateness, missing lessons and children missing education can all be indicators of abuse, neglect, exploitation, mental health concerns or other safeguarding risks. Attendance concerns will therefore always be considered alongside wider safeguarding information and may result in referral to the Designated Safeguarding Lead and/or external agencies where appropriate.

Through the implementation of this policy, we aim to:

- Promote a culture where attendance, belonging and educational engagement are valued by all.
- Ensure every pupil feels connected, included and supported within the school community.
- Increase overall attendance levels across the school.
- Reduce persistent and severe absence.
- Minimise lateness and unauthorised absence.
- Identify and address barriers to attendance at the earliest opportunity.
- Support all pupils to flourish academically, socially and emotionally.

Early Years Settings

This Attendance Policy outlines the expectations and procedures for reporting and monitoring pupil attendance, including within our Early Years Foundation Stage (EYFS) provision. It complies with the safeguarding and welfare requirements set out in the 2026 EYFS Statutory Framework.

We recognise that establishing positive attendance habits from the earliest stages of education is crucial in supporting children's wellbeing, sense of belonging and long-term engagement with learning. This policy aims to ensure the safety, wellbeing and educational participation of all pupils by promoting regular attendance and the prompt follow-up of absences.

Specific attendance expectations for children in Nursery and Reception are detailed separately within the school's ‘EYFS Attendance Policy’, which is available on the school website and shared with parents and carers when their child begins EYFS provision.

Section 2: The Epworth Approach

Epworth Education Trust adopts the '5 Foundations of Effective Attendance Practice' framework (Appendix 1), modelled on the work of Professor Katherine Weare. Central to this approach is the development of a positive school culture and climate that fosters connectedness, belonging and engagement, ensuring all children can, and most importantly want to, attend school, flourish and succeed.

This approach ensures that schools across the Trust prioritise strong relationships with pupils and families, enabling timely support, advice and guidance to be provided whenever barriers to attendance arise. At Summerseat Methodist School, we are proud of our ethos, where good attendance is the norm and every child is encouraged to strive for excellent attendance. We recognise and celebrate good attendance and punctuality as achievements through a range of rewards and recognition opportunities. Including: attendance champion incentives on a 1:1 basis based on individual need, badges for 100% attendance, raffle tickets for 100% attendance with a prize draw, house attendance celebrated each week.

Positive health, wellbeing and emotional resilience are key factors in supporting attendance, social development and educational achievement. The '5 Foundations of Effective Attendance Practice' framework promotes a whole-school approach to mental health and emotional wellbeing, ensuring that Social, Emotional and Mental Health (SEMH) support remains a key driver in improving attendance and enabling all pupils to thrive.

Each of the five foundations is underpinned by five Key Performance Indicators, which support schools in embedding the framework and evaluating the effectiveness of their attendance practice. Schools

within Epworth Education Trust undertake an annual self-assessment against these indicators to identify strengths, evaluate impact and determine priorities for further improvement.

All schools within Epworth Education Trust recognise that good attendance, alongside positive behaviour, is fundamental to pupils' success and wellbeing. As such, attendance is embedded within the Trust's vision, values and ethos, and remains a central part of daily school life. By creating a culture of high expectations, strong relationships and a sense of belonging, we aim to ensure that every child is supported to attend, achieve and flourish.

Summerseat Methodist Primary School will apply this policy fairly and consistently, taking account of individual circumstances and its duties under the Equality Act 2010, including the duty to make reasonable adjustments for children with disabilities.

Section 3: Roles and Responsibilities

All schools within Epworth Education Trust follow statutory guidance regarding school attendance. Improving attendance is everyone's responsibility, and every member of the school community has a role to play in promoting excellent attendance. All staff are expected to contribute to a culture where attendance is valued, concerns are identified at the earliest opportunity, and pupils feel safe, welcome, supported and ready to learn. The responsibilities of key stakeholders are outlined below.

Parents / Carers will:

- Ensure their child attends school every day that it is open, except where a statutory reason for absence applies.
- Notify the school as soon as possible when their child is unexpectedly absent (see Section 4.2.2: Reporting Absence).
- Only request leave of absence in exceptional circumstances (see Section 6).
- Arrange medical and dental appointments outside the school day wherever possible.
- Work in partnership with the school and relevant external agencies to understand and address any barriers affecting attendance.
- Engage positively and proactively with any support offered.

The school will:

- Promote a culture of high attendance, belonging and inclusion, where pupils understand the importance of attending regularly and feel supported to do so.
- Build strong, trusting relationships with pupils and families, listening to and understanding barriers to attendance and working in partnership to remove them.
- Maintain a clear attendance policy that is understood by staff, pupils and parents/carers.
- Accurately complete admission and attendance registers and ensure effective day-to-day processes are in place to follow up absence.
- Regularly monitor and analyse attendance data to identify pupils or groups requiring additional support and implement effective strategies to improve attendance.
- Be particularly mindful of pupils whose attendance may be affected by mental or physical ill health, special educational needs and/or disabilities (SEND), and provide appropriate support.
- Participate actively in multi-agency working where a pupil is at risk of persistent or severe absence and, where appropriate, take the lead role in coordinating support.
- Identify an ‘Attendance Champion’ who is member of the senior leadership team with responsibility for attendance.

Trustees and Local Advisory Boards will:

- Take an active role in attendance improvement by supporting the school to prioritise attendance.

- Recognise the importance of attendance and ensure it is reflected within the school's ethos, policies and strategic priorities.
- Work with school leaders to promote a culture of excellent attendance.
- Hold leaders to account for fulfilling their statutory attendance duties and responsibilities.
- Ensure appropriate attendance training is available for staff.
- Regularly review attendance data, challenge trends and support leaders to focus intervention on the pupils, families and groups who need it most.
- Use attendance data to understand patterns, benchmark performance where appropriate, identify areas of strength and determine where further improvement is required.

3.1 Key Staff at Summerseat Methodist Primary School:

The following staff have key responsibilities for the implementation and monitoring of this policy.

Attendance Champion

Name: Sarah Brown
Contact details: sbrown@summerseat.epworthtrust.org.uk

The school has an identified Attendance Champion, who is a member of the Senior Leadership Team and is responsible for leading the school's attendance strategy, monitoring attendance outcomes and ensuring timely support is provided to pupils and families where attendance is a concern. The Attendance Champion will:

- Set a clear vision for improving and maintaining excellent attendance.
- Establish and oversee effective systems and processes to promote attendance and address absence.
- Maintain a strong understanding of attendance data, trends and patterns.
- Monitor attendance trends and patterns using the Trust Attendance Tracker and the DfE 'Monitor Your School Attendance' tool.
- Track the attendance of vulnerable cohorts and pupils at risk of poor attendance.
- Oversee attendance interventions and support strategies.
- Regularly monitor, evaluate and report on attendance outcomes.
- Coordinate work with the Local Authority and external agencies.
- Ensure attendance remains a strategic priority across the school.

Day-to-day attendance processes are managed by the attendance champion (HOS) with the support of the school business manager and office manager.

Responsibilities include:

- Undertaking first-day absence procedures.
- Monitoring attendance and punctuality.
- Communicating with parents/carers regarding attendance concerns.
- Conducting attendance-related home visits where appropriate.
- Supporting pupils and families to overcome barriers to attendance.
- Maintaining accurate attendance records and documentation.
- Meeting weekly with the Attendance Champion (SLT lead for attendance) to review attendance data, identify pupils at risk of persistent absence, and agree timely interventions and support for children and families identified through the Trust Attendance Tracker and DfE Monitor School Attendance.

Class Teachers

Class teachers play a key role in promoting excellent attendance and are responsible for:

- Completing registers accurately and on time.

- Creating a welcoming, inclusive and positive classroom environment where pupils feel safe, valued and ready to learn.
- Monitoring attendance and punctuality within their class.
- Raising attendance concerns promptly with relevant staff.
- Recognising that poor attendance may be a safeguarding concern and reporting any patterns of absence, persistent absence, lateness or changes in attendance that may indicate a pupil is vulnerable or at risk.
- Working closely with the Attendance Champion, Designated Safeguarding Lead (DSL) to support pupils whose attendance is causing concern.
- Supporting pupils to develop positive attendance habits and a strong sense of belonging.

Headteacher / Head of School
Name: Sarah Brown

The Headteacher has overall responsibility for attendance within the school and will:

- Ensure this policy is implemented consistently and effectively across the school.
- Promote a culture where good attendance is valued, expected and recognised as a key safeguarding responsibility.
- Monitor attendance data, trends and outcomes, including for vulnerable groups, and ensure timely and effective intervention where concerns arise.
- Ensure attendance is reviewed regularly through safeguarding, inclusion and pastoral meetings involving relevant staff, including the DSL, SENDCo, Inclusion Lead, Pupil Premium Lead and Attendance Champion - to identify barriers to attendance and coordinate support using a whole-child approach.
- Ensure attendance remains a priority within school improvement, inclusion, safeguarding and educational achievement.

Local Authority Attendance Support
Name: Donna Alderson

The school will work in partnership with the Local Authority Attendance Service and other relevant agencies to support pupils and families where attendance concerns arise.

The school participates in regular Targeting Support Meetings with the Local Authority School Attendance Support Team. These meetings enable the school and Local Authority to identify pupils who are persistently or severely absent, agree actions and coordinate multi-agency support where required.

The school will comply with its information-sharing duties in relation to attendance data, including sharing information with the local authority and other relevant partners where appropriate to support pupils and families.

Section 4: Systems and Processes

Section 4.1 Recording attendance

Schools must take the attendance register at the start of each morning session and once during each afternoon session of every school day, at the same time for all registered pupils. On each occasion each pupil will receive a mark related to whether they are present in school, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances. Schools within the Epworth Education Trust will use the guidance provided by the government to determine which category a pupil's absence falls into.

Daily Attendance Data Sharing
In accordance with Department for Education expectations, the school shares attendance data electronically through the Department for Education's attendance data systems. This enables the school, the Local Authority and the Department for Education to monitor attendance, identify pupils who may require additional support, and ensure timely intervention to help improve attendance.

Register Compliance
Registers will be completed and maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations and retained in line with statutory requirements.

EYFS Attendance (2026 EYFS Statutory Framework)
In line with the 2026 EYFS Statutory Framework, Working Together to Improve School Attendance, and Keeping Children Safe in Education, attendance is promoted as an essential part of children's learning, development, wellbeing and safeguarding. All children in the Early Years Foundation Stage, including nursery and reception, will have their attendance recorded daily. For children attending part-time provision, attendance will be recorded for the sessions they are expected to attend.

The school will monitor attendance patterns from the earliest years and work proactively with families where attendance concerns arise. Where a child misses 10% or more of their expected sessions, or where there are emerging patterns of absence, the school will seek to understand any barriers to attendance and offer appropriate support. Attendance concerns will be considered alongside children's welfare, development and safeguarding needs, recognising that unexplained, prolonged or irregular attendance may indicate that a child requires additional support or protection.

Parents/carers and carers are expected to ensure their child attends regularly and punctually, including where children are below compulsory school age, so that they can fully benefit from the learning, development and social opportunities provided. The school will work in partnership with families to promote strong attendance habits and address barriers to attendance at the earliest opportunity.

Absence marks
Schools within the Epworth Education Trust will record attendance using the national attendance codes as set out in regulation 10 of the School Attendance (Pupil Registration) (England) Regulations 2024. The codes enable schools to record and monitor attendance and absence in a consistent way.

Authorised absence means that one of a specific set of circumstances applies:

- Leave of absence granted by the school in exceptional circumstances *(see section 6)*
- Excluded where no alternative provision is made.
- Illness that would prevent your child from attending school – school MUST be informed of the type of illness.
- Medical or dental appointments that cannot reasonably be scheduled outside the school day and for which prior agreement has been obtained from the school.
- Religious observance – which school are notified of in advance
- A child attends a sporting, musical, art or religious activity/exam, with prior permission from the school via completion of a 'Request for Leave of Absence' form {Appendix 2}

Unauthorised absence is where a pupil's absence is not one of the types of absence listed as authorised or where the reasons for a pupil's absence has not been provided or cannot be verified. Examples of unauthorised absence are:

- Leave of absence in term time without authorisation i.e. holidays. The Department for Education *does not* consider a need or desire for a holiday to be an exceptional circumstance.
- Where no reason for absence is established.
- Unsatisfactory explanation e.g., a child's/family member's birthday, overslept, confusion with term dates, sibling is ill, pet is ill.
- Illness where the child is considered well enough to attend school without medical authority and in the absence of a communicable disease/illness.
- Vague or non-specific illnesses or extended periods of illness where medical advice has not been sought.

Section 4.2 Day to Day Processes

Section 4.2.1 Lateness / Punctuality

Being on time for school is an important part of establishing positive attendance habits and ensuring pupils are ready to learn. If your child is late, they can miss learning time and vital information, causing disruption to lessons and others. Being late can also cause distress to your child and affect their mental health and wellbeing - they could feel awkward arriving to the classroom when everyone else is settled. Punctuality is a life skill that children need to develop whilst they are young, supporting good routines and habits for the rest of their lives.

Registration Times and Expectations

Schools must take the attendance register at the start of each morning session and once during each afternoon session of every school day, at the same time for all registered pupils.

The morning register is taken at 8.50am for all pupils. The register remains open until 9.20am (no more than 30 minutes after it is taken). The afternoon register is taken at 1.00pm and remains open until 1.10pm

Recording Lateness

Arriving After the Register Opens but Before it Closes - Pupils who arrive after the register opens but before it closes (after 8.50am and before 9.20am and after 1pm and before 1.10pm) will receive a Code L (Late Arrival).

Whilst this is recorded as late, the pupil will be counted as present for the session. However, lateness will be added to your child's record of attendance and monitored by the school.

Please note: If the school has authorised the lateness in advance (for example, with evidence of a medical appointment), a different code may be used instead of Code L.

Arriving After the Register Has Closed - Pupils arriving after the register has closed will receive a Code U (Arrived after registration closed).

This is recorded as an unauthorised absence for the entire session, unless an alternative authorised reason applies (such as a medical appointment supported by appropriate evidence like an appointment card or letter from a medical professional).

Code U is included within the thresholds used in the National Framework for Penalty Notices. Persistent lateness after the register has closed may result in a penalty notice being issued to parents/carers in line with our local authority's code of conduct for issuing penalty notices.

Monitoring and Support

The school will monitor patterns of lateness and work proactively with pupils, parents/carers and relevant professionals to understand and address barriers to punctual attendance. Support will be

provided at the earliest opportunity to prevent concerns from escalating and to promote good attendance habits.

Safeguarding Considerations

Persistent lateness will be considered alongside attendance, welfare and safeguarding information to ensure appropriate support is provided where required. Poor attendance, persistent absence and children missing education can be important indicators of a range of safeguarding concerns, including neglect, abuse, exploitation, mental health needs and other forms of vulnerability. We recognise that persistent lateness can also be an indicator of these concerns. Where patterns of lateness raise concerns about a child's welfare or safety, this will be addressed as a safeguarding matter, and appropriate referrals will be made in line with our child protection policy and the procedures set out in Keeping Children Safe in Education.

Collection at the End of the School Day

The school day ends at 3.20pm prompt. Parents/carers are expected to collect their child on time at the end of the school day.

If you are going to be late to collect your child, you should contact the school office as soon as possible on 01706 823427 .This ensures your child's wellbeing is protected, and they are aware of the circumstances of non-collection.

Pupils who have not been collected will be supervised by staff and we will attempt to contact parents/carers using the emergency contact details held on file.

Persistent late collection will be monitored and may be addressed through a meeting with parents/carers to understand any barriers and agree solutions. Persistent failure to collect a child from school could constitute neglect, and if we have concerns that a pupil may be suffering from neglect, we will follow our safeguarding procedures.

Section 4.2.2 Reporting absence

A child not attending school or the EYFS setting is considered a safeguarding matter so information about the cause of an absence is always required. Registers are live, legal documents and therefore the government recommend that amendments are not made at a later date/time. For this reason, it is paramount that school is contacted ***before*** an absence begins.

How to report an absence:

The preferred method of reporting absence is by telephone on 01706823427 before registration is taken at 8.50am on the first day of absence. Please leave a message on the absence line stating:

- Your child's name and class
- The precise reason for the absence
- The anticipated return date

Where a proposed date of return is not given, the same procedure must be followed on every subsequent day of absence.

Why we ask you to phone: Telephone contact allows us to speak with you directly, ask any necessary questions about your child's wellbeing, and ensure we have accurate information to record in our registers. This is particularly important for safeguarding purposes.

While messages via email can supplement telephone contact, they should not be used as the sole method of reporting absence as these cannot always be viewed in a timely manner and do not allow for immediate two-way communication.

Illness and return to school:

We do not routinely request that parents provide medical evidence to support illness absences, and we do not have blanket rules requiring this. In the majority of cases, a parent's notification that their child is too ill to attend school is accepted without question.

However, we may request reasonable evidence where we have genuine and reasonable doubt about the authenticity of the illness, or when we are seeking to understand and support pupils with prolonged or repeated patterns of illness.

We are mindful that requesting medical evidence from health professionals can place unnecessary pressure on health services. As a starting point, we will have a conversation with you (and your child if appropriate) which may in itself be sufficient. We may also discuss what wider evidence is available, including (but not limited to) prescriptions, medication and evidence of appointments.

Please note: Children who have had an illness where sickness and/or diarrhoea was prevalent must remain at home and not return to school for 48 hours after their last bout of sickness/diarrhoea, in line with NHS guidance. More information can be found here: Is my child too ill for school? - NHS

Section 4.2.3 Unexplained absences procedure from day 1

All schools have a statutory safeguarding duty, which includes investigating all unexplained absences. This duty is strengthened in the EYFS statutory framework 2026, which requires early years settings to follow up on absences in a timely manner. Providers must consider patterns and trends in a child's absences and their personal circumstances and use professional judgement when deciding if an absence should be considered as prolonged. Consideration must be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life.

First Day Response

If we have not heard from you regarding your child's absence, we will contact you in the following ways:

- Phone call before 10am to understand the reason for no contact, the reason for absence and when the pupil will return.
- Message via Arbor if we cannot reach you by phone.
- Home visit where:
    - Contact cannot be made
    - There is a pattern of absence
    - The absence is ongoing or persistent
    - It forms part of an agreed support strategy (see Attendance Support Map, section 4.4)

If a pupil's absence is unexplained or prolonged without adequate explanation, the school will follow up promptly. Where relevant, school will inform others of your child's absence, such as:

- Other parent/person with parental responsibility
- Emergency contacts
- Other schools where siblings attend
- Social worker (where applicable)
- Social Care (where safeguarding concerns arise)
- Police (where a child may be at risk)

Where concerns arise about the pupil's wellbeing, appropriate safeguarding procedures will be followed without delay.

Emergency Contact Details
In accordance with this policy and the updated EYFS Statutory Framework, the school requires parents/carers to provide at least two current emergency contact details upon admission. At least one of these contacts should be someone other than the parents/carers who can be contacted if you are unavailable. This information must be submitted via the new starter form. These contacts will be used to reach families promptly in the event of an unexplained or extended absence, or other emergencies. It is the responsibility of parents/carers to keep these contact details up to date and notify the school immediately if they change.

Section 4.3 Monitoring Attendance

Attendance data will be used to identify emerging patterns and trends (such as frequent absences on specific days or repeated unexplained absences) to inform whole school strategies to improve attendance, punctuality and attainment. This process also includes children in the school's Early Years Foundation Stage (EYFS).

From September 2026, the school will consider its Attendance Baseline Improvement Expectation (ABIE), issued annually by the Department for Education, when reviewing attendance performance and planning attendance improvement activity.

The school applies professional judgement to determine if absences are 'prolonged' or raise safeguarding concerns, considering individual child vulnerability and family circumstances.

Attendance will be monitored weekly and a log maintained of all phone calls and home visits made due to unexplained or long absences. This log will also include dates that any warning letters or penalty notices were sent.

Regular meetings with the Head of School and office staff will be held to understand the progress being made in supporting individuals and groups and to begin targeted interventions for children identified as being at risk of PA. The Head of School will also speak to these individuals, where appropriate, to gain insight into why their attendance has slipped. The Head of School may meet with teachers to devise specific, individual or cohort-level strategies to address areas of poor attendance identified through data.

In accordance with KCSIE 2026, attendance is a safeguarding matter. Persistent absence, severe absence, frequent lateness, missing lessons, unexplained absence, internal truancy or irregular attendance patterns may indicate wider safeguarding concerns, including neglect, abuse, exploitation, mental health difficulties or unmet needs. Attendance concerns will therefore be routinely considered alongside safeguarding information.

The Head of School will also use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. They will work with other schools in the local area, authority, and within Epworth Education Trust to share effective practice where there are common barriers to attendance. Support for these cohorts will be prioritised by the local authority. Attendance analysis will include consideration of vulnerable and disadvantaged groups to identify disproportionality and ensure support is targeted effectively.

Particular attention will be given to:

- Pupils with SEND.
- Looked After Children (LAC).
- Previously Looked After Children.
- Children in Need.
- Children subject to Child Protection Plans.
- Children who currently have or previously had a social worker.
- Young Carers.

- Pupils with medical conditions.
- Pupils experiencing SEMH difficulties.
- Pupils at risk of persistent or severe absence.
- Pupils eligible for pupil premium.
- Pupils with suspensions / exclusions.
- Pupils in alternative provision.

Attendance data for these groups will be monitored regularly and support prioritised where required.

Attendance support will not be determined solely by attendance percentages. The school will also consider patterns, vulnerabilities, safeguarding concerns, punctuality, cohort trends and family circumstances when determining support.

Where a pupil has a social worker, virtual school involvement or family support worker involvement, attendance concerns will be discussed jointly and attendance support plans aligned wherever possible.

Young Carers

The school recognises that some pupils may have caring responsibilities at home which can create barriers to regular attendance. Young carers are recorded in the school census. Where a pupil's caring role may be contributing to absence, the school will work in partnership with the pupil and their parents/carers to understand barriers and put appropriate support in place. Where needs extend beyond the school gates, the school will work with the local authority to facilitate access to support through local family help arrangements and other relevant organisations.

Attendance data will be analysed by year group, class, vulnerable cohort and other groups where appropriate to identify trends, disproportionality and barriers to attendance, informing both strategic and individual interventions.

The Head of School as the Attendance Champion/ Designated Safeguarding Lead (DSL) will work to ensure attendance concerns are assessed alongside safeguarding information and any wider family vulnerabilities. She will regularly share agreed actions for those children of concern and update on progress with Attendance Contracts, Early Helps and Education Supervision Orders. The Head of school will also monitor attendance data and the attendance log to ensure this policy is implemented effectively.

The Head of School will review any Leave Requests and instruct the office of the decision, who will respond to parents/carers. The impact of whole-school attendance efforts will be discussed, assessed and reviewed.

Trustees and the Local Advisory Board will provide support and challenge regarding attendance outcomes. Regular reports will be presented to these bodies, including benchmarking against local, regional and national attendance data to identify priorities for improvement. These groups will scrutinise attendance information and seek assurance that attendance remains as high as possible.

Section 4.3.1 Persistent Absence

Epworth Education Trust aims to eliminate Persistent Absenteeism from all its schools, so that children can flourish and succeed. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent).

Persistent Absence (PA) means attendance below 90%, regardless of whether absences are authorised or unauthorised. A child is classed as Persistently Absent if their attendance falls

below 90%. This equates to 19, or more, missed days during the academic year - which is the equivalent of 1 day of absence, or more, a fortnight across a full school year. {see Appendix 5}

As poor attendance is habitual, prevention and early intervention is crucial. The Head of School is committed to working with families to prevent children becoming Persistently Absent, to protect their right to a full-time education. The Attendance Support Map (section 4.4) provides details about the support we offer.

Severe Absence

Severe Absence (SA) means attendance below 80%. Pupils identified as Severely Absent will receive intensive support and attendance will be reviewed as a potential safeguarding concern. Where all avenues of support have been provided and appropriate educational provision is in place, but severe absence for unauthorised reasons continues, this is likely to constitute neglect. In such cases, the DSL will consider whether a referral to children's social care is appropriate.

Section 4.4 Attendance Support Map.

Early Years Support

Regular attendance in the Early Years is crucial for a child's development, wellbeing, and establishing a stable routine. When absences are repeated or unexplained, it can raise safeguarding concerns and may signal that additional support is needed.

In line with the EYFS Statutory Framework (September 2026), we actively follow up on all absences and work closely with families to address any challenges. For full details on the steps taken when a child is absent without notice or for an extended period, please refer to the 'EYFS Attendance Policy'.

Attendance Support Map

Epworth Education Trust recognises that absence is often a symptom of wider barriers experienced by children and families. In line with Working Together to Improve School Attendance (2026), our approach is based on listening to families, understanding barriers and providing support at the earliest opportunity.

The Attendance Support Map outlines the graduated response that parents/carers and carers can expect where attendance concerns arise.

The model follows six stages:

1. Expect
2. Monitor
3. Listen and Understand
4. Facilitate Support
5. Formalise Support
6. Enforce

How the Attendance Support Map Works

The table below shows the Trust intervention thresholds and the support you can expect at different levels of attendance. **However, we do not make decisions based solely on attendance percentages.** We also consider:

- Patterns of absence (e.g., frequent Mondays or Fridays)
- Your child's vulnerability and individual circumstances
- Safeguarding concerns
- Punctuality
- Family circumstances

This means that two children with the same attendance percentage may receive different levels of support based on their individual needs and circumstances.

The aim at every stage is to remove barriers, strengthen engagement with education and ensure that every child can access their full educational entitlement. Statutory intervention will only be considered where supportive approaches have been exhausted or where specific circumstances make legal intervention necessary.

The percentages in table below are Epworth's graduated support indicators and do not replace statutory definitions or professional judgement.

Attendance Support Category	Descriptor	Attendance Percentage (Year to date)
Expect	Excellent Attendance	98% - 100%
Monitor	Emerging Concern	94% - 97.9%
Listen and Understand	Attendance Concern	92% - 93.9%
Facilitate Support	Attendance at Significant Risk	90% - 91.9%
Formalise Support	Persistent Absence	80% - 89.9%
Enforce	Severe Attendance Concern	Attendance below 80% may indicate a severe attendance concern; formal intervention may be considered where appropriate support has been unsuccessful or not engaged with.

EXPECT (98%-100%)		
Excellent Attendance		
Autumn 26-27 (72 pupil days) Attended at least 71 days (absent for 1 day)	**Spring 26-27** (125 pupil days) Attended at least 123 days (absent for 2 days)	**Summer 26-27** (190 pupil days) Attended at least 187 days (absent for 3 days)
Pupils and parents/carers aspire to high standards of attendance, leading to better prospects in the future where pupils reach their potential. Summerseat Methodist Primary is a place where everyone belongs and all can, and want to, attend, flourish and succeed. This positive culture is celebrated by awarding badges and recognising attendance in Shine worship, raffle tickets and prizes for 100% attendance and rewards for higheste attneding class/ house.		

MONITOR (94% - 97.9%)		
Emerging Concern		
Autumn 26-27 (72 pupil days) Attended between 68 and 70 days inclusive (absent for 2-4 days)	**Spring 26-27** (125 pupil days) Attended between 118 and 122 days inclusive (absent for 3-7 days)	**Summer 26-27** (190 pupil days) Attended between 179 and 186 days inclusive (absent for 4-11 days)
The Attendance Officer rigorously uses attendance data to identify patterns of poor attendance and speaks with pupils and/or parents/carers to resolve them. A Risk of PA warning letter {Appendix 3} is sent to parents/carers, informing them their child will be at risk of becoming PA if a specified number of days are further missed including at which point an Attendance Contract Meeting will be opened. This letter leads with individual data about the pupil's absences, including a lesson break down. Early intervention is considered as a preventative measure, especially if there is a pattern (same days missed, persistent lateness impacting attendance, mental health needs).		

LISTEN AND UNDERSTAND (92% - 93.9%)		
Attendance Concern (High risk of Persistent Absenteeism)		
Autumn 26-27 (72 pupil days) Attended 67 days (absent for 5 days)	**Spring 26-27** (125 pupil days) Attended between 115 and 117 days inclusive (absent for 8-10 days)	**Summer 26-27** (190 pupil days) Attended between 175 and 178 days inclusive (absent for 12-15 days)
Sarah Brown meets with parents/carers to open an Attendance Contract {Appendix 4} establishing the barriers to attendance the family may be experiencing. Staff will discuss with parents/carers / carers the link between attendance and attainment and wider wellbeing, including social and emotional health as well as their legal responsibility. Days missed will be framed as number of lessons missed, to challenge the assumption that a day is not much. Formal guidelines such as NHS are shared to give confidence and clarity to parents/carers around attending school with mild illnesses. School will inform parents/carers their child will become PA if a specified number of days are further missed. The child's teacher will discuss strategies with the child before the parental meeting so the child's and teacher's views can be discussed. Personalised incentives are offered. Contracts are reviewed, in person, or over the phone, at least every two weeks where the parents/carers' and class teacher's views are shared. Contracts are closed when attendance reaches the school's benchmark of 96% and an award is given to the child for their improvement. If there is non-compliance with the contract or no improvement is made, school will deem the contract no longer useful and an alternative course of action decided on (such as an Early Help). *If a child falls into this category due to an unauthorised holiday which is not consistent of usual patterns of attendance, then the family will not be asked to open an Attendance Contract. However, where the national threshold of 10 sessions of unauthorised absence within a rolling period of 10 school weeks is met (sessions do not need to be consecutive), the school will consider whether a penalty notice is appropriate in accordance with the National Framework and the Local Authority Code of Conduct. In cases of unauthorised leave in term time (for example, a family holiday), support will not normally be appropriate before a penalty notice is considered.)*		
FACILITATE SUPPORT (90% - 91.9%)		
Attendance at Significant Risk (Critical risk of Persistent Absenteeism)		
Autumn 26-27 (72 pupil days) Attended between 65 and 66 days inclusive (absent for 6-7 days)	**Spring 26-27** (125 pupil days) Attended between 113 and 115 days inclusive (absent for 11-12 days)	**Summer 26-27** (190 pupil days) Attended between 171 and 174 days inclusive (absent for 16-19 days)

The Head of School meets with parents/carers to establish why the Attendance Contract was unsuccessful and the likelihood that wider/alternative support is required. An Early Help Assessment is completed together with parents/carer consent so a Team around the child can be formed. Internal support is continued, and added to, in collaboration with the child. External support begins for the family to overcome barriers outside of school, through relevant external agencies (where school absence is a symptom of a wider issue). School think creatively and compassionately to do all they can on a school level. Informal reviews take place at least weekly, either in person or over the phone, with formal multi-agency reviews taking place when required. Early Helps may close when attendance moves to above 93% but these may be replaced by Attendance Contracts if the parent feels this useful to prevent habitual poor attendance from resurfacing. Additional academic and pastoral support given to the child to bridge gaps in learning and belonging.
If a child falls into this category due to an unauthorised holiday which is not consistent of usual patterns of attendance, then the family will not be asked to open an Early Help. However, where the national threshold of 10 sessions of unauthorised absence within a rolling period of 10 school weeks is met (sessions do not need to be consecutive), the school will consider whether a penalty notice is appropriate in accordance with the National Framework and the Local Authority Code of Conduct.

FORMALISE SUPPORT (80% - 89.9%)		
Persistent Absence (Persistent Absenteeism)		
Autumn 26-27 (72 pupil days) Attended between 58 and 64 days inclusive (absent for 8-14 days)	**Spring 26-27** (125 pupil days) Attended between 100 and 112 days inclusive (absent for 13-25 days)	**Summer 26-27** (190 pupil days) Attended between 152 and 170 days inclusive (absent for 20 - 38 days)

The Head of School will work closely with the Local Authority Attendance Team and the Inclusion Service as voluntary support is not working or not being engaged with. All support, and offers of support, from all agencies/ team around the child to be reviewed and adapted/added to. The Head of School will explain the consequences clearly to the family and ensure support is in place to enable families to respond. Families must understand that once 19 days are missed, the child will be Persistently Absent for the remainder of the year and the aim now is to prevent any further absences, at all. Additional academic and pastoral support is given to the child to bridge gaps in learning and belonging. Home visits become a regular occurrence on days the child is absent, especially if reporting absence procedures have not been followed. Consideration of an Education Supervision Order (ESO) to provide formal legal intervention without criminal prosecution therefore making the order beneficial for the child and family. Where safeguarding concerns exist, the DSL will discuss the case with children's social care and agree whether an ESO would be a more suitable option than a s.17 (Children in Need) or s.47 (Child Protection) plan. In all cases, the local authority will fully consider using an ESO before moving forward to prosecution.

ENFORCE **(Formal intervention may be considered where attendance concerns persist despite appropriate support having been offered, or where support is not being engaged with. Attendance below 80% may indicate a severe attendance concern.)**		
Severe Attendance Concern (Risk of Severe Absenteeism <50%)		
Autumn 26-27 (72 pupil days) Attended fewer than 58 (absent for more than 14 days)	**Spring 26-27** (125 pupil days) Attended fewer than 100 days (absent for more than 25 days)	**Summer 26-27** (190 pupil days) Attended fewer than 152 days (absent for more than 38 days)

Attendance below 80% may indicate a severe attendance concern and will prompt a review of the effectiveness of support already in place. Where attendance concerns persist despite appropriate support having been offered, or where support is not being engaged with, the school will work with the Local Authority to consider whether formal or statutory intervention is appropriate.The school will work with the LA to determine the most appropriate legal intervention - including Penalty Notices, prosecution, Education Supervision Orders in accordance with relevant legislation, the National Framework and the Local Authority Code of Conduct.
The school's primary aim remains to work collaboratively with families to improve attendance. The school will continue to act professionally and compassionately to support children and their families in overcoming barriers to attendance. Home visits may continue to take place on days of absence, particularly where reporting procedures have not been followed. Where there are concerns regarding a child's welfare or whereabouts, the school will make referrals to Children's Social Care and other agencies as appropriate. In some circumstances, a child may be identified as a Child Missing Education (see Section 4.5).

Section 4.5 Children Missing in Education

A Child Missing from Education (CME) is a child or young person of compulsory school age who is not receiving a full time or suitable education. If a child has ceased to attend school, it is the school's responsibility to make every effort to establish the child's whereabouts. Where a pupil has been absent for ten consecutive school days without explanation, or the school cannot establish the whereabouts of a pupil despite reasonable enquiries, a referral will be made to the Local Authority Children Missing Education Team.

Where a pupil has not returned to school for ten days without authorisation, and home visits have been unsuccessful in locating the child, the school and the local authority have a responsibility to jointly make reasonable enquiries to establish the whereabouts of the child. School will complete and send a Children Missing in Education Referral Form and Checklist to the Local Authority.

The Local Authority has a duty under section 436A of the Education Act 1996 to identify and act promptly so these children can be returned to education. On receipt of the Children Missing in Education form, the assigned officer at the Local Authority will carry out further investigations by information sharing with other agencies (children's social care, health, housing, police).

Section 4.5.1 Change of Address

Where a family moves house within or out of the borough, it is paramount that the moving date and the new address is shared with school. The child will remain on Summerseat Methodist's School's roll until the new school confirms directly with us that the child has started. Until this time, it is expected that the child/ren will still attend Summerseat Methodist School. If your child does not attend for 10 days and contact is unsuccessful, a Children Missing in Education form will be sent to the Local Authority.

Section 4.5.2 Elective Home Education

Where parents/carers indicate an intention to educate their child at home, the school will follow Local Authority procedures and statutory guidance regarding Elective Home Education (EHE). The Local Authority will be informed as required and any safeguarding concerns shared appropriately before a pupil is removed from roll.

Section 5 – Children with Medical conditions

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have Special Educational Needs and Disabilities (SEND). Their right to a full-time education is the same as any other pupil. The school will maintain high expectations for attendance while recognising that some pupils may require reasonable adjustments, individual support plans and additional interventions to overcome barriers to attendance. In order to achieve this, additional support may be needed to help them access full-time education, including:

- Making reasonable adjustments
- Putting together an individual Health Care Plan
- Consider additional support or training from external partners (including the Local Authority or Health Services)
- Developing joined up pastoral care to consider return to school agreements.
- Considering additional support provided by the local authority.
- Providing additional academic and/or pastoral support

Children with SEND

The school will consider attendance as part of the graduated approach for pupils with SEND and will work closely with families, the SENDCo and relevant professionals to ensure attendance support is aligned with a pupil's identified needs.

Medical Conditions and Attendance

The school recognises that some pupils experience attendance barriers because of long-term medical conditions, disabilities, severe allergies, anaphylaxis risks or autoimmune conditions. These pupils remain entitled to the same high-quality education as their peers and will receive appropriate support to maximise attendance.

Individual Healthcare Plans

Pupils with significant medical needs will have an Individual Healthcare Plan (IHP) where appropriate. These plans will be used to identify and reduce barriers to attendance and support successful participation in school life.

Illness Evidence

The school does not operate a blanket requirement for medical evidence for all illness absences. Parents/carers and carers are trusted to provide accurate information. Medical evidence may be requested where attendance concerns arise, absences are frequent, prolonged or where attendance is approaching persistent absence thresholds.

Attendance and Mental Health

The school recognises that mental health can significantly affect a pupil's ability to attend school. However, wherever possible, attendance at school remains a protective factor that supports social connection, wellbeing and educational progress.

Where mental health affects attendance, the school will follow Department for Education guidance: ‘Mental Health Issues Affecting a Pupil's Attendance’. Support will focus on understanding barriers and facilitating a sustainable return to full-time education wherever possible. This may include providing targeted mentoring, therapeutic support, or adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school.

The school will not assume that a pupil experiencing anxiety or other mental health difficulties is unable to attend. Support will focus on helping the pupil access education as regularly as possible while addressing the underlying causes of absence.

Reduced Timetables

In line with the principles of Working Together to Improve School Attendance, the school's ambition is for all pupils to access their full-time education wherever possible. Reduced or part-time timetables will only be considered in exceptional circumstances where they are necessary, proportionate and in the best interests of the pupil.

Any reduced timetable will:

- be agreed in partnership with parents/carers and, where appropriate, the pupil;
- have a clear rationale based on the pupil's individual needs;
- form part of a wider package of support, health care or reintegration plan;
- be supported by a written plan with regular review points (which include the pupil and parents/carers);
- remain temporary and time-limited with a proposed end date;
- include appropriate arrangements for safeguarding, welfare and educational provision when the pupil is not attending school; and
- include a clear plan for a return to full-time education at the earliest appropriate opportunity.

Where a part-time timetable has been agreed, sessions when the pupil is not expected to attend will be recorded using code C2 (Leave of absence for a compulsory school age pupil subject to a part-time timetable) or code X (for pupils not of compulsory school age).

Reduced timetables will not be used as a long-term response to attendance difficulties, poor behaviour, unmet SEND needs or as an alternative to providing appropriate support.

Section 5.1 Transition following long term absence or illness

Absence can significantly interrupt the continuity of a child's learning.

During any long-term absence, Summerseat Methodist School will:

- Maintain contact with the child and their family via calls, home visits and Seesaw
- Carefully plan the transition back to school, ensuring your child feels welcome and regains a sense of belonging.
- Ensure the child feels safe and supported on their return to school. Where appropriate, an identified member of staff will be available to provide ongoing support.
- Ensure the Class Teacher and/or Teaching Assistant supports the child on their return to class and helps them catch up on any learning missed during their absence.
- Provide additional academic and/or pastoral support to bridge gaps in learning, wellbeing and belonging.

Section 6 Leave of Absence

The Department for Education states that parents/carers have no entitlement to take their children out of school for a holiday during term time. Any application for leave of absence {Appendix 2} must only be made in exceptional circumstances and must be made by completing a 'Request for Leave of Absence' form (available from the school office) for attention of Sarah Brown HOS, in advance of the leave.

If your application is denied and your child is still absent, parents/carers may be fined by means of a Penalty Notice or Prosecution in the Magistrates Court by the Local Authority.

Section 6.1 National Framework for Penalty Notices

Penalty Notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child regularly attends school. They are considered only after appropriate support and intervention have been offered, except where absence relates to unauthorised leave in term time.

When Penalty Notices May Be Issued

The threshold for an Education Penalty Notice is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. A session is linked to a morning or afternoon, therefore there are two sessions per school day. The threshold can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions do not need to be consecutive. The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

A penalty notice is an out of court settlement which is intended to change behaviour without the need for criminal prosecution. If repeated penalty notices are being issued and they are not working to change behaviour, they are unlikely to be most appropriate tool. Therefore, only two

penalty notices can be issued to the same parent in respect of the same child within a 3-year rolling period and any second notice within that period is charged at a higher rate:

• The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.
• A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.
• A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include prosecution but may include other tools such as one of the other attendance legal interventions.

Arrangements for coordination between the local authority and neighbouring local authorities are in place for checking the attendance of pupils who have moved home or school during the previous 3 years to ensure the correct notice is issued.

The payment of Education Penalty Notices is paid directly to the local authority. If the penalty is not paid by the end of the 28-day period, the local authority will decide either to prosecute for the original offence to which the notice applies or withdraw the notice. There is no statutory right of appeal against a penalty notice. Any revenue collected through the system is ringfenced by the local authority for attendance-related activity and support; monies collected do not come to the school.

This policy is reviewed and updated annually to ensure that it remains up to date and effective. A copy of the policy is available from the school and can also be accessed via the school website. The policy is provided to parents when their child joins the school, and parents are reminded of its availability at the start of each academic year and whenever any updates are made.

Appendix 1: 5 Foundations

5 Foundations of Effective Attendance Practice	
	The school has a fully embedded ethos in which excellent school attendance is expected, developed and nurtured. The escalated approach to supporting attendance is built on foundations of belonging and connectedness
	The approach to improving attendance is built on clear policies, systems and processes. This ensures continuous and sustainable improvement drives attendance practice. The attendance policy is understood by all stakeholders and allows the school to set, and maintain, high expectations to improve the culture of attendance.
	The school prioritises developing a team of attendance experts, with a shared vision and core purpose. The Attendance Leader delivers bespoke training to support all staff to fully understand their role in improving attendance. External partnerships support attendance improvements through a multi-disciplinary approach for identified children and families.

Foundation 4 **Implement Targeted Programmes And Intervention**	Data information and analysis direct resources proactively towards key demographic groups and identified individuals. The expert use of data analysis informs decision making at all levels. The attendance process ensures the Attendance Leader understands the reason for attendance concerns, these barriers can then be successfully supported and removed.
Foundation 5 **Connect Appropriately With Approaches To Behaviour Management**	Connecting and belonging drives the school approach to supporting attendance. All staff are supported to understand 'deeper roots' regarding poor attendance concerns. The school has developed, and embedded, an effective rewards system to further drive attendance improvements and celebrate success.

Appendix 2: Leave of Absence Request

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Request for Leave of Absence during term time.

All schools can grant a leave of absence for exceptional circumstances at their discretion. If a leave of absence is granted, it is for the school to determine the length of time the pupil can be away from school. The Department for Education does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance and therefore these will not be authorised.

National Framework for Penalty Notices:
It is important that parents understand that unauthorised absence may result in an Education Penalty Notice being served. In some circumstances, this may lead to prosecution by the Local Authority. The threshold for an Education Penalty Notice is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. There are two sessions per day. The threshold can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions do not need to be consecutive. The period of 10 school weeks can also span different terms or school years.

The first time a Penalty Notice is issued for unauthorised absence, the amount will be:
- £160 per parent, per child paid within 28 days
- Reduced to £80 per parent, per child of paid within 21 days

The second time a Penalty Notice is issued for unauthorised attendance within the 10-week period, the amount will be:
- £160 per parent, per child paid within 28 days

The third time an offence is committed within the 10-week period, a Penalty Notice will not be issued and the case will be presented straight to the Magistrates' Court. Prosecution can result in criminal records and fines of up to £2500. Cases found guilty in Magistrates' Court can show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.

Please consider this information carefully before requesting leave. If you still want to request leave, remember it is your statutory responsibility to inform school of the whereabouts of your child / children during term time and the information overleaf must be completed to fulfil this responsibility.

Child / Children's name/s and year groups	
1st day of absence:	
Return to school date	
Total number of school days missed	
Reason for absence (including holiday destination if relevant) Please attach any relevant evidence that will help school to make an informed decision.	

Parental Declaration:

I understand the thresholds of absence within the National Framework and that if my application for leave is denied and my child is still absent, both parents may receive an Education Penalty Notice or other enforcement action if these thresholds are met.

Name (please print).....

Signed: Parent/Carer.....

Date.....

FOR SCHOOL USE ONLY:

Received by..... Date..... Code.....

Has the parent / carer been informed that this absence will/ will not be authorised? Y/ N

How has the parent / carer been informed? Email / Phone call / face to face

Parents / carers informed by.....

Appendix 3: Risk of PA (Monitor)

Date:

Dear Parent / Carer of XXX

In accordance with National Policy and Summerseat Methodist Primary School's Attendance Policy, we closely monitor all children's attendance and punctuality and keep parents / carers informed of this.

When a child's attendance drops below 90%, the government consider the child as 'persistently absent'. Epworth Education Trust aims to eliminate Persistent Absenteeism from all its schools, so that children can flourish and succeed. Research has shown associations between regular absence from school and a number of extra-familial harms/poor habits that continue through adulthood and therefore we believe strongly that children must 'Attend to Achieve'.

I am writing to inform you that your child's attendance is currently XXX and we have initial concerns regarding the possibility of continued persistent absenteeism.

As a school we strive to ensure all our pupils receive good quality education. Please support us in maintaining high standards of education and attendance by ensuring your child attends school every day that the school is open, except in a small number of circumstances.

Whilst we fully understand that absence can be due to many reasons, such as illness, EBSA, family circumstances etc. we are keen to support families to improve attendance. We will continue to monitor your child's attendance and if there is anything at all school can help with then please do be in touch. Please see our Attendance Policy for further details or contact Mrs Brown.

Yours sincerely,

Sarah Brown

Head of School

Summerseat Methodist Primary School

Appendix 4: Attendance Contract (Listen and Understand)

Name of Child:		Year Group:	
Class Teacher:		Date of Meeting:	

Attendance Percentage to date:

Total possible number of sessions (half days) to date		Total number of sessions remaining to the end of term:	
Total number of sessions missed:		Attendance Percentage by the end of final review period *(insert date between 3-12 months)* if all future sessions attended, on time:	
Total number of sessions late:		Attendance Percentage by the end of year if all future sessions attended, on time:	

Pupil voice:

Key Barriers *(To be completed by class staff with the child prior to meeting)*	

Actions:

Parent / Carer:	*Parent statement agreeing to comply with the requirements and time frame*
School:	*School statement agreeing to provide support to the parent/s to meet the requirements*
Any other comments / Concerns raised:	
Other Agency involved: (and permission to share this contract with them)	

Actions agreed by:

Name – please print	Role/agency/relationship	Please sign

Appendix 5: Attendance Matters - Poster for parent/carers

Attendance Matter

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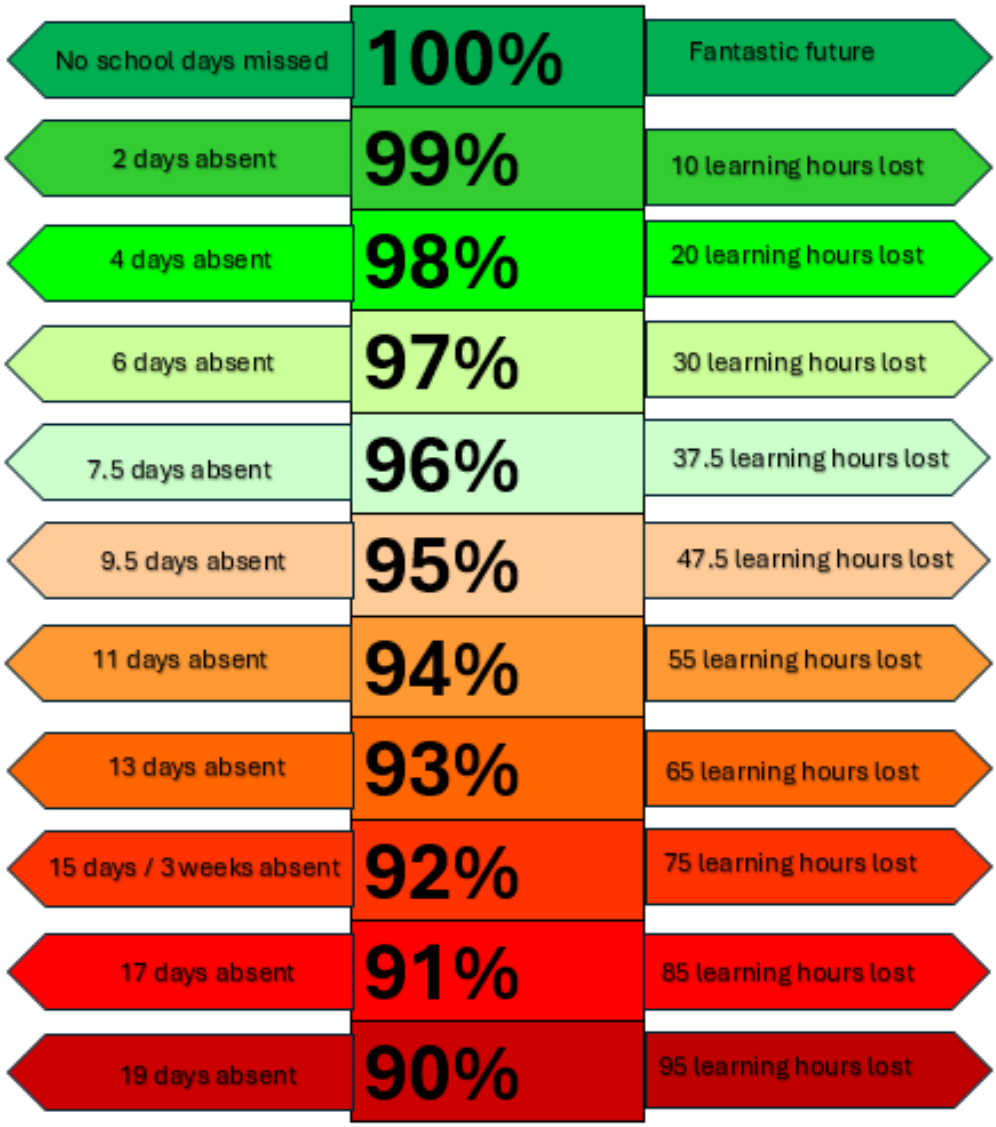
Achievement is directly linked to attendance.

Children with high levels of attendance make better progress and achieve better in examinations. Where a child does not attend school, they miss out on significant hours of learning opportunities (broadly calculated as 5 hours for every two sessions missed) which are unlikely to be covered again.



Appendix 6: Sources / Statistics

Working Together to Improve School Attendance
https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

Statistics: Absence and Attendance

https://www.gov.uk/government/publications/link-between-attendance-and-attainment

The Law on School Attendance: https://www.gov.uk/school-attendance-absence

Mental Health issues affecting Attendance https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools

Monitor your school attendance Monitor your school attendance: user guide - GOV.UK

Keeping Children Safe in Education Keeping children safe in education - GOV.UK

The School Attendance (Pupil Registration) (England) Regulations 2024 The School Attendance (Pupil Registration) (England) Regulations 2024