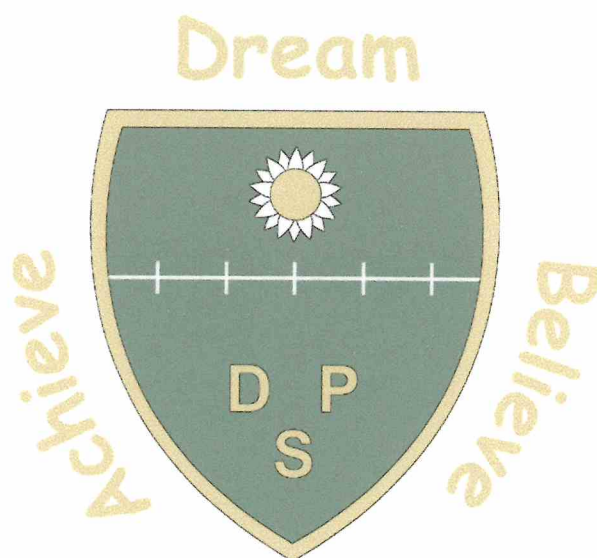


Daisyfield Primary School



Attendance and Punctuality Policy

Date Adopted/Reviewed: September 2024 (Autumn committee approval needed)

Chair of Committee Signature: _____

Next Review: Autumn Term 2025

BI-ANNUAL REVIEW

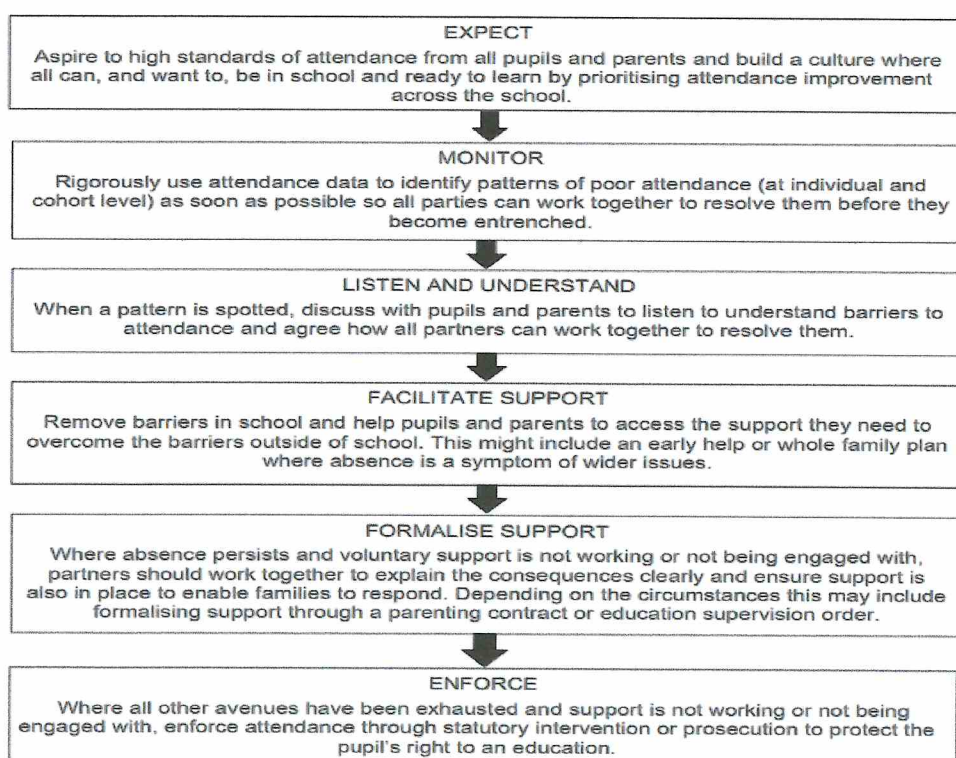
This policy should be read in conjunction with the DfE guidance, 'Working Together to Improve School Attendance'.

At Daisyfield Primary School we are committed to helping all children thrive and achieve our mission statement of 'Dream, Believe, Achieve.' Good attendance and punctuality are an integral part of the education process and ensures that children have the best start in life. Missing school can have a negative impact on the social, academic and long-term future for our children. The school works closely with children, staff, parents, governors and the Educational Inclusion Officer to promote procedures for good attendance.

Our Attendance Lead in school is Mrs Vicky Collier, School Business Safeguarding Manager. The admin team collate attendance data and issues any letters to parents in accordance with this policy. Please also refer to Appendix 3 – Summary of Responsibilities.

Whilst it is the legal responsibility of parents to ensure their child attends school regularly, barriers to accessing education can sometimes be complex so it is vital school and work together and that school provide a supportive environment where are pupils want to be and are ready to learn.

All those involved with the child should work together to:



This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)
- Part 7 of [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

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

AIMS

- To ensure all pupils attend school on time, every day.
- Achieve a minimum of 96+% attendance for each child.
- Reduce absence, including persistent absence.
- To maintain a high overall percentage attendance of pupils at school.
- Act early to address patterns of absence.
- To make attendance and punctuality a priority for all those associated with the school, including pupils, parents, teachers and governors.
- To develop a framework, which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
- To provide early help, advice and guidance to parents and pupils.
- To develop a systematic approach to gathering and analysing attendance related data.
- To develop a positive and consistent communication between home and school.
- To promote effective partnerships with the Educational Inclusion Service.

ROLES AND RESPONSIBILITIES

The Governing Board

The Governing Board is responsible for:

- Promoting the importance of school attendance.
- Making sure school leaders fulfil statutory duties.
- Regularly reviewing and challenging attendance data.

- Monitoring attendance figures for the whole school.
- Making sure staff receive adequate training on attendance.
- Holding the headteacher to account for the implementation of this policy.

The Headteacher

The headteacher is responsible for:

- Implementation of this policy.
- Monitoring school-level absence.
- Monitoring the impact of any implemented attendance strategies.
- Issuing fixed penalty notices.

The Designated Senior Leader Responsible for Attendance

The designated senior leader is responsible for:

- Leading attendance across the school.
- Offering a clear vision for attendance improvement.
- Evaluating and monitoring expectations and processes.
- Evaluating and monitoring school and pupil attendance and punctuality data, including vulnerable groups.
- Devising specific strategies to address areas of poor attendance identified through data.
- Issuing attendance letters and arranging meetings with parents to discuss attendance issues.
- Setting and monitoring parent support plans.
- Signposting families to early help.
- Providing regular attendance reports to school staff
- Implementation of this policy.

The designated senior leader responsible for attendance is Mrs Vicky Collier and can be contacted via email at vicky.collier@daisyfield.blackburn.sch.uk

Class Teachers

Class teachers are responsible for:

- Recording attendance on SIMS on a daily basis using the correct codes.
- Promoting attendance through supporting whole school attendance strategies.
- Reporting any patterns or absence concerns to the Attendance Lead.

School Office Staff

School office staff will:

- Take calls from parents / retrieve voicemails from parents on a day to day basis and record absences on SIMS
- Conduct first day call backs to ascertain the whereabouts of a child who is absent.
- Report any absence concerns to the Attendance Lead.

Parents / Carers

Parents / carers are expected to:

- Make sure their child attends every day and on time.
- Call the school to report their child's absence before 8.30am on the day of the absence, and each subsequent day and advise when they are expected to return.
- Provide school with 2 emergency contact numbers for their child.
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Keep school updated with changes to contact details.

Inclusion Officer (Blackburn with Darwen)

- The Educational Inclusion Officer works with the school on a regular basis to monitor attendance figures.
- If a child develops an attendance problem it is the school's responsibility to inform the Educational Inclusion Officer.
- The Inclusion Service works in partnership with the school through a system of regular monitoring meetings and will become involved in cases of non-attendance where school initiatives have failed to have an impact.

PROCEDURES FOR ENSURING GOOD ATTENDANCE

- Children start school at 8.40am and finish at 3.10pm. The school gates open at 8.30am.
- Teachers should ensure the registers are completed by 9am and 1.05 pm
- Parents should explain all absences on the first day of absence and are advised to leave a message on the pupil absence line before 8.30 am or contact Mrs Mohamed, School Secretary. Parents are asked to contact the school office and not send messages via Dojo.

- If an absence has not been explained to the school office then a call will be made to the parents. Second and third emergency contacts will be contacted if no clarification can be found.
- If an absence is still not clarified by 10.30am, a home visit may be carried out by two members of staff (at least one member of SLT). Home visits may also be carried out if there are concerns around a child's attendance / safeguarding concerns. A welfare visit will be carried out if a child has been absent for 3 days.
- Absences can either be authorised or unauthorised. It is usually the Head Teacher or Deputy Head Teacher who will make a judgement on whether the absence is authorised or unauthorised.
- If a class teacher or the school office is uncertain about the nature of a child's absence, they should discuss the absence with the Head Teacher/Deputy Head Teacher.
- If absences further persist, a formal meeting is held with parents and the Headteacher. Actions are put in place and regular monitoring will take place to ensure improved attendance.
- Medical/Dental Appointments – These appointments should be arranged out of school time. If, however, an appointment must take place during school time, parents must bring an appointment card in to school to be photocopied and kept on file.

MONITROING AND ANALYSING ATTENDANCE

First Day Response

Parents are requested to telephone the absence line to report any pupil absence. The absence line is checked throughout the day and teachers informed. The School Secretary will check registers and contact any family that has not informed school of their child's absence.

Termly

Parents of children whose attendance has fallen below 96% in a term will receive a letter regarding their child's attendance. Meetings with parents and support plans will be put in place where appropriate.

A meeting will take place between school and the allocated EWO to discuss absences below 90% and persistent absences. They will discuss what actions have taken place to support the child / family and improve attendance.

Attendance data is shared with Governors.

The Attendance Lead will:

- Monitor attendance and absence weekly at a class and school level.
- Monitor attendance and absence data half termly, termly and weekly at an individual pupil and group level (Pupil Premium, SEND, Boys, Girls).
- Conduct checks as appropriate on pupils who are causing a concern. The class with the best overall attendance during that half term is rewarded with a non-uniform day.
- Analyse data regularly to identify pupils or cohorts who may require support with attendance or punctuality.
- Look at emerging patterns of attendance and absence and develop strategies to address these patterns.
- Use data to monitor and evaluate the impact of interventions that have been put in place.
- Issue letters to parents / carers where required.

LATENESS AND PUNCTUALITY

- Children who arrive after the register closes at 9am will be classed as late.
- A late comer will be recorded in the late book by the school secretary and recorded and marked on SIMS as late (L) with the reason and number of minutes late.
- End of day punctuality is also carefully monitored.

PROMOTING GOOD ATTENDANCE AND PUNCTUALITY

Parents are informed about the importance of good attendance, through:

- Initial meeting for reception parents and 'Meet the Teacher' meetings at the start of each academic year.
- Report attendance figures to parents in the child's end of year report.
- Each week, the class with the best attendance is rewarded in Achievement Assembly. The winners receive a trophy for the week and the news is shared on the school newsletter, Class Dojo and attendance display.
- Having a clear display for attendance in the hall celebrating good attendance.
- Leaders meet and greet children in the yard at the start and end of the day, and teachers meet and greet children at classroom doors. We do this to ensure that all children get a positive interaction at the start of the day.

- Planning engaging lessons, and ensuring there are many wider opportunities planned for the children such as a range of trips and visits, special themed days in school and outside agencies such as sports coaches.
- Holding special days to celebrate attendance such as 100% attendance day.
- Celebrate the most improved attendance in classes or individual children.
- Reward children with 100% attendance at the end of each term and school year.
- Holding parent workshops regarding attendance to ensure that we all work together to improve attendance
- Promote attendance and punctuality on our school website and newsletter.
- By letter/phone in cases of poor attendance.
- Encouraging pupils and parents through messages on class dojo/ conversations
- Sending well done messages/letters when attendance improves.
- Meetings with the Headteacher in cases of continued poor attendance.
- Children are made aware of the importance of good attendance through PSHE lessons.

Punctuality

- Punctuality is monitored carefully.
- A late comer will be recorded in the late book by the admin team and recorded and marked on the school system as late (L) with the reason **and number of minutes late**.
- If a child arrives late but before **9.30am**, this will be recorded as L, **if a child arrives after 9.30am, this is recorded as U**.

CHILDREN WHO ARE ABSENT FROM EDUCATION

In accordance with Keeping Children Safe in Education 2023, All staff should be aware that children being absent, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence and children missing from education procedures.

School are required to inform to Local Authority about the details of:

- All children who are believed to have moved out of the Blackburn with Darwen (BwD) geographical area after the school has undertaken reasonable enquiries (to be completed within 10 school days) and the child's whereabouts have still not been confirmed.
- Children who have been absent without the school's permission for a continued period of 10 days (excluding cases of parentally condoned truancy which have already been referred to the Inclusion Officer)
- Children who have failed to return to school for 10 days beyond the expected return date following a leave of absence period.
- Children who have relocated abroad.
- All Gypsy Romany Traveller children who school believes have gone travelling without securing prior agreement and/or confirming a return date.
- Children who are withdrawn from school, but parents are unwilling or unable to say where or how their child will continue to be educated.

In a case of children absent from school, the school needs to make reasonable enquires and the attendance lead must:

- Obtain as much information as possible from parents before relocation.
- Maintain contact with parents following relocation.
- Confirm admission with the receiving school.
- Make a home visit if possible.
- Make general enquiries amongst friendship groups.
- Establish contact with all named people on the child's record.

Circumstances when a CME notification is not required:

- Those children who move out of the BwD are and their whereabouts has been confirmed – these children will be reported to the Local Authority using a 'Deletion from School Roll Notification' form
- In 'truancy' cases where a child's unauthorized absence has already been formally referred to the Inclusion Officer
- Children with long-term medical or mental health needs whose absence has been verified by a health professional.

DISCRETIONARY LEAVE OF ABSENCE

School follow Blackburn with Darwen Guidance, 'Considering Applications for Discretionary Leave of Absence During Term Time in Exceptional Circumstances'.

Discretionary leave is only authorised in exceptional circumstances and headteachers no longer have the right to authorise family holiday during term time. If parents feel they have an exceptional circumstance they must:

- Complete a Discretionary Leave Form (available from the office)
- Meet with the Headteacher to discuss the amount of time required, dates and reason for the absence

Regulation 7 of the Education (Pupil Registration) (England) Regulations 2013 has been amended to **prohibit** the proprietor of a maintained school from granting leave of absence to a pupil except where:

- An application has been made in advance by parents / carers **and**
- The proprietor considers there are exceptional circumstances relating to the request.

Criteria for Applications for Discretionary Leave of Absence

It is a requirement that the Local Authority Discretionary Leave of Absence form is complete in advance by parents / carers when requesting absence from school.

When considering applications for leave, Headteachers must now:

- Be satisfied that the individual circumstances warrant leave.
- Consider the frequency of any such requests, the pupil's attainment, overall attendance and ability to catch up on missed lessons
- Determine the number of days, if any, a child can be away from school.

Examples of exceptional circumstances which could justify approval include:

- members of the armed forces who are returning home from active duties
- emergency services personnel (Police, Ambulance, Fire and Rescue) who are unable to take leave at certain times of the year
- other employees who are prevented from taking family holidays outside term-time, e.g. a parent working abroad on a fixed time-period contract

- the death of an immediate family member, e.g. parent, sibling or grandparent
- an extended family that wishes to spend time together for support during a time of acute crisis
- a child or parent/carer receiving medical treatment abroad
- families who can evidence that they have experienced genuine disruption to their originally agreed return travel plans, e.g. severe weather conditions or civil unrest.

Procedure for requesting Discretionary Leave of Absence:

In the first instance a discussion regarding absence must take place with the Attendance Lead. The Attendance Lead will direct parents to the application for extended leave. The parent/carer making the application must complete the relevant paperwork (see appendix). The Headteacher will discuss the application with parent/ carers.

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age. If issued with a fine, or penalty notice, each parent must pay £80 within 21 days or £160 within 28 days. The payment must be made directly to the local authority.

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

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

- The threshold at which a penalty notice must be considered is set at 10 sessions (equivalent to 5 days) of unauthorised absence within a rolling 10-school week period. This may include absences as a result of arriving late after the register closes. The 10 school weeks may span different terms or school years.
- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason.
- A second penalty notice issued to the same parent, for the same child, within a rolling 3-year period will be issued at the rate of £160 to be paid within 28 days, with no option for a discounted rate.
- A maximum of 2 penalty notices may be issued to a parent for the same child within a rolling 3-year period, so at the 3rd (or subsequent) offence(s) another course of action will need to be considered (such as prosecution or one of the other attendance legal interventions).
- If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

It is the responsibility of parents of registered pupils of compulsory school age to ensure that their child attends school regularly. If the child fails to attend regularly at the school then the parent is guilty of an offence under s444 (1) of the Education Act 1996.

By law, parents do not have an automatic right to withdraw pupils from school for a holiday. Parents/carers always have to get permission from the Headteacher beforehand and the Headteacher always has the final decision on whether an application for discretionary leave of absence will be authorised.

Where a child has failed to return to school for 10 days beyond the expected return date, all reasonable enquiries are made for a CME referral.

Education Supervision Order

An education supervision order (ESO) is a formal legal intervention once all voluntary support has been exhausted. ESOs are made through the Family or High Court. They give the local authority a formal role in advising, helping and directing the pupil and parent(s) to ensure the pupil receives an efficient, full-time, suitable education. For the duration of the ESO, the parent's duties to secure the child's education and regular attendance are superseded by a duty to comply with any directions given by the local authority under the ESO.

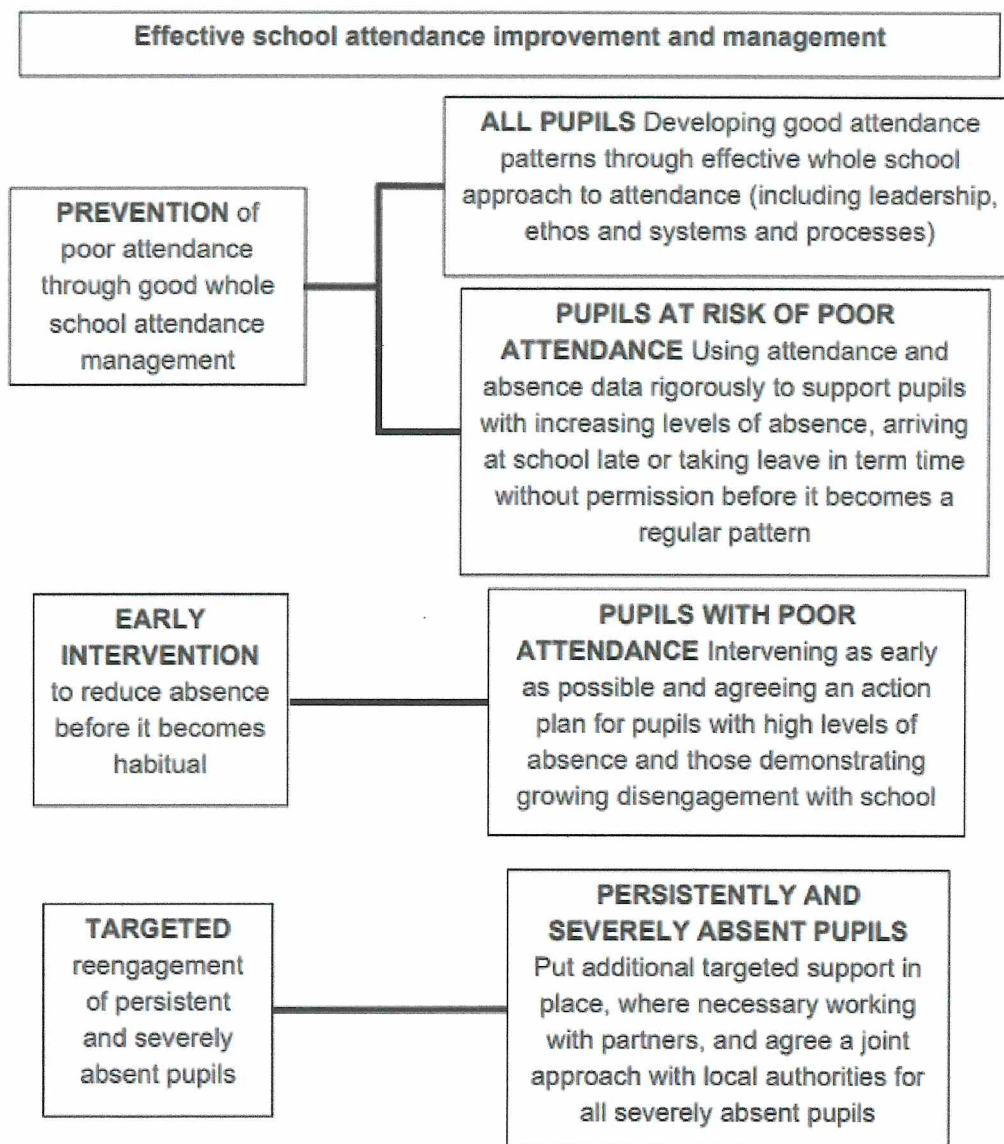
Education supervision orders initially last for one year. The local authority will notify parents in writing of the intention to proceed to an ESO, and will set up a meeting to discuss it with the parent. Where parents persistently fail to comply with the directions given under the ESO, they may be guilty of an offence. Local authorities can prosecute in the Magistrates Court for persistent non-compliance with the Order and parents (upon conviction) will be liable to a fine of up to £1,000.

PERSISTENT AND SEVERE ABSENCE

If a child misses 10% or more of school (1 day or more a fortnight across a school year), schools and local authorities should work together to remove any barriers and reengage pupils. A child who is severely absent (missing 50% of school or more), may find it more difficult to be in school and are likely to need more intensive support across a range of partners.

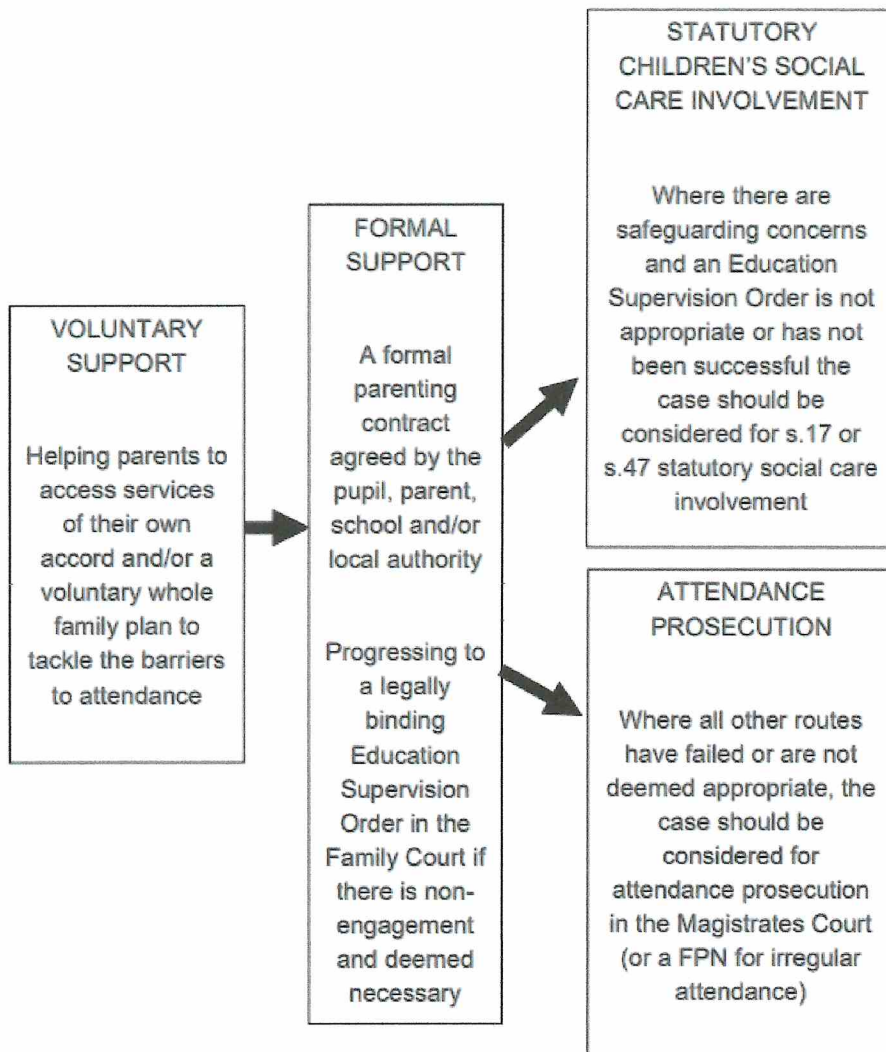
If all avenues of support have been facilitated by school, local authority and other partners, and the appropriate educational support or placements (e.g. an Education and Health Care Plan) have been provided but absence continues, it is likely to constitute neglect. School and the local authority should be conscious of potential safeguarding issues in these cases.

School and the Local Authority have a duty to focus on patterns of severe and persistent absence and monitor this daily. Pupils and / or cohorts should be identified as quickly as possible for targeted support.



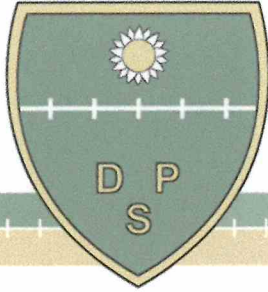
ATTENDANCE AND LEGAL INTERVENTION

As absence is so often a symptom of wider issues a family is facing, schools, trusts and local authorities should always work together with other local partners to understand the barriers to attendance and provide support. Where that is not successful, or is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents. Attendance legal intervention can only be used for pupils of compulsory school age and decisions should be made on an individual case by case basis.



Appendix 1

First Stage Parent Attendance Letter



DAISYFIELD PRIMARY SCHOOL

Headteacher: Mrs L Banks

Clinton Street, Blackburn, Lancashire BB1 5LB Tel: 01254 52108 Fax: 01254 679

Dear Parent/Carer of:

Re: Attendance Concern

As part of our commitment to improving the attainment of our pupils we monitor attendance on a regular basis and identify any pupil whose attendance causes concern. **In 2024/25 we are aiming for our whole school attendance to be better than 96%. Please help us to achieve this by sending your child into school every day on time. If they are feeling unwell please check the NHS guidance for keeping them off school.** We are therefore writing to express concern with your child's current level of attendance:

Overall School Attendance	
---------------------------	--

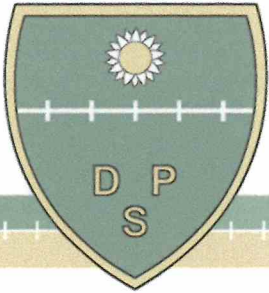
We do recognise that some absences are unavoidable. We can offer support through our school nurse and there is useful information on our school website regarding child illnesses.

Please contact school if you wish to discuss your child's attendance or how we can support you to improve your child's attendance. We will continue to monitor this and hope we can work together to improve his / her overall attendance.

Yours sincerely,

The Attendance Team at Daisyfield

Second Stage Parent Attendance Letter



DAISYFIELD PRIMARY SCHOOL

Headteacher: Mrs L Banks

Clinton Street, Blackburn, Lancashire BB1 5LB Tel: 01254 52108 Fax: 01254 679069

Dear Parent/Carer,

Attendance – Meeting Request for

As part of our commitment to improving the attainment of our pupils we monitor attendance on a regular basis and identify any pupil whose attendance causes concern. We are therefore writing to you due to your child's current level of attendance:

Overall School Attendance	%
---------------------------	---

This means that (Name) has missed xxx session/s.

We would like to discuss this matter with you and an appointment has been made at xxx on (date) at school with (name). At this meeting we would like to agree a plan to work together to improve your child's attendance and support you where we can. We will also discuss requirements associated with further absences.

Please contact me or the school office to confirm your appointment.

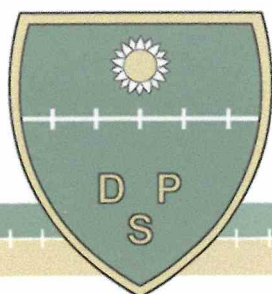
Thank you for your support.

Yours sincerely,

Mrs V Collier

School Business Safeguarding Manager

Third Stage Parent Attendance Letter



DAISYFIELD PRIMARY SCHOOL

Headteacher: Mrs L Banks

Clinton Street, Blackburn, Lancashire BB1 5LB Tel: 01254 52108 Fax: 01254 679069

Dear Parent/Carer,

Attendance Concern

As part of our commitment to improving the attainment of our pupils we monitor attendance on a regular basis and identify any pupil whose attendance causes concern. We are therefore writing to you due to your child's current level of attendance:

Overall School Attendance	%
Of which Authorised Absence is	%
Of which Unauthorised Absence is	%

We would like to discuss this matter with you as a matter of importance. An appointment has been made on (DATE/TIME) at school. At this meeting we would like to agree a plan to work together to improve your child's attendance. We will also discuss requirements associated with further absences. This may include evidence for all further absences such as:

- Medical certificate
- Appointment card
- Hospital letter
- Medicine labels (this will be photocopied and kept on file)

We will also discuss referring your child into the Inclusion Team at Blackburn with Darwen Council and how to support you further.

Please contact me or the school to confirm you will be attending the meeting.

Yours sincerely,

Mrs V Collier

School Business Safeguarding Manager

Appendix 2

Attendance and Absence Codes

Attending the school	
/\	Present at the school / = morning session \ = afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
Absent – Leave of absence	
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstance
Absent – other authorised reasons	
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absent – unable to attend school because of unavoidable causes	
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Absent – unauthorised absence	
G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
Administrative Codes	
Z	Prospective pupil not on admission register
#	Planned whole school closure

Appendix 3

Summary of Responsibilities

All pupils

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

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act 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.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a termly 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.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where 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.</p>

Persistently absent pupils

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

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>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.</p> <p>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.</p>

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	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 bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>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.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	<p>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.</p> <p>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.</p>

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	Inform 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.	<p>Regularly monitor the attendance of children with a social worker in their area.</p> <p>Put in place personal education plans for looked-after children.</p> <p>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.</p>

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance.	Ofsted considers schools' efforts to improve or sustain high attendance as part of inspections. Multi-academy trusts regularly review attendance data and support schools.	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.

Appendix 4

Discretionary Leave Form and Blackburn with Darwen Guidance

Children's Service and
Education Directorate



Inclusion and Place Planning Team

UPN	F889201121019
-----	---------------

APPLICATION FOR DISCRETIONARY LEAVE OF ABSENCE

Name of School Daisyfield Primary School DfE Number 889/2011

If you wish to request discretionary leave of absence for your child, please complete this application form and return it to the Headteacher as soon as possible and in advance of making any travel arrangements. Please note that there is no entitlement in law for parents to take their children out of school during term time without first obtaining permission from school.

If you do take your child out of school without securing advance permission or he/she fails to return to school on the agreed due date, you are likely to be issued with a Penalty Notice under Section 444 of the Education Act 1996. If payment is made within 21 days of receiving a penalty notice, the amount is £60 per parent, per child. The fine increases to £120 per parent, per child if payment is made after 21 days but within 28 days. Thank you.

EVERY SCHOOL DAY COUNTS, AND EVERY DAY IS IMPORTANT

Child's First Name	Child's Surname	D.O.B.			Year Group	Gender
Umar	Patel	06	02	2018	N	Male <input checked="" type="checkbox"/> Female <input type="checkbox"/>

Parent (s) / Carer (s)			
First Name		First Name	
Surname		Surname	
Relationship to Child		Relationship to Child	
Address		Address	
Contact Telephone		Contact Telephone	
Email Address		Email Address	

Request Details			
Reason for Request			
Destination (City & Country)			
Date of Departure	Date due back in School	Number of missed school days	
Emergency contact in Blackburn with Darwen (if not contact number)			
Parent/Carer's Signature	Date Request made		

School Section			
Date of meeting/conversation with parent/carer	06/07/2022	Leave Authorised	Yes <input type="checkbox"/> No <input type="checkbox"/>
Exceptional circumstances considered			
Head teacher's/Principal's signature	Date		

For absences of 10 days or more please forward this form prior to the child's departure to education.welfare@blackburn.gov.uk