



Shoreditch Park
Primary School

Attendance and punctuality policy

2025-2026

Shoreditch Park Primary School is a Rights Respecting School

School policies respect the UN convention on the rights of the child.

The Attendance Policy links to:

Article 3 In all actions concerning children...the best interests of the child shall be a primary consideration.

Article 28 All children have a right to an education and parties should take measures to encourage regular attendance at schools and the reduction of drop-out rates.

1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school
- We will also promote and support punctuality in attending lessons.

At Shoreditch Park Primary School we have an ambitious mission to ensure that every pupil leaves our school with the highest aspirations, an enquiring mind and respect for themselves and their community. In turn, empowering the confidence to succeed and flourish in every aspect of their learning and future lives.

We know that regular school attendance is essential if students are to achieve their full potential. Shoreditch Park Primary School believes that regular school attendance is the key to enabling students to maximise the educational opportunities available to them and become resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.

Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of Shoreditch Park Primary School, supported by our ASPIRE Curriculum and policies on safeguarding, bullying, behaviour and SEND.

2. Legislation and guidance

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

Part 6 of [The Education Act 1996](#)

Part 3 of [The Education Act 2002](#)

Part 7 of [The Education and Inspections Act 2006](#)

[The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

The [Equality Act 2010](#)

It also refers to:

[School census guidance](#)

[Keeping Children Safe in Education](#)

[Mental health issues affecting a pupil's attendance: guidance for schools](#)

[Ofsted's 2025 framework toolkit](#)

3. Roles and responsibilities

3.1 The governing body

The governing body is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, including:
- Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
- Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance

- That absence is almost always a symptom of wider issue
- The school's legal requirements for keeping registers
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy



The link governor for Safeguarding and Attendance is Caroline Doherty.

3.2 The Headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary, and/or authorising the [deputy headteacher/assistant headteacher] to be able to do so
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition time.
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- The designated senior leader responsible for attendance is Claire Deegan and can be contacted on 0207 7397973.

3.4 The Pastoral Manager/ Attendance Champion

The Pastoral Manager/ Attendance Champion is responsible for:

- Monitoring and analysing attendance data (see section 9)
- Benchmarking attendance data to identify areas of focus for improvement
- providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Working with education welfare officers to tackle persistent absence
- Advising the Senior Leader for attendance when to issue fixed-penalty notices

3.5 Class teachers

Class Teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office.

3.6 Parents/carers

Parents/carers are expected to:

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person

- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the absence and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting Miss Keady on 020 7739 7973

3.7 Pupils

Pupils are expected to attend school every day on time when they are fit and well.

4. Synergy Education and Welfare Service

Shoreditch Park Primary School work with [Synergy Education and Welfare Service](#), an independent service, dedicated to providing expert support in raising school attendance. Together we aim to reduce persistent absenteeism, lateness, truancy and unauthorised absence, whilst always ensuring the welfare of the child is paramount.

At Synergy Education their philosophy is simple; deliver a holistic professional advocacy that aims to build synergy between all stakeholders to improve attendance. They offer support to pupils and families presenting with welfare and social care concerns and their flexible thresholds allow them to start early interventions that aim to benefit young people and their families. Our Attendance Officer from Synergy Education Welfare Service is Roxanne Abraham.

5. The Attendance Team

At Shoreditch Park we have a team who are committed to monitoring and improving attendance.



Claire Deegan- Senior leader with responsibility for attendance

The designated Senior Leader for attendance has strategic responsibility for school attendance and is accountable for developing, implementing and reviewing the attendance policy to ensure it aligns with statutory requirements and best practice. The senior leader monitors attendance data regularly, identifies patterns and emerging concerns.



Claire Keady- Pastoral Manager/ Attendance Champion

Claire Keady is responsible for maintaining oversight of attendance patterns and liaising with Synergy and Hackney Education when there are concerns about a child's attendance. Claire Keady reports on attendance at fortnightly Pupil Welfare Meetings.



Karen Orlans and Conrad Bernard- Office Staff

The office staff take calls from parents regarding pupil absence and ensure that any concerns are swiftly passed on to the Attendance Team.



Modupe Adams- Learning Mentor/ Attendance Support

Modupe Adams phones any families who have not been in contact regarding their child's absence and checks that registers have been completed accurately.

6. Recording attendance

6.1 Attendance register

We keep an electronic attendance register and place all pupils on this register.

We will take our attendance register at the start of each morning session of each school day and once during each afternoon session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending a place other than school
- Absent

- Absent – unable to attend due to unavoidable causes

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances
- We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8.45am and ends at 3.30pm.

Pupils must arrive in school by 8.55am on each school day.

The register for the first session will be taken at 9.05am and will be kept open until 9.10am. The register for the second session will be taken at 12.50pm (EYFS/ KS1) and 1.50pm (KS2)

6.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9am, or as soon as practically possible, by calling the school office on 0207 739 7973 and selecting option 2. If the parent does not contact the office a text will be sent out to parents requesting that they make contact with the school regarding the reason for absence.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness. On day three of an absence relating to illness we will text families to request medical evidence (e.g. appointment text from GP).

6.3 Planned absence

Attending a medical will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment. Please contact the office as soon as possible regarding any planned absences.

We strongly encourage parents to make medical and dental appointments out of school hours. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

6.4 Lateness and punctuality

A pupil who arrives late:

Before the register has closed will be marked as late, using the appropriate code (L).

After the register has closed will be marked as absent, using the appropriate code.

6.5 Following up absence

If you do not contact school to let them know that your child will be absent a member of the school's Attendance Team will phone you in the morning to request information regarding your child's absence.

6.6 Responding to attendance concerns

Parents are regularly informed of their child's attendance during parent's evenings. Children whose attendance falls below 90% are sent letters at the end of each half term.

Where there are concerns the Pastoral Manager will invite parents in to discuss their child's attendance. If, after monitoring, there is no improvement, it may escalate to our Attendance Officer. Formal meetings are held with our Attendance officer Roxanne Abraham from Synergy, explaining the consequences of non-attendance.

Where necessary, penalty warning notices are issued. Families who take the children away in term time will be issued with one.

All children who fall below the 80% threshold may be referred to Social Care, if this action is appropriate, or other agencies for support in line with the new guidance on Keeping Children Safe in Education and Children Missing in Education.

7. Authorised and unauthorised absences

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview for another educational institution
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as rare and unexpected circumstances which are unlikely to reoccur. Examples include:

- Medical emergencies
- Family emergencies (e.g. death of a relative)

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances a leave of absence will not be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least a month before the absence, and in accordance with any leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for leave of absence.

7.2 Other reasons for authorised absence

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s).
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

7.3 Absences from the school site (which are not classified as absences)

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences.

Reasons include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

8. Strategies for promoting attendance

We want our pupils to succeed and develop their skills. To do this, pupils need to avoid missing lessons and days of school as much as possible. As a school, we want to reward high attendance and not just penalise pupils for poor attendance.

Frequency	Incentive
Daily	Staff positively acknowledge pupils who arrive on time and ready to learn during ASPIRE morning.
Weekly	A trophy awarded in weekly assembly to the EYFS, KS1 and KS2 classes with the highest attendance.
	Stickers are given to the class each week with the best attendance.
	Classes with the best attendance and punctuality are named in the school newsletter, <i>The Shoreditch Park Scoop</i> .
	A punctuality raffle takes place every week. All class members from the class with the fewest lates are entered into a raffle to win a small prize. The winner is named in the <i>Shoreditch Park Scoop</i> .
	An attendance raffle takes place every week. All class members from the class with the best attendance are entered into a raffle to win a small prize. The winner is named in <i>The Shoreditch Park Scoop</i> .

Termly	Certificates- perfect attendance, above 95% and most improved attendance are given out termly.
	Attendance Celebration- The class that has won the attendance trophy the most times during that term is awarded with a celebration in class.
	Punctuality Party- the class with the fewest lates will be awarded with a celebration in class
Annually	Attendance prize giveaway. Raffles will take place at the end of the academic year with 3 different categories: 100% attendance, 95% and above and most improved attendance. Children will have the opportunity to win exciting prizes.

9. Supporting pupils with poor attendance

Our school will make use of the full range of support and potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

9.1 Individual Attendance Plans

Pupils who are classed as persistently absent, with attendance of less than 90% may be put on an Individual Attendance Plan.

An Individual Attendance Plan (IAP) is a targeted support measure used by Shoreditch Park Primary to address ongoing attendance concerns. Pupils are identified through regular monitoring of attendance and punctuality data in line with statutory expectations. An IAP may be put in place where a pupil's attendance is causing concern, where there is a pattern of persistent absence or lateness or where earlier support and interventions have not led to sustained improvement. Decisions are made using a graduated, evidence-based approach and take account of the pupil's individual circumstances and any safeguarding considerations.

The plan sets out clear expectations for attendance, identifies barriers to regular school attendance and outlines agreed actions, support strategies and review dates. Progress is monitored closely- with Individual Attendance Plans being reviewed weekly during meetings of the Senior Leadership Team and during Pupil Welfare Meetings. The aim of an Individual Attendance Plan is to improve attendance through early help and support while ensuring accountability in line with school and local authority policy.

We take contextual factors into account when deciding which pupils will have an individual Attendance Plan. We will not, for example, place children on an IAP who have been admitted to hospital for treatment.

9.2 Education supervision order

In cases where voluntary early help plans and Individual Attendance Plans have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

9.3 Notice to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

A notice to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

It will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued, or prosecution considered, if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

9.4 Penalty notices

The Headteacher, local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, we will check with the local authority before doing so, and send the local authority a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £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 the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

10. Supporting pupils who are absent or returning to school

10.1 Pupils absent due to complex barriers to attendance

We recognise that some pupils face complex barriers to attendance, including medical needs, special educational needs and disabilities (SEND), mental health difficulties, family circumstances, or safeguarding concerns. We are committed to a supportive, child-centred approach that prioritises pupils' wellbeing and inclusion.

The school works closely with parents/carers and relevant professionals to identify underlying barriers early and to put reasonable adjustments and personalised support plans in place. Strategies may include flexible timetables, pastoral and emotional support, referrals to external agencies, and regular review meetings.

Attendance is promoted through encouragement and collaboration rather than punishment, ensuring that pupils with complex needs are supported to re-engage with learning at a pace that is appropriate for them, while maintaining high expectations and a clear focus on safeguarding and equal access to education

10.2 Pupils absent due to mental or physical ill health

The school recognises that physical and mental health can have a significant impact on a pupil's ability to attend regularly. We are committed to supporting pupils who experience health-related barriers to attendance by working closely with families, health professionals, and external agencies where appropriate. Reasonable adjustments, flexible support strategies, and timely interventions will be considered to help pupils access education while

safeguarding their wellbeing. Our approach is compassionate and individualised, ensuring that pupils feel supported to attend school whenever possible and are not disadvantaged due to genuine health needs.

We work with external agencies including the Medical Needs Tuition Service, Early Help and CAMHS to support pupils with physical and mental health needs that are impacting their attendance.

10.3 Pupils absent due to other barriers to attendance

Pupils with SEND

The school recognises that pupils with special educational needs and disabilities (SEND) may face additional challenges that can affect attendance. We work closely with pupils, families, the SENDCo and relevant professionals to identify individual needs and implement appropriate support. This may include reasonable adjustments, tailored timetables, targeted interventions and access to specialist services. Our aim is to reduce barriers to attendance while ensuring that pupils' educational, emotional, and physical needs are met in a supportive and inclusive environment.

Where a pupil has an education health and care (EHC) plan and their attendance falls, the school will inform the local authority.

Disadvantaged pupils

The school is committed to improving attendance for disadvantaged pupils by addressing both educational and wider barriers that may impact regular school attendance. We use a targeted and flexible approach, informed by attendance data and individual circumstances, to provide early help, pastoral support, and practical assistance where appropriate. This may include family engagement, mentoring and the strategic use of additional funding to support access to education, ensuring that disadvantaged pupils are supported to attend regularly and achieve their full potential.

Pupils known to Social Care

The school recognises that pupils who are known to social care may experience complex circumstances that can affect attendance. We work closely with social workers, safeguarding leads and other professionals to ensure a coordinated and child-centred approach. Attendance is monitored carefully, with concerns shared promptly and sensitively, and support plans reviewed regularly. The school prioritises safeguarding, stability, and wellbeing, ensuring that pupils feel safe, supported and encouraged to attend school consistently.

10.4 Pupils returning to school after a lengthy or unavoidable period of absence

The school recognises that returning to school after a lengthy period of absence can be challenging for pupils and their families. We adopt a gradual, supportive and child-centred approach to reintegration, working closely with parents/carers and relevant professionals to plan a successful return. Depending on the pupils needs this may include phased returns, flexible timetables, emotional and pastoral support and targeted academic catch-up where appropriate. Staff carefully monitor pupils' wellbeing, attendance, and progress during the transition period, making adjustments as needed to ensure pupils feel safe, welcomed and confident in re-engaging with school life.

11. Attendance monitoring

11.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) weekly, half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

11.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

11.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 9.4 below)

- Provide regular attendance reports to class teachers to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

11.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary.

12. Stages of intervention/ support

Stage	Process	Action
Prevention	Attendance and punctuality is reviewed by the Attendance Team daily.	Attendance team to call parent/ carer to establish any underlying reason for absence as part of the first day
	Attendance data is analysed in detail fortnightly and shared with the school's Senior Leadership Team.	Year group leads discuss meet with teams to discuss pupil attendance. Class teachers to have informal discussion with parents regarding pupil absence and any barriers to attendance.
Targeted intervention Stage 1 monitoring	Pupil absence falls between 90%-95%	Pastoral Manager will share the pupil's information with Synergy during the weekly meeting. Case added to the caseload of Maria Finch's caseload. Maria is our link for attendance at Hackney Education. Invitation to a surgery session with the Attendance Team on Wednesday between 9-10am. Pupil added to the 90-95% attendance monitoring list (stage 1).
Targeted intervention Stage 2 monitoring	Pupil absence falls between 85%-90%	LA attendance officer to meet with parent/ carer with non-improvement discussed and actions identified. Timescale for improvement sent. A parent meeting takes place to create an Individual Attendance Plan. Pupil added to the persistent absence monitoring list (stage 2).
Targeted intervention Stage 3	Pupil absence falls below 85%	Fixed Penalty Notice issued by LA attendance officer. Fortnightly review meetings of individual attendance plans. Consideration of referral to MASH.

Targeted intervention		Further absence will result in the start of court proceedings process by the LA attendance officer.
Stage 4		

13. Key attendance actions- whole school

Attendance and punctuality- key actions	
Frequency	Actions
Daily	• The Attendance Team checks the registers and reviews the list of pupils who are not in school. • A member of the Attendance Team records pupils who are late. • Parents/ carers of pupils who are on the first day of absence receive a phone call if they have not provided a reason. • Pupils on their fourth day of absence are phoned to ask for medical evidence/ other appropriate evidence of the reason for the absence. • Key documents (class trackers, Individual Attendance Plans) are updated as staff contact parents. • Gates close promptly at 9am with clocks on each gate displaying the time to ensure parents know it is time for the gate to close. Rewards: • Staff praise pupils being in school on time and ready to learn.

Weekly	● Attendance is reviewed in weekly Senior Leadership meetings. Year Group leads meet with teachers to discuss any pupils who have fallen into the 90-95% category or the persistent absence category and any support and provision that can be put in place. ● Targeted invitations are sent out to pupils for the Attendance Surgery which takes place every Wednesday between 9-10am. Parents can also book an appointment vis the school office if they would like to discuss any issues pertaining to attendance. ● The Pastoral Manager meets with Synergy Education, Roxanne Abrahams, to discuss the attendance caseload. ● Members of the Senior Leadership Team carrying out book looks comment on the learning of pupils with persistent absence. Rewards ● Attendance raffle prizes are given out every Friday. ● Punctuality raffle prizes are given out every Friday. ● Attendance assemblies take place for EYFS, KS1 and KS2. Attendance trophies and stickers are given out for the class with the best attendance. ● Attendance and punctuality are featured in the weekly edition of <i>The Shoreditch Park Scoop</i> with the classes with the best attendance and punctuality receiving a shout out.
Fortnightly	● Attendance data is analysed and added to the whole school tracker and the individual year group trackers. ● Individual attendance plans are reviewed at Pupil Welfare Meetings. ● During Pupil Welfare Meetings interventions to support the improvement of attendance will be reviewed. ● The 90-95% and persistent absence lists are reviewed to ensure they are accurate. Any pupils that have dropped into the category are issued with the appropriate letter which is added to the tracking sheet.

Half-termly	● A book scrutiny takes place during Senior Leadership Meetings reviewing the outcomes of pupils with persistent absence and in the 90-95% category. ● The outcomes of pupils with persistent absence and 90-95% absence is discussed in detail during pupil progress meetings.
Termly	● The Attendance Team meets with the attendance link governor to review the attendance action plan. ● A CPD session is delivered to all staff regarding attendance priorities and actions. ● During parents' evenings teachers will discuss attendance concerns with parents when attendance is below 96%. Rewards: ● Termly Certificates- perfect attendance, above 95% and most improved attendance are given out termly. ● Attendance Celebration- The class that has won the attendance trophy the most times during that term is awarded with a celebration in class. ● Punctuality Party- the class with the fewest lates will be awarded with a celebration in class
Annually	● An attendance audit is completed at the start of each academic year. An annual attendance action plan is developed as a result of the process and used throughout the year to monitor progress towards attendance improvement. Rewards At the end of each academic year raffles take place with exciting prizes to be won. The raffles are as follows: ● Whole school raffle for all pupils with 100% attendance for the academic year ● Whole school raffle for all pupils with no lates for the academic year

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| | <ul style="list-style-type: none">• Most improved attendance raffles by key stage• Above 96% attendance raffles by key stage |
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