



# Intack Community Primary School: Attendance Policy

**Policy Status:** Final.

**Date of Creation:** 2<sup>nd</sup> October 2025

**Date of Review:** October 2026

**Reviewer:** Headteacher and Governors' Committee

**Next Review Date:** October 2026

## 1. Introduction and Purpose

- This policy outlines Intack Community Primary School's approach to attendance, ensuring that all Children have access to a full-time education and achieve their full potential.
- It reflects our school's vision of being a warm and caring community where everyone feels safe, valued, and respected.
- High attendance is crucial for academic achievement, social and emotional development, and future life chances.
- This policy is based on the DfE's "Working Together to Improve Attendance" guidance and relevant legislation.
- This policy is easily accessible to leaders, staff, Children, and parents, including being published on the school's website. Parents are sent it with any initial information when Children join the school and reminded of it at the beginning of each school year and when it is updated.

## 2. Aims and Objectives

- To promote and maintain excellent attendance for all Children.
- To reduce persistent absence and severe absence.
- To ensure all Children have equal access to learning opportunities.
- To build strong partnerships with parents to support good attendance.
- To create a positive and supportive school environment where Children want to attend.
- To identify and address barriers to attendance.
- To meet all statutory requirements related to attendance.
- To ensure consistent and fair application of the attendance policy.



### 3. Roles and Responsibilities

- **Governing Body:**
  - Ensuring the school has a clear and effective attendance policy.
  - Monitoring overall attendance rates and trends.
  - Holding the Headteacher to account for attendance improvement.
  
- **Headteacher:**
  - Overall responsibility for the implementation of the attendance policy.
  - Providing leadership and direction on attendance matters.
  - Ensuring adequate resources are allocated to support attendance improvement.
  
  - Strategic oversight of attendance management.
  - Analysing attendance data and identifying areas for improvement.
  - Liaising with external agencies and partners.
  
- **Attendance Officer (Lauren Parkinson  
lauren.parkinson@intack.blackburn.sch.uk)**
  - Day-to-day management of attendance records.
  - First-day calling and follow-up on unexplained absences.
  - Communicating with parents about attendance concerns.
  - Tracking persistent absence and severe absence.
  - Providing support to Children and families facing barriers to attendance.
  - Liaising with external agencies and support services.
  - Developing and implementing individual attendance plans.
  
- **Class Teachers:**
  - Taking accurate attendance registers.
  - Promoting good attendance in the classroom.
  - Identifying and supporting Children with attendance concerns.
  - Communicating with parents about attendance issues.
  
- **Children:**
  - Attending school regularly and punctually.
  - Informing a teacher or trusted adult if they are experiencing difficulties that affect their attendance.



- **Parents/Carers:**
  - Ensuring their Child attends school regularly and punctually.
  - Informing the school promptly of any absence and the reason for it.
  - Providing medical evidence for prolonged or frequent absences.
  - Working with the school to address any attendance concerns.
  - Avoiding taking holidays during term time.
- **School Nurse:**
  - Providing advice and support on medical absences.
  - Liaising with healthcare professionals.
- **Inclusion Officer / Local Authority:**
  - Providing support and guidance to the school on attendance matters.
  - Working with families to address persistent absence.
  - Enforcing school attendance through legal interventions when necessary.

#### **4. Attendance Expectations and Procedures**

- **Start and End of the School Day:**
  - School starts at [08:45] and ends at [15:15].
  - Children are expected to be in class and ready to learn by the start time.
- **Punctuality:**
  - Children arriving late disrupt learning and can cause anxiety.
  - Children arriving after [08:45] will be marked as late.
  - Persistent lateness will be addressed through the school's behaviour policy and may involve parental meetings.
- **Registration:**
  - Registers are taken at the start of the school day and after lunch.
  - Registers close at [09:00]. Any Child arriving after this time will be marked as absent unless a valid reason is provided.
- **Reporting Absence:**
  - Parents must inform the school of any absence as soon as possible, preferably before the start of the school day.
  - The preferred method of reporting absence is [phone call, text message or an email to the office].
  - Parents must provide a reason for the absence.



- **Unexplained Absence:**

- The school will contact parents on the first day of an unexplained absence
- If contact cannot be made, further attempts and home visits will be made to ascertain the reason for absence.
- Unexplained absences will be recorded as unauthorized absences.
- Children Missing Education referral - Where a pupil has been absent for ten consecutive school days or more without contact, or where the school has good reason to believe the family has moved out of the Blackburn with Darwen area, a CME referral will be made to the Local Authority.

- **Medical Appointments:**

- Parents should try to arrange medical appointments outside of school hours.
- If this is not possible, parents must inform the school in advance and provide evidence of the appointment (e.g., appointment card).

- **Leave of Absence (Holidays):**

- Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.
- Parents must apply for leave of absence in advance using the school's application form.
- Taking holidays during term time will be recorded as unauthorised absence and may result in a Fixed Penalty Notice.

- **Exceptional Circumstances:**

- Exceptional circumstances will be considered on a case-by-case basis.
- Examples of exceptional circumstances may include bereavement, religious observance, or unavoidable medical treatment.

- **Return to School:**

- After an absence, Children should bring a note from their parents explaining the reason for their absence.
- For prolonged absences, a meeting with the parent may be required to discuss a return-to-school plan.



## 5. Promoting Good Attendance

- **Whole-School Culture:**
  - Creating a positive and welcoming school environment where Children feel valued and supported.
  - Promoting the benefits of good attendance through assemblies, newsletters, and displays.
  - Celebrating good attendance and punctuality.
  
- **Rewards and Incentives:**
  - Implementing a system of rewards and incentives for good attendance (attendance reward days for all children with over 96% attendance that term)
  - Recognising and celebrating improvements in attendance (with certificates).
  
- **Early Intervention:**
  - Identifying Children at risk of poor attendance early on.
  - Providing targeted support and interventions to address barriers to attendance.
  
- **Parental Engagement:**
  - Building strong relationships with parents.
  - Providing parents with information and support on attendance matters.
  - Involving parents in developing attendance plans.
  
- **Curriculum and Teaching:**
  - Providing a broad and balanced curriculum that engages and motivates Children.
  - Ensuring that teaching is high-quality and meets the needs of all Children.
  
- **Addressing Barriers to Attendance:**
  - Identifying and addressing the underlying causes of poor attendance (e.g., bullying, anxiety, family difficulties).
  - Providing access to support services and external agencies.



## 6. Monitoring and Analysis of Attendance Data

- **Regular Monitoring:**
  - Attendance data will be monitored regularly by the Attendance Officer and Senior Leadership Team.
  - Attendance data will be analysed to identify trends and patterns.
  - Attendance data will be used to target support and interventions.
- **Reporting:**
  - Attendance data will be reported to the Governing Body on a termly basis.
  - Attendance data will be shared with the Local Authority as required.
- **Data Analysis:**
  - The school will use data to identify:
    - Children with persistent absence (attendance below 90%).
    - Children with severe absence (attendance below 50%).
    - Groups of Children with low attendance (e.g., pupil premium, EAL, SEND).
    - Reasons for absence.
    - Patterns of absence (e.g., specific days of the week, times of the year).

## 7. Strategies for Reducing Persistent and Severe Absence

- **Early Intervention:**
  - Contacting parents of Children whose attendance is a concern.
  - Offering support and guidance to parents.
  - Developing individual attendance plans.
- **Targeted Support:**
  - Providing mentoring and support to Children with attendance difficulties.
  - Offering counselling and therapy to address emotional or behavioural issues.
  - Providing access to family support services.
- **Collaboration with External Agencies:**
  - Liaising with the EWO, social care, health services, and other relevant agencies.



- Making referrals to external agencies when necessary.

- **Legal Intervention:**

- Issuing warning letters to parents.
- Holding attendance panel meetings.
- Issuing Fixed Penalty Notices for unauthorised absence.
- Initiating legal proceedings in cases of persistent unauthorised absence.
- School may use the Fast Track to Attendance Pathway process to ensure a fast, effective approach to the implementation of strategies to tackle non-attendance and the underlying causes.

## **8. Fixed Penalty Notices and Other Sanctions**

- Fixed Penalty Notices (FPNs) may be issued to parents for unauthorised absence, including taking holidays during term time.
- The decision to issue an FPN will be made in accordance with the Local Authority's Code of Conduct.
- Other sanctions may include:
  - Attendance panel meetings.
  - Referral to the Inclusion Team.
  - Legal proceedings.
- Sanctions will only be used as a last resort, after all other support and interventions have been exhausted.

## **9. Attendance and Children with Special Educational Needs and Disabilities (SEND)**

- This policy applies to all Children, including those with SEND.
- The school will make reasonable adjustments to support the attendance of Children with SEND.
- Individual attendance plans will be developed in consultation with parents, Children, and relevant professionals.
- The school will work closely with parents and external agencies to address any barriers to attendance for Children with SEND.

## **10. Children in our care (CIOC)**

- The school recognises the importance of good attendance for Looked After Children.
- The school will work closely with carers and social workers to promote and support the attendance of CIOC.
- Personal Education Plans (PEPs) will include specific targets for attendance.



- The school will ensure that CIOC have access to the support they need to overcome any barriers to attendance.

## **11. Equality and Diversity**

- This policy will be applied fairly and consistently to all Children, regardless of their background or circumstances.
- The school will be mindful of its obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.
- The school will take steps to ensure that no Child is disadvantaged because of their race, religion, gender, disability, or sexual orientation.
- The school will celebrate diversity and promote understanding and respect for all cultures and backgrounds.

## **12. Policy Review**

- This policy will be reviewed annually, or sooner if required by changes in legislation or guidance.
- The review will involve consultation with staff, parents, and Governors.
- The policy will be updated to reflect best practice and the needs of the school community.

## **13. Related Policies**

- Behaviour Policy
- Safeguarding Policy
- SEND Policy
- Anti-Bullying Policy
- DfE Working Together to Improve School Attendance

## **Appendix**

### **Key Questions for School Leaders:**

- How does this policy align with the school's overall strategic plan and improvement priorities?
- How will the policy be communicated to all stakeholders?
- What resources (staff, budget, training) are needed to effectively implement this policy?
- What are the specific, measurable, achievable, relevant, and time-bound (SMART) targets for attendance improvement?
- How will progress towards these targets be monitored and evaluated?
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- How will progress towards these targets be monitored and evaluated?
- Are all staff aware of their roles and responsibilities regarding attendance?
- Is there adequate training and support for staff to fulfil their responsibilities?
- How will the school ensure effective communication and collaboration between all stakeholders?
- Are the school's attendance procedures clearly communicated to parents and Children?
- Are the procedures consistently applied across the school?
- Is there a system for monitoring and evaluating the effectiveness of the procedures?
- How does the school promote a culture of high attendance?
- Are the rewards and incentives effective in motivating Children to attend school regularly?
- Are there sufficient resources to support early intervention and address barriers to attendance?
- How frequently is attendance data monitored and analysed?
- How is the data used to inform attendance improvement strategies?
- Is the school effectively using data to identify and support Children with attendance concerns?
- What specific strategies are in place to reduce persistent and severe absence?
- How does the school work with external agencies to support Children and families?
- When and how are legal interventions used to enforce school attendance?
- What is the school's policy on issuing Fixed Penalty Notices?
- Are parents aware of the potential consequences of unauthorised absence?
- Are sanctions applied fairly and consistently?
- How does the school ensure that the attendance needs of Children with SEND are met?
- Are reasonable adjustments made to support the attendance of Children with SEND?
- Is there effective communication and collaboration between the school, parents, and external agencies regarding the attendance of Children with SEND?
- How does the school ensure that the attendance needs of Looked After Children are met?
- Is there effective communication and collaboration between the school, carers, and social workers regarding the attendance of LAC?
- How does the school ensure that the attendance policy is applied fairly and consistently to all Children?
- Are the needs of all Children considered when implementing the attendance policy?