Children First Learning Partnership

Attendance Policy 2026

The Children First Learning Partnership Attendance Policy has been consulted upon with all schools and adopted by the Board of Directors in Autumn 2026	
Chair of Board:	*Mrs N. Chell*
Responsible Officer:	*Mrs A. Rourke-CEO*
Agreed and ratified by the Local Advisory	*Board on:*
To be reviewed:	*October 2027*

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The Children First Learning Partnership Attendance Policy 2026-27

1. Introduction

The Children First Learning Partnership believes that excellent attendance is fundamental to a child's educational achievement, wellbeing, safeguarding and future life chances.

Through our curriculum, values, relationships, policies and everyday practice we seek to create school communities where every child feels safe, valued, included and motivated to attend. We recognise that pupils can only fully benefit from the opportunities available to them when they attend school regularly and punctually.

The Trust recognises that attendance difficulties can arise for many different reasons. Some pupils face barriers linked to health needs, special educational needs and disabilities, family circumstances, caring responsibilities, emotional wellbeing or wider safeguarding concerns. At all stages of attendance intervention, we will seek to understand the barriers affecting attendance and work collaboratively with pupils, families and external partners to overcome them.

We are committed to working in partnership with families. We recognise parents and carers as key partners in securing regular attendance and understand the importance of listening carefully, building trust and providing meaningful support where difficulties arise. Equally, parents have a legal responsibility to ensure their children of compulsory school age receive a suitable education through regular school attendance.

Attendance is everyone's responsibility. Every member of staff contributes to creating the culture, relationships and support systems that encourage children to attend school regularly creating ***Attendance Heroes*** who are **H**ere **E**very day, **R**eady and **O**n time. **(HERO)** Pupils, parents, schools, governors, Directors and external agencies all play an important role in improving attendance and ensuring children achieve their full potential

2. Attendance Principles

Within The Children First Learning Partnership we believe that excellent attendance is everyone's responsibility.

We recognise that promoting attendance is not solely the role of attendance staff. Attendance is influenced by the quality of relationships children have with adults, their sense of belonging, the curriculum they experience, their emotional wellbeing, their family circumstances and the support available to them.

Our approach is underpinned by the following principles:

- every child has the right to a full-time education;

- attendance is a safeguarding priority;
- strong attendance is a shared responsibility between home and school;
- barriers to attendance should be understood and addressed at the earliest opportunity;
- support should be offered before formal intervention wherever possible;
- attendance data should be used intelligently to identify concerns and target support;
- all children should receive equitable support regardless of background or circumstance;
- high expectations and positive relationships are key drivers of attendance improvement.

We promote attendance through a culture of belonging, achievement, celebration and support whilst maintaining clear expectations regarding regular school attendance.

3. Legislation and Guidance

This policy is based upon:

- Working Together to Improve School Attendance (July 2026);
- School Attendance (Pupil Registration) (England) Regulations 2024;
- Education Act 1996;
- Education Act 2002;
- Education and Inspections Act 2006;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children;
- Mental Health Issues Affecting Attendance Guidance;
- Children Missing Education Guidance.

4. Safeguarding and Attendance

Attendance and safeguarding are intrinsically linked. Children who do not attend school regularly may be more vulnerable to harm, exploitation, neglect, abuse, mental health difficulties and other safeguarding concerns. Schools therefore regard attendance as a core safeguarding responsibility.

All CFLP schools will:

- monitor attendance daily;
- identify patterns and trends of absence;
- investigate unexplained absence promptly;
- undertake first-day response procedures;
- consider attendance concerns within safeguarding discussions;
- share information appropriately with relevant professionals;
- escalate concerns where a child's welfare may be at risk.

Attendance concerns may trigger safeguarding action where:

- a child is missing education;
- a child cannot be located;
- there are concerns regarding neglect or abuse;
- attendance patterns indicate potential exploitation;
- there are concerns relating to child criminal exploitation, child sexual exploitation, FGM or county lines activity;
- there are concerns regarding mental health or emotional wellbeing;
- attendance difficulties indicate wider family vulnerability.

School attendance teams, Designated Safeguarding Leads and senior leaders will work collaboratively to ensure attendance concerns are considered within wider safeguarding arrangements and that appropriate action is taken to protect children.

5. Children Missing in Education

The Children First Learning Partnership recognises that children missing education are at significant risk of harm and reduced life chances. Children who are not receiving a suitable education are more vulnerable to exploitation, abuse, neglect, criminal involvement and poor educational outcomes.

All schools will comply with statutory Children Missing in Education guidance and local authority procedures detailed within their own Child Missing in Education Policy which can be found on their website.

Where a child cannot be located, schools will:

- make reasonable enquiries to establish the child's whereabouts;
- contact parents and carers;
- contact emergency contacts;
- undertake home visits where appropriate;
- liaise with partner agencies;
- refer concerns to the Local Authority;
- involve safeguarding partners where necessary.

Pupils will not be removed from roll unless all statutory requirements have been met.

Schools will maintain accurate records of all enquiries, actions and communications undertaken.

6. Roles and Responsibilities

The Children First Learning Partnership believes that promoting excellent attendance is everyone's responsibility. Effective attendance practice relies upon strong leadership, clear accountability, high expectations, positive relationships and consistent implementation across all schools.

All stakeholders have a role to play in ensuring that pupils attend school regularly, arrive punctually and receive the support they need to be successful. Through collaborative working between Directors, Governors, school leaders, staff, pupils, families and external partners, the Trust aims to create a culture where attendance is valued and prioritised.

a) Directors Board

The Board of Directors has strategic oversight of attendance across The Children First Learning Partnership and is responsible for ensuring that attendance remains a key priority within the Trust's vision, values and improvement strategy.

Directors recognise that attendance is closely linked to educational achievement, safeguarding, wellbeing and inclusion. The Board therefore expects all schools within the Trust to maintain high standards of attendance practice and to ensure that attendance remains central to school improvement activity.

The Directors Board will:

- promote attendance as a strategic priority across all schools;
- ensure attendance is considered within Trust improvement planning;
- receive and scrutinise Trust-wide attendance reports;
- monitor trends, patterns and emerging priorities;
- hold senior leaders to account for attendance outcomes;
- ensure sufficient resources are allocated to support attendance improvement;
- ensure vulnerable groups are receiving appropriate support;
- promote consistency of approach across Trust schools;
- share effective practice between schools;
- monitor compliance with statutory attendance requirements;
- review the effectiveness of Trust-wide attendance strategies and interventions.

The Board will regularly review attendance information to ensure that all pupils, particularly the most vulnerable, are receiving their entitlement to a full-time education. Directors will seek assurance that schools are taking effective action to address persistent and severe absence and that attendance remains a safeguarding priority.

b) Local Advisory Boards

Local Governing Bodies play an important role in supporting and challenging school leaders to ensure high levels of attendance are achieved.

Governors are expected to understand the attendance profile of their school and to be able to demonstrate how attendance improvement is being prioritised. Whilst responsibility for day-to-day attendance management sits with school leaders, governors provide strategic oversight and help evaluate the effectiveness of attendance strategies.

Governors will:

- receive regular attendance reports;
- review attendance trends and patterns;
- scrutinise persistent absence and severe absence data;
- consider the attendance of vulnerable pupil groups;
- understand barriers affecting attendance within the school community;
- evaluate the effectiveness of attendance interventions;
- provide appropriate support and challenge to leaders;
- monitor the implementation of this policy;
- ensure attendance is viewed as both an educational and safeguarding priority.

Attendance reports presented to governors should include, where appropriate:

- whole school attendance;
- year group attendance comparisons;
- persistent absence data;
- severe absence data;
- punctuality information;
- attendance of disadvantaged pupils;
- attendance of pupils with SEND;
- attendance of children with social workers;
- attendance of young carers;
- attendance of pupils subject to Early Help/ Family Help;
- Trust comparisons;
- local authority comparisons;
- national benchmarking information;
- summary of intervention activity and impact.

Governors should seek assurance that attendance concerns are identified early and that effective systems are in place to support pupils and families before difficulties become entrenched.

c) Headteachers

The Headteacher has overall responsibility for attendance within their school and is accountable for ensuring that this policy is implemented effectively.

The Headteacher will lead a culture where attendance is valued, promoted and prioritised and where all staff understand their responsibilities in improving attendance.

The Headteacher will:

- implement this policy consistently and effectively;
- promote high expectations regarding attendance and punctuality;
- communicate attendance expectations to pupils, staff and families;
- ensure attendance concerns are identified and addressed promptly;
- monitor whole-school attendance performance;
- evaluate the impact of attendance interventions;
- allocate resources appropriately to support attendance improvement;
- ensure attendance is considered within safeguarding arrangements;
- work with the Senior Attendance Champion and Attendance Officer;
- report attendance information to Governors and Directors;
- consider and authorise requests for leave of absence;
- approve referrals for legal intervention where appropriate;
- ensure statutory attendance duties are fulfilled;
- oversee the attendance of vulnerable groups of pupils;
- support staff in maintaining high attendance expectations.

Headteachers will ensure that attendance remains a visible priority across all aspects of school life and will promote a culture where every child is expected, supported and encouraged to attend school regularly.

d) School Attendance Champion

Each school will appoint a School Attendance Champion who will provide strategic leadership for attendance and act as the school's lead professional for attendance improvement.

The School Attendance Champion will have a detailed understanding of attendance data, attendance legislation and the factors affecting attendance within their school community.

The School Attendance Champion will:

- lead and champion attendance improvement across the school;
- establish and communicate a clear vision for attendance;
- promote attendance through a whole-school culture and ethos;
- monitor attendance patterns and trends;
- analyse attendance data regularly;
- identify pupils and groups requiring additional support;
- oversee attendance interventions and Attendance Support Plans;
- work closely with families to address barriers;
- coordinate multi-agency support where required;
- support staff in implementing attendance procedures;
- report attendance information to Governors and Trust leaders;
- ensure robust escalation processes are followed;
- evaluate the effectiveness of attendance strategies;
- support reintegration planning following absence;

- monitor attendance of vulnerable pupils and cohorts.

The School Attendance Champion will work closely with school leaders, safeguarding professionals and external agencies to ensure that attendance concerns are addressed appropriately and that pupils receive timely support.

e) CFLP Attendance Officer

The CFLP Attendance Officer provides specialist attendance support across the Trust and works collaboratively with schools, families and external agencies to improve attendance and remove barriers to education.

The Attendance Officer plays an important role in implementing the Trust's support-first approach and helps ensure consistency in attendance practice across all CFLP schools.

The CFLP Attendance Officer will:

- support schools with attendance monitoring and analysis;
- identify attendance concerns and emerging trends;
- undertake attendance reviews and investigations;
- meet with pupils and families;
- facilitate attendance support meetings;
- contribute to Attendance Support Plans;
- coordinate formal attendance agreements and attendance contracts;
- undertake home visits where appropriate;
- provide advice and guidance to schools and families;
- liaise with local authorities and attendance services;
- support the implementation of legal intervention processes;
- support children missing in education enquiries;
- contribute to safeguarding investigations where attendance is a concern;
- assist schools in identifying and removing barriers to attendance;
- share attendance best practice across the Trust.

The Attendance Officer will work alongside school leaders to ensure that attendance concerns receive a proactive and proportionate response and that families receive appropriate support.

f) Class Teachers

Class teachers play a vital role in promoting attendance through positive relationships, effective classroom practice and daily monitoring. Teachers are often the first members of staff to notice changes in attendance patterns, behaviour or wellbeing and therefore play an important role in identifying concerns at an early stage.

Class teachers will:

- complete attendance registers accurately and punctually;
- use appropriate attendance codes;
- promote excellent attendance and punctuality;
- create welcoming and inclusive classroom environments;
- identify and report attendance concerns promptly;
- contribute to attendance support planning where appropriate;
- maintain positive communication with families;
- support pupils returning following periods of absence;
- work with pastoral and attendance staff to secure improvements.

Teachers contribute significantly to attendance culture by ensuring that pupils feel welcomed, valued and successful within school.

g) Parents and Carers

Parents and carers have a legal responsibility to ensure that children of compulsory school age receive a suitable education through regular attendance at school. The Trust recognises parents and carers as key partners in securing positive attendance outcomes and is committed to working collaboratively with families to support regular attendance.

Parents and carers are expected to:

- ensure their child attends school regularly and punctually;
- ensure their child arrives appropriately prepared for the school day;
- notify school of absence on the first day and each subsequent day unless otherwise agreed;
- provide accurate reasons for absence;
- maintain communication with the school during extended periods of absence;
- attend meetings related to attendance where requested;
- engage positively with attendance support offered;
- provide information requested by school regarding attendance concerns;
- ensure medical appointments are arranged outside school hours wherever possible;
- avoid holidays and non-essential leave during term time;
- ensure emergency contact details remain accurate and up to date;
- inform school of any circumstances that may affect attendance.

We encourage parents and carers to contact school as early as possible if difficulties arise. Early communication often allows concerns to be addressed quickly and support to be put in place before attendance deteriorates. The Trust is committed to working constructively with families to remove barriers and secure positive outcomes for children.

h) Pupils

Pupils are expected to attend school every day unless there is a genuine reason preventing attendance.

Pupils should:

- attend school regularly and punctually;
- engage positively with learning;
- participate in attendance support planning where appropriate;
- talk to trusted adults about any concerns affecting attendance;
- contribute to achieving attendance targets where these are in place.

The Children First Learning Partnership believes that attendance improves when pupils feel safe, listened to, respected and included. Schools will therefore ensure that pupil voice forms part of attendance improvement work and that pupils are actively involved in identifying solutions to attendance difficulties.

7. Professional Development

The Children First Learning Partnership is committed to ensuring all staff understand their role in promoting attendance.

Attendance training forms part of the Trust's professional development programme and includes:

- attendance legislation;
- safeguarding links;
- roles and responsibilities;
- attendance data analysis;
- strategies for improving attendance;
- working with families;
- understanding barriers to attendance;
- updates to statutory guidance.

The Trust expects attendance to be understood as a safeguarding, inclusion and school improvement priority. Staff at all levels will receive appropriate training and support to ensure they can contribute effectively to promoting attendance, identifying barriers and securing positive outcomes for all pupils.

8. Attendance Registers

Accurate attendance registration is a fundamental safeguarding duty and provides the basis for all attendance monitoring, support and intervention. Attendance data enables schools to identify patterns of absence, respond to concerns promptly and fulfil their statutory responsibilities. The Trust expects attendance registers to be completed consistently, accurately and in accordance with current statutory guidance and local procedures.

Schools will maintain attendance registers in accordance with statutory requirements.

Attendance registers must be taken:

- at a single consistent time for all pupils in the morning session;
- at a single consistent time for all pupils in the afternoon session.

Attendance will be recorded using the DfE attendance coding framework. **See Appendix A**
Registers must:

- be accurate;
- be completed promptly;
- record authorised and unauthorised absence correctly;
- be retained in accordance with statutory timescales.

Attendance registers will be reviewed daily by school attendance staff to identify unexplained absence, emerging patterns of concern, frequent lateness and vulnerable pupils who may require additional support. Schools will operate first-day response procedures and undertake appropriate follow-up actions where pupils are absent without explanation. Attendance information will be used proactively to support safeguarding arrangements and early intervention.

Attendance registration arrangements, reporting absence procedures and school-specific registration times will be outlined within each school's Local Attendance Arrangements Appendix. This ensures consistency across The Children First Learning Partnership whilst allowing schools to reflect their own operational arrangements.

9. Reporting Absence

Parents and carers must notify the school as soon as possible on the first day of absence and on each subsequent day of absence unless alternative arrangements have been agreed with the school. This must be via phone or in person.

Parents and carers should provide:

- the child's full name;
- class
- the reason for absence;
- the expected date of return where known.

Where a pupil is absent and no reason has been received, schools will implement first-day response procedures which may include:

Stage	Action
1	Telephone call to parent/carer
2	Text, email or school communication message
3	Contact with emergency contacts
4	Home visit where appropriate
5	Safeguarding review
6	Referral to external agencies if concerns remain

Schools reserve the right to request additional information or supporting evidence where attendance concerns exist or where clarification is required.

Where no satisfactory explanation is provided, absence may be recorded as unauthorised.

10. Absence

The Trust recognises that both physical and mental health difficulties can have a significant impact on a pupil's ability to attend school regularly. We are committed to working in partnership with families and health professionals to ensure that pupils receive appropriate support whilst maintaining high expectations for attendance wherever possible. The Trust will seek to understand the individual circumstances of each pupil and avoid approaches that create unnecessary barriers for families accessing support.

Schools will:

- adopt a supportive approach;
- work with health professionals where appropriate;
- consider individual circumstances;
- avoid blanket requirements for medical evidence.

Medical evidence may be requested where:

- attendance concerns exist;
- patterns of absence require clarification;
- prolonged absence occurs;
- further support planning is required.

11. Children with a Social Worker

The Trust recognises that children who have, or have previously had, a social worker are statistically more likely to experience barriers to education and are at increased risk of poorer educational outcomes. Regular school attendance plays a vital protective role for these pupils by promoting stability, wellbeing,

achievement and access to trusted adults. Attendance concerns for this group will therefore receive heightened oversight and may form part of wider safeguarding and multi-agency discussions.

Children who have, or have recently had, involvement with Children's Social Care are recognised as being particularly vulnerable to poor educational outcomes.

Attendance concerns for these children will be reviewed regularly and may trigger multi-agency discussion.

Schools will work collaboratively with:

- social workers;
- family support workers;
- virtual schools;
- safeguarding partners;
- early help / family help services.

Attendance concerns may be treated as safeguarding concerns where appropriate.

12. Young Carers

The Trust acknowledges the valuable contribution made by young carers and recognises that caring responsibilities can create significant challenges for attendance, punctuality, emotional wellbeing and engagement with school life. Schools will seek to identify young carers sensitively and ensure that they receive appropriate support to help them access education on an equal basis with their peers.

The Trust recognises that young carers may experience significant barriers to attendance.

Schools will seek to identify young carers early and provide:

- pastoral support;
- attendance monitoring;
- reasonable adjustments;
- referrals to specialist support services.

Attendance concerns involving young carers will always be considered within the context of their caring responsibilities.

13.SEND, Medical Needs and Emotionally Based School Avoidance (EBSA)

The Trust recognises that attendance difficulties may sometimes be linked to special educational needs, disabilities, medical conditions, anxiety or emotional wellbeing needs. In these circumstances, absence should not be viewed solely as an attendance issue but as a potential indicator of unmet need. Schools will work collaboratively with pupils, families and relevant professionals to understand underlying barriers and

develop personalised support strategies that promote successful engagement and sustainable reintegration into school.

Schools will take a flexible and individualised approach where attendance difficulties involve:

- SEND;
- anxiety;
- emotionally based school avoidance;
- mental health needs;
- medical conditions.

Support may include:

- key adult provision;
- attendance support plans;
- phased reintegration;
- safe spaces;
- counselling;
- Early Help / Family Help;
- Educational Psychology;
- CAMHS involvement.

The Trust recognises that sustainable improvement is achieved through understanding and addressing barriers rather than relying solely on sanctions.

14.Leave of Absence During Term Time

Regular attendance at school is essential to ensure pupils achieve their full educational potential. The Children First Learning Partnership strongly discourages absence during term time and expects parents and carers to arrange holidays, family celebrations and routine appointments during school holiday periods wherever possible.

The law does not grant parents an automatic right to remove children from school during term time. Headteachers may only authorise leave of absence where exceptional circumstances exist. Each request will be considered individually, and there is no entitlement to a leave of absence simply because a request has been made.

A leave of absence is granted entirely at the discretion of the Headteacher, who will consider the specific facts, circumstances and context of each application. The decision will be based upon the individual merits of the request and the needs of the child.

Stage	Action
1	Parent submits Leave of Absence Request Form **(Appendix B)**
2	Form received at least 20 school days (4 weeks) before absence
3	Supporting evidence submitted where applicable
4	Attendance reviewed by Attendance Officer
5	Safeguarding considerations reviewed
6	Headteacher decision made
7	Written decision issued
8	Attendance codes applied
9	Penalty Notice considered where unauthorised absence occurs

a) Making a Request

All requests for leave of absence must:

- be submitted in advance of the planned absence;
- be made using the school's leave of absence application process; (**above)**
- include relevant supporting evidence or information where appropriate;
- be completed by the parent or carer making the request;
- provide sufficient detail to enable the request to be properly considered.

Parents and carers are strongly advised not to make travel or accommodation arrangements until a decision has been received from the school.

b) Factors Considered by the Headteacher

When considering a request, the Headteacher may take into account:

- the nature and exceptional circumstances of the request;
- the child's current and previous attendance record;
- the child's educational needs and stage of education;
- the timing and duration of the absence;
- the impact of the absence on learning and progress;
- the child's vulnerability and individual circumstances;
- safeguarding considerations;
- previous requests for leave of absence.

The Headteacher may also seek additional information before making a decision where this is necessary to understand the circumstances of the request.

c) Family Holidays During Term Time

Requests for family holidays during term time will not normally be authorised. Parents should be aware that absence during term time can have a significant impact upon educational progress, continuity of learning and attendance levels. Any savings gained through lower travel costs must be balanced against the educational impact upon the child.

Where a family chooses to take a child out of school during term time without authorisation, the absence will normally be recorded as unauthorised and may result in consideration of a Penalty Notice in line with local authority procedures and national guidance.

d) Safeguarding Considerations

Schools have a duty to consider safeguarding alongside attendance when reviewing leave of absence requests. Schools may meet with families to discuss requests and ensure safeguarding arrangements are understood, particularly where requests involve:

- extended periods abroad;
- vulnerable pupils;
- safeguarding concerns;
- unusual travel arrangements;
- children subject to statutory services involvement.

Where concerns arise regarding the welfare or vulnerability of a child, schools may seek advice from safeguarding agencies, Children's Social Care or other relevant professionals before reaching a decision.

e) Exceptional Circumstances

Each application will be considered on its own merits, and exceptional circumstances are not exhaustively defined. The Trust recognises that exceptional circumstances are rare, significant and generally unavoidable. The burden of demonstrating exceptional circumstances rests with the parent or carer making the request. Supporting information should be provided wherever possible to assist schools in reaching an informed decision.

f) Notification of Decision

Parents and carers will normally be informed of the school's decision in writing.

Where leave is not authorised and the pupil is absent from school, the absence will be recorded as unauthorised. Schools may then consider further action in accordance with The Children First Learning Partnership Attendance Continuum and local authority attendance procedures.

15.Attendance Data, Analysis and Vulnerable Pupils

Attendance data is a key tool in identifying pupils who may require additional support, intervention or safeguarding oversight. The Children First Learning Partnership schools will analyse attendance information regularly using both Arbor and VYED (DfE portal - *View Your Education Data*) to identify trends, patterns, emerging concerns and groups of pupils who may be at greater risk of poor attendance. Attendance analysis will inform strategic planning, operational decision-making and targeted intervention.

Schools will utilise attendance data to:

- identify pupils at risk of persistent absence and severe absence;
- identify emerging attendance concerns before statutory thresholds are reached;
- analyse patterns of absence, including days of absence, punctuality and reasons for absence;
- monitor the attendance of vulnerable pupils and groups;
- evaluate the effectiveness of attendance interventions and support plans;
- inform safeguarding assessments and decision-making;
- support early intervention and graduated responses to attendance concerns;
- inform school improvement planning and resource allocation.

Attendance monitoring and analysis will include:

- whole-school attendance;
- year group attendance;
- class and cohort attendance;
- persistent absence;
- severe absence;
- punctuality and late arrival patterns;
- authorised and unauthorised absence;
- attendance by day, week, term and academic year;
- attendance trends over time;
- attendance data for targeted intervention groups.

Particular attention will be given to the attendance of vulnerable groups, including:

- disadvantaged pupils;
- pupils with special educational needs and disabilities (SEND);
- pupils with medical needs;
- pupils experiencing emotionally based school avoidance (EBSA);
- children in need;
- children subject to Child Protection Plans;
- children with social workers;
- looked after children;
- previously looked after children;

- young carers;
- pupils receiving Early Help / Family Help support;
- pupils at risk of becoming persistently absent;
- pupils subject to attendance support plans or formal intervention.

Schools will routinely compare attendance data against:

- Trust benchmarks;
- local authority averages;
- regional attendance data where available;
- national attendance data;
- DFE attendance targets and improvement priorities.

Attendance data will be reviewed regularly by school leaders, Attendance Champions, Governors and Trust leaders to ensure support is targeted effectively and resources are directed towards those pupils most at risk of poor educational, safeguarding or wellbeing outcomes. Attendance information will also be used to evaluate the impact of attendance strategies, strengthen accountability and support continuous improvement across the Trust.

16. Attendance Monitoring and Graduated Response Intervention

The Children First Learning Partnership adopts a graduated, support-first approach to attendance improvement. Attendance concerns will be identified and addressed at the earliest possible stage to prevent pupils from becoming persistently or severely absent.

Schools will routinely analyse attendance data to identify emerging patterns, trends and concerns. This analysis will include whole-school attendance, cohort attendance, vulnerable groups, punctuality, persistent absence and severe absence. Attendance information will be used to inform intervention planning and ensure support is targeted towards pupils and families who need it most.

The Trust recognises that attendance difficulties are often symptoms of wider barriers. Schools will therefore seek to understand the underlying causes of absence whilst maintaining high expectations regarding attendance and punctuality. Intervention will be proportionate, supportive and responsive to individual circumstances.

17.Persistent and Severe Absence

Persistent absence is defined as attendance below 90%.
Severe absence is defined as attendance below 50%.

The Trust recognises that absence at these levels can significantly affect educational attainment, wellbeing, safeguarding and future opportunities. Reducing persistent and severe absence is therefore central to the attendance strategy across all CFLP schools.

A persistently absent pupil will miss the following number of sessions from school:

Timeframe	Number of half day sessions
At the end of Autumn 1	7+ (3.5 school days)
End of Autumn Term	14+ (7 school days)
At the end of Spring 1	20+ (10 school days)
End of Spring Term	25+ (12.5 school days)
End of Summer 1	31+ (15.5 school days)
End of Summer Term	38+(19 school days)

Attendance concerns will be reviewed routinely and pupils approaching persistent absence thresholds will be identified early.

Schools will use attendance information to:

- identify patterns;
- monitor trends;
- target intervention;
- evaluate support;
- prioritise vulnerable pupils.

When attendance concerns arise, schools will:

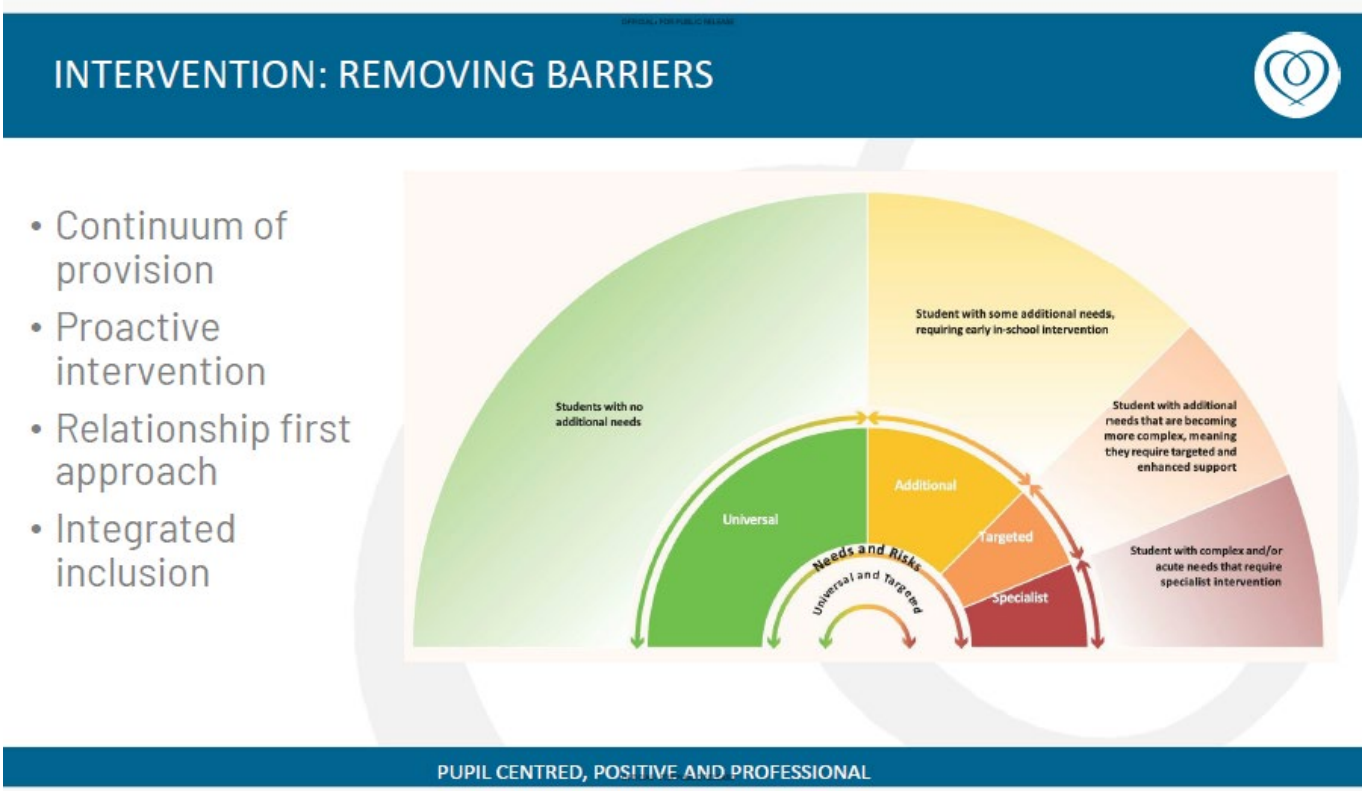
- communicate concerns with families;
- listen to and understand barriers;
- review attendance data;
- consider safeguarding needs;
- provide appropriate support;
- develop Attendance Support Plans where required;
- involve external agencies where appropriate.

For pupils who are persistently or severely absent, schools may implement:

- regular attendance reviews;
- multi-agency meetings;
- safeguarding discussions;
- Early Help / Family Help assessments;
- home visits;
- reintegration plans;
- bespoke support packages.

The Trust recognises that persistent absence is often a symptom of wider difficulties and therefore seeks to balance high expectations with compassionate and effective support.

18.Continuum of Attendance inclusive Support and Intervention



The Children First Learning Partnership **Continuum of Attendance inclusive Support and intervention** is based upon the principles of early identification, proactive intervention, relationship-first practice and integrated inclusion. The level of intervention increases in response to the level of need, risk and barrier experienced by the pupil. Most pupils will achieve strong attendance through universal provision alone. Where attendance concerns emerge, schools will provide additional, targeted and specialist support to remove barriers and improve outcomes these are summarised below and are exemplified in The Children First Learning Partnership **Attendance Graduated Response Framework in Appendix E.**

Continuum	CFLP Attendance Stage	Attendance Threshold	Typical Response
Universal	Stage 1: Universal Attendance Support	96-100%	Attendance culture, rewards, monitoring, safeguarding, high-quality teaching
Additional	Stage 2: Emerging Concern	Below 96%	Early conversations, monitoring, identifying barriers
Additional	Stage 3: Attendance Concern	91-95%	Parent meetings, targets, pastoral support, attendance review
Targeted	Stage 4: Persistent Absence	90% or below	Attendance Support Plan, Early Help / Family Help consideration, targeted intervention
Targeted	Stage 5: Intensive Attendance Support	75% or below	Attendance Officer involvement, home visits, multi-agency support
Specialist	Stage 6: Severe Absence	50% or below	Safeguarding-led intervention, specialist agency involvement
Specialist	Stage 7: Formal Enforcement	Variable	Legal intervention where support has been exhausted

Stage 1: Universal Attendance Support

Attendance: 96% - 100%

All pupils will benefit from universal attendance promotion and monitoring.

Schools will:

- promote excellent attendance through a positive attendance culture;
- communicate high expectations regarding attendance and punctuality;
- celebrate good and improved attendance;
- recognise individual, class and whole-school attendance achievements;
- monitor attendance and punctuality regularly;
- identify emerging patterns of absence as early as possible.

The Trust believes that excellent attendance is best secured when pupils feel safe, included, valued and engaged in school life.

Recognition and Celebration

The Children First Learning Partnership believes that positive attendance habits should be recognised, celebrated and encouraged. Schools will promote attendance through a culture of belonging, achievement and success.

Schools may use a range of approaches to celebrate attendance including:

- attendance assemblies;

- attendance awards and certificates;
- class attendance recognition;
- attendance displays;
- positive communication with parents and carers;
- attendance rewards;
- recognition of significant improvement;
- pupil and family celebrations.

Attendance recognition will focus upon:

- excellent attendance;
- improved attendance;
- positive punctuality;

- resilience in overcoming barriers to attendance;
- engagement with attendance support measures.

The Trust recognises that improvement can be as significant as high attendance and schools will celebrate progress as well as outcomes.

Stage 2: Emerging Concern

Attendance: Below 96%

Where attendance begins to decline, schools will intervene early to prevent further deterioration.
Schools may:

- review attendance data and patterns;
- make informal contact with parents/carers;
- discuss any emerging barriers;
- provide attendance information and guidance;
- monitor attendance more closely;
- offer early support and signposting where appropriate.

The purpose of this stage is to identify concerns quickly and prevent attendance falling to persistent absence levels.

Stage 3: Attendance Concern

Attendance: 91% - 95%

At this stage, attendance concerns are becoming more significant and targeted intervention may be required.

Schools may:

- send attendance concern letters;
- arrange telephone consultations or meetings with parents/carers;

- discuss attendance expectations and concerns;
- identify barriers affecting attendance;
- agree attendance targets;
- provide advice and support strategies;
- consider referral to pastoral support services.

Attendance will be closely monitored and reviewed to ensure attendance improves.

Stage 4: Persistent Absence

Attendance: 90% or Below

A pupil becomes persistently absent when attendance falls below 90%.
Persistent absence requires a coordinated and targeted response.
Schools will:

- meet with parents/carers and pupils where appropriate;
- discuss attendance concerns and barriers;
- analyse attendance patterns and trends;
- implement an Attendance Support Plan (ASP); see **Appendix D**
- identify attendance "push" and "pull" factors;
- consider safeguarding concerns;
- assess the need for Early Help/Family Help involvement;
- offer appropriate support and intervention;
- review progress through regular meetings.

Attendance at this level can significantly impact educational outcomes and wellbeing and will therefore be treated as a priority for intervention.

Attendance Support Plans (Appendix D)

Attendance Support Plans are a key mechanism for understanding barriers to attendance and coordinating support for pupils and families. They provide a structured framework through which schools, families and

external agencies can work collaboratively to improve attendance and address underlying concerns. Plans will be reviewed regularly to ensure that support remains effective, responsive and focused on achieving sustained improvements in attendance and engagement.

CFLP schools will utilise Attendance Support Plans (ASPs) to:

- identify barriers;
- capture pupil voice;
- agree actions;
- coordinate support;
- monitor progress.

Plans should involve pupils, parents and external agencies wherever appropriate.

Stage 5: Intensive Attendance Support

Attendance: 75% or Below

Where attendance continues to decline despite earlier intervention, schools will implement enhanced support arrangements.

This may include:

- involvement of the Senior Attendance Champion;
- involvement of the CFLP Attendance Officer;
- home visits;
- attendance contracts; **see Appendix E**
- formal attendance agreements;
- safeguarding reviews;
- enhanced pastoral support;
- Early Help / Family Help assessments;
- referrals to external agencies;
- multi-agency meetings.

The focus at this stage is to understand and remove barriers whilst ensuring families receive coordinated support from relevant professionals.

Stage 6: Severe Absence

Attendance: 50% or Below
A pupil is considered severely absent when attendance falls below 50%.
Severe absence is a significant safeguarding concern and requires urgent intervention.

Schools will:

- undertake an immediate attendance review;
- consider safeguarding risks and vulnerabilities;
- involve relevant external agencies;
- develop a multi-agency attendance plan;
- agree clear attendance targets;
- maintain regular communication with families;
- review progress frequently;
- consider statutory intervention where appropriate.

The attendance of pupils who are severely absent will be monitored closely by school leaders and attendance teams and will be treated as a safeguarding priority.

Stage 7: Formal Intervention and Enforcement

The Children First Learning Partnership believes that attendance is most effectively improved through positive relationships, early intervention and partnership working with families. Schools will seek to understand barriers, provide appropriate support and work collaboratively with families before enforcement action is considered, unless the circumstances indicate that formal intervention is necessary from the outset.

Where support has been offered and attendance has not improved, or where support is not considered appropriate, schools may progress to formal intervention.

Before Formal Intervention

Before formal enforcement is considered, schools will normally be able to demonstrate that:

- attendance concerns have been identified and shared with parents/carers;
- barriers to attendance have been explored and discussed;
- support has been offered and implemented where appropriate;
- attendance has been reviewed over time;
- an Attendance Support Plan has been considered or implemented;
- safeguarding, SEND, medical and vulnerability factors have been taken into account;
- opportunities for improvement have been provided and reviewed.

Notice to Improve

A Notice to Improve may be issued where attendance concerns meet the threshold for formal intervention and support remains appropriate, but attendance has not improved sufficiently or engagement with support has been limited.

The Notice to Improve provides a final opportunity for families to demonstrate improvement before consideration is given to a Penalty Notice.

The Notice to Improve will typically include:

- details of the attendance concern;
- attendance data and identified patterns;
- the support already offered by the school;
- further support available;
- attendance expectations and targets;
- a clear improvement period;

- details of the consequences if attendance does not improve.

Progress will be monitored throughout the improvement period and further meetings may be arranged to review attendance and remove barriers.

Penalty Notice Referral

A Penalty Notice referral may be considered where the national threshold for unauthorised absence is met or where unauthorised leave of absence has occurred.

Before a referral is made, schools will consider:

- the level of unauthorised absence;
- support already offered;
- parental engagement;
- safeguarding factors;
- SEND and medical considerations;
- local authority guidance.

Penalty Notices are issued by the Local Authority rather than the school and parents will be provided with information regarding payment arrangements and timescales in accordance with the national framework. Schools will continue to monitor attendance and offer appropriate support during this period.

Parenting Contracts

A Parenting Contract is a voluntary formal agreement between parents, the school and, where appropriate, the Local Authority.

The purpose of a Parenting Contract is to:

- improve communication between school and home;
- identify barriers affecting attendance;
- agree practical actions and responsibilities;
- encourage parental engagement;
- support sustainable attendance improvement.

A Parenting Contract may include:

- agreed attendance targets;
- expectations for communication with school;
- support to be accessed by the family;
- agreed routines and attendance expectations;
- review meeting arrangements;
- actions to be completed by both school and family.

Whilst Parenting Contracts are voluntary and not legally binding, they can be an important tool in supporting attendance improvement and preventing further escalation.

Education Supervision Orders (ESO)

An Education Supervision Order may be considered where a child requires more intensive support and supervision to improve school attendance.

An ESO places the child under the supervision of the Local Authority and allows an Education Supervisor to work closely with the child, family and school.

The purpose of an ESO is to:

- improve attendance;
- coordinate support;
- monitor progress;
- work directly with families;
- ensure the child receives their educational entitlement

An ESO is often considered where attendance concerns are longstanding, complex or involve multiple agencies. The focus remains on improving attendance through support, engagement and coordinated planning.

Prosecution under Section 444 Education Act 1996

Where attendance concerns remain unresolved despite support and intervention, prosecution may be considered by the Local Authority under Section 444 of the Education Act 1996.

Prosecution will generally only be considered where:

- attendance remains persistently inadequate;
- support and intervention have failed to secure improvement;
- the parent has not fulfilled their legal responsibilities;
- legal thresholds have been met;
- prosecution is considered proportionate and appropriate.

Before requesting prosecution, schools will normally ensure that all relevant support, intervention and safeguarding considerations have been fully explored and documented.

Throughout any legal process, schools will continue to work with families and partner agencies to improve attendance and secure positive outcomes for the child.

Trust Commitment

Formal intervention represents the highest stage of the CFLP Attendance Continuum. Whilst schools will take robust action where necessary, The Children First Learning Partnership remains committed to supporting children and families at every stage. Even where statutory intervention is required, schools will continue to work proactively with families and partners to remove barriers, improve attendance and ensure every child receives their entitlement to a full-time education.

19.Monitoring and Review

The Children First Learning Partnership will monitor attendance practice across all schools to ensure compliance with statutory requirements and consistency of approach.

The effectiveness of this policy will be monitored through:

- attendance data analysis;
- school self-evaluation;
- governor scrutiny;
- Trust attendance reviews;
- safeguarding audits;
- local authority feedback;
- pupil and parent voice;
- attendance intervention outcomes.

The policy will be reviewed annually or sooner where changes in legislation, statutory guidance or local authority procedures require amendment.

Responsibility for review sits with the Trust's Executive Leadership Team in consultation with school leaders, attendance professionals, governors and Directors.

Appendix A

Attendance Register Codes Reference Guide

Based on Working Together to Improve School Attendance (July 2026).

Code	Description	Statistical Meaning
/	Present (AM session)	Present
****	Present (PM session)	Present
L	Late before register closes	Present
K	Attending LA arranged education	Present
V	Educational visit or trip	Present
P	Sporting activity	Present
W	Work experience	Present
B	Other approved educational activity	Present
D	Dual registered at another school	Present
C1	Exceptional circumstances leave	Authorised Absence
M	Medical or dental appointment	Authorised Absence
J1	Interview for employment/training/HE	Authorised Absence
S	Study leave	Authorised Absence
C2	Regulated performance/employment abroad	Authorised Absence
C	Other authorised leave	Authorised Absence
T	Parent travelling for occupational purposes	Authorised Absence
R	Religious observance	Authorised Absence
I	Illness	Authorised Absence
E	Suspended/excluded no provision arranged	Authorised Absence
Q	Unable to attend due to qualifying arrangements	Authorised Absence
Y1	Transport normally provided unavailable	Authorised Absence
Y2	Widespread travel disruption	Authorised Absence
Y3	School premises unavailable	Authorised Absence
Y4	Exceptional disruption/emergency	Authorised Absence
Y5	Criminal justice detention	Authorised Absence
Y6	Suitable education not arranged by LA	Authorised Absence
Y7	Unavoidable cause	Authorised Absence
G	Holiday not granted	Unauthorised Absence
N	Reason not yet provided	Unauthorised Absence
O	Unauthorised absence	Unauthorised Absence
U	Arrived after register closed	Unauthorised Absence
X	Non-compulsory school age not required	Not counted
Z	Prospective pupil not yet on roll	Not counted

APPENDIX B

THE CHILDREN FIRST LEARNING PARTNERSHIP
Leave of Absence Request Form

Important Information for Parents and Carers

Regular school attendance is essential for children's achievement, wellbeing and future success.

Please note:

- Parents do not have an automatic right to take children out of school during term time.
- Leave of absence may only be granted in exceptional circumstances.
- Requests must be submitted before any absence takes place.
- Supporting evidence may be requested.
- Travel or accommodation should not be booked until written confirmation has been received from the school.
- Unauthorised absence may result in a Penalty Notice being issued in accordance with Local Authority procedures.

SECTION 1: CHILD DETAILS

Child Information	Details
School	
Child's Full Name	
Date of Birth	
Year Group / Class	

SECTION 2: PARENT/CARER DETAILS

Parent/Carer 1

Information	Details
Name	
Relationship to Child	
Telephone Number	
Email Address	
Parental Responsibility	☐ Yes ☐ No

Parent/Carer 2 (if applicable)

Information	Details
Name	
Relationship to Child	
Telephone Number	
Email Address	
Parental Responsibility	☐ Yes ☐ No

SECTION 3: DETAILS OF LEAVE REQUESTED

Information	Details
First Day of Absence	
Date Returning to School	
Number of School Days Requested	
Destination (if travelling)	

SECTION 4: REASON FOR REQUEST

Please explain why your child needs to be absent and why the absence cannot take place during school holidays.

SECTION 5: SUPPORTING EVIDENCE

Please tick any documents attached:

☐ Medical appointment letter
☐ Hospital appointment letter
☐ Funeral information/documentation
☐ Employer letter
☐ Court documentation
☐ Armed Forces documentation
☐ Social Care documentation
☐ Other professional evidence
☐ Other (please specify): _____

Details:

SECTION 6: TRAVEL INFORMATION

(Complete only if travelling)

Information	Details
Will the pupil travel outside the UK?	☐ Yes ☐ No
Country/Countries	
Address During Travel	
Contact Telephone Number While Away	
Name(s) of Adults Travelling with the Child	
Emergency Contact Name	
Emergency Contact Telephone Number	

Will the child be travelling with all people who hold parental responsibility?

☐ Yes

☐ No

If No, please provide details:

SECTION 7: PARENT/CARER DECLARATION

I confirm that:

- The information provided is accurate.
- I understand there is no automatic entitlement to leave during term time.
- I understand that leave can only be authorised in exceptional circumstances.
- I understand that unauthorised absence may result in a Penalty Notice.
- I understand that any travel arrangements made before a decision is received are undertaken at my own risk.

Declaration	
Parent/Carer 1 Name	
Signature	
Date	
Parent/Carer 2 Name	
Signature	
Date	

SCHOOL USE ONLY

Stage 1: Attendance Review

Attendance Information	Details
Current Attendance %	
Persistent Absence (Below 90%)	☐ Yes ☐ No
Severe Absence (Below 50%)	☐ Yes ☐ No
Previous Leave Requests	
Attendance Concerns Identified	☐ Yes ☐ No

Attendance Summary

Recommendation

☐ Authorise

☐ Do Not Authorise

Attendance Officer	
Name	
Signature	
Date	

Stage 2: Safeguarding Review

Checks Completed

- No Safeguarding Concerns Identified
- Early Help / Family Help Involvement
- Social Worker involvement
- Child in Need
- Child Protection Plan
- DSL Consultation Required
- Other Concern

Comments

DSL Review	
DSL Name	
Signature	
Date	

Stage 3: Headteacher Decision

Decision

☐ Leave Approved ☐ Leave Not Approved

Reason for Decision

Decision Information	Details
Attendance Code Applied	
Headteacher Name	
Signature	
Decision Date	

Stage 4: Outcome Communicated to Parent

Communication Record	Details
Date Communicated	
Method	☐ Letter ☐ Email ☐ Telephone ☐ Meeting
Staff Member	

Data Protection Notice

The Children First Learning Partnership processes personal information in accordance with UK data protection legislation. Information collected through this form will be used for attendance management, safeguarding and statutory duties and may be shared with the Local Authority where appropriate.

Appendix C

The Children First Learning Partnership Attendance Graduated Response Framework

Continuum	Stage	Attendance Threshold	Indicators	School Response	Support and Intervention	Review Cycle	Lead Professional
UNIVERSAL	**Stage 1 Universal Attendance Support**	**96% - 100%**	Good attendance and punctuality. No significant concerns identified. Positive engagement in school.	Promote a positive attendance culture. Regular attendance monitoring. Attendance assemblies. Rewards and recognition. Communication with families regarding the importance of attendance.	Universal pastoral support. High quality teaching. Inclusive classroom practice. Safeguarding support where appropriate. Attendance celebrations and incentives.	Termly	All Staff
ADDITIONAL	**Stage 2 Emerging Concern**	**Below 96%**	Attendance beginning to decline. Emerging patterns identified. Increasing illness absence. Occasional lateness.	Attendance reviewed by Attendance Officer. Informal discussion with family. Barriers explored. Attendance placed on monitoring list.	Attendance Officer consultation. Family signposting. Pastoral support. Early intervention strategies. Attendance advice provided.	Half-Termly	Class Teacher / Attendance Officer

ADDITIONAL	**Stage 3 Attendance Concern**	**91% - 95%**	Attendance continues to decline. Repeated absences. Frequent lateness. Early attendance patterns developing.	Attendance concern communication issued. Parent consultation arranged. Attendance targets agreed. Attendance reviewed regularly. Pupil voice gathered.	Attendance meeting. Pastoral intervention. Mentor support. Early Help discussion. Attendance action plan. Attendance monitoring strengthened.	Fortnightly	Attendance Officer
TARGETED	**Stage 4 Persistent Absence**	**90% or Below**	Persistent absence threshold reached. Educational progress affected. Attendance concerns becoming established. Potential safeguarding concerns emerging.	Formal attendance meeting held. Attendance Support Plan (ASP) implemented. Attendance analysis completed. Push and pull factors identified. Home visit considered.	Attendance Support Plan. Attendance Champion involvement. Family support. Early Help/Family Help discussion. Multi-agency consultation. External referrals where appropriate.	Every 2-4 Weeks	School Attendance Champion & CFLP Attendance Officer
TARGETED	**Stage 5 Intensive Attendance Support**	**75% or Below**	Attendance significantly affecting learning. Previous interventions have not secured improvement.	ASP reviewed. Attendance Contract considered. Home visits completed. Attendance panel discussion.	CFLP Attendance Officer involvement. Family Support Worker. School Nurse. Early Help/Family Help.	Every 2 Weeks	School Attendance Champion & CFLP Attendance Officer

			Vulnerability factors increasing.	Safeguarding review undertaken.	SEND support. CAMHS referral. Multi-agency planning.		
● **SPECIALIST**	**Stage 6 Severe Absence**	**50% or Below**	Severe absence. Significant concerns regarding welfare, safeguarding and educational outcomes.	Immediate attendance review. DSL involvement. Multi-agency attendance plan created. Reintegration planning. Weekly monitoring.	Social Care involvement where appropriate. CAMHS. Educational Psychology. Housing support. Young Carers support. Team Around the Family. Specialist agencies.	Weekly / Fortnightly	Headteacher / DSL / Attendance Champion
● **SPECIALIST**	**Stage 7 Formal Intervention**	**Variable**	Attendance remains a concern despite support. Statutory threshold met. Support either unsuccessful or not appropriate.	Notice to Improve considered. Penalty Notice referral. Parenting Contract. Education Supervision Order. Potential prosecution.	Continued support alongside enforcement. Local Authority		Headteacher / DSL / Attendance Champion

Appendix D:

Attendance Support Plan

SECTION 1	**PUPIL DETAILS**	
	Name:	
	Year group, class group etc:	
	Any other key info:	
SECTION 2	**ATTENDANCE SUPPORT MEETING**	
	Date of meeting:	
	Attendees:	Role:
SECTION 3	**ATTENDANCE ANALYSIS & PATTERNS**	
	For example: current attendance %, identified patterns, lateness, summary of reasons for absence & explanations	
	PUPIL ATTENDANCE TARGETS/EXPECTED OUTCOMES OF THE PLAN	
	For example: no unauthorised absence in following 2-weeks, to increase attendance to 90% by the end of term, to arrive on time every day	

SECTION 4	***What is the target for the end of term / next half term to be achieved? What do we want the plan to achieve?***

	What are the smaller, more measurable, achievable, realistic steps that need to be taken in the next 2 weeks, to show progress towards the longer-term target?
SECTION 5	**ATTENDANCE PUSH FACTORS – influences that push the pupil towards attending**
	Strengths & interests the plan could use to engage the pupil, for example: positive relationships in school (staff and pupils), subject strengths, specific positive behaviours shown, rewards & praise received, extra-curricular participation, engagement with other support agencies. What is working well?
	ATTENDANCE PULL FACTORS – influences that pull the pupil away from attending
	Identify areas of difficulty that may prevent good attendance, for example: travel or housing issues, morning routine conflicts, subject specific barriers, young carer responsibilities, bereavement, bullying or friendship issues, language barriers, recurring illness or injury, SEN, anxiety, EBSNA, diet, exclusions/behaviour. When the pupil isn't in school what are they doing?

SECTION 6	
SECTION 7	**GROUP MIND MAP – Who or what could help?**
	Share ideas about the staff, family, friends, services or organisations who could provide the support needed ***Everyone should contribute.*** *Who could help? School nurses, parenting classes, , Young Minds, What centre, GP, CAMHS SPA, family members, support with transport. What could help? Key adult, counselling, better sleep routine, breakfast club, key lessons, time out card, EPS resources, school transfer or managed move.*

SECTION 8	**Consider EARLY HELP/ ENHANCED SUPPORT (Refer to RIGHT HELP, RIGHT TIME levels of need and toolkit)**
	Fully explain how early help support or enhanced support could support the family. If declined, detail a full explanation why. Would parenting support classes/workshops help? Record the parent/s and pupil's thoughts and responses.
SECTION 9	**AGREED SCHOOL ACTIONS**
	For example: referrals to be made, adjustments to the curriculum or classes, phased return plan or temporary part-time attendance, identification of a key adult, nurture friendships, supporting participation in extra-curricular groups,, Inclusive Pathways, implementation of EBSNA strategies, implementation of rewards etc.
	Staff signature/s:

	AGREED PARENT ACTIONS	
	For example: morning & bedtime routines, limiting technology (When? How?), booking Dr's appointments, seeking support from SENDIASS, implementation of rewards & sanctions (What will they be?), communicating with the school in line with attendance policy, consenting to referrals etc.	
	Parent signature/s:	
	AGREED OTHER PROFESSIONAL ACTIONS i.e Social Worker, FSW, YOS	
	For example: Weekly morning home visits, establish routines and boundaries, supporting parent to contact services/agencies, onward referrals to specific services, explore interests, and ideas for hobbies outside the home.	
	Professional signature/s:	
	AGREED PUPIL ACTIONS	
	For example: morning and bedtime routines, screen time, engagement with other agencies, work with school nurse/SENCo/counsellor/s etc, participation in extra-curricular activities, speak to an identified member of staff with concerns, complete homework, attend in correct uniform etc.	
	Pupil signature:	
SECTION 10	**IMPLEMENTATION & REVIEW**	
	Start date:	Review date:

Attendance Support Plan Review

SECTION 1	**PUPIL DETAILS**	
	Name:	
	Year group, Tutor/Form group etc:	
	Any other key info:	
SECTION 2	**ATTENDANCE SUPPORT REVIEW MEETING**	
	Date of meeting:	
	Attendees:	Role:
Section 3	**CURRENT SITUATION, PROGRESS TOWARDS AGREED ACTIONS & OUTCOMES OF THE PLAN**	
	For example: Improved attendance % both at school and in lessons, reduced anxiety, improved punctuality, accessing safe space, support accessed, friendships, emotional and behavioural response to school setting, worries. Ensure you refer back to the ASP when completing this section.	
	Progress made towards the End of Term / Half Term Target	
	Progress made towards the smaller, more measurable, achievable, realistic steps	
	Actions completed and impact	
	What is not working and why	
	AGREED ACTIONS NOT STARTED OR NOT COMPLETED AND WHY	

SECTION 4	*For example: direct work not completed, no mentor assigned, staff absence, parent illness, pupil absence, waiting list - refer back to agreed actions on ASP, what actions have not been completed and why.*	
SECTION 5	**NEXT STEPS**	
	For example: exit process and monitor attendance, a further review is required, formulate new support plan with new agreed actions, signpost onto further services, request statutory assessment, consider legal	
SECTION 6	Pupil Signature:	
	School Signature:	
	Parent / Carer Signature:	
	Professionals Signature:	
SECTION 7	**NEXT MEETING DATE (For further review or to write a new ASP)**	
	Date:	

Appendix E

XXXXXXX School Attendance Contract

Date/time of meeting:	
Venue:	
Pupil name:	
Date of birth:	
Address:	
School:	
Present at meeting:	

Action agreed
EXAMPLES OF ACTION AGREED: • Pupil will arrive at school by **8.40 a.m.** every day. • Parent will inform the school on the first day of a sickness absence and provide a note upon pupil's return. • Parent will provide medical evidence for every sickness absence pupil may incur. • Are any issues preventing pupil from attending regularly, school staff will be informed?

Attendance target:	100%
Timescale for improvement:	
Date for review meeting:	

I confirm that this Attendance Action Plan was agreed by all present.

Signed:

…… Parent/carer

…… Pupil (where appropriate)

…… School Representative

…… Other Agency (where appropriate)

Appendix F

Local Attendance Arrangements 2026-27

School Name: Kingsfield First School

1. Key Attendance Contacts

Role	Name	Contact Details
Headteacher	Mrs C Hodson	01782 973800/ office.kng@cflptrust.co.uk
School Attendance Champion	Mrs C Hodson	01782 973800/ office.kng@cflptrust.co.uk
Attendance Officer	Mrs J Garrett	j.garrett@cflptrust.co.uk
DSL	Mrs C Hodson	01782 973800/ office.kng@cflptrust.co.uk
SENDCo	Mrs C Nesbitt	01782 973800/ office.kng@cflptrust.co.uk

2. School Day and Registration Times

Session	Time
School gates open	8.45am
Morning Registration opens	9am
Morning Registration closes	9.25am
Afternoon registration opens	1pm
Afternoon registration closes	1.15pm
End of school day-EYFS & KS1	3.15pm
End of school day-KS2	3.20pm

Pupils arriving after the register closes will receive a U code unless an authorised reason is accepted.

3. Reporting an Absence

Parents/carers should:

- Notify school before 8.45am
- Report absence via:
    - Telephone-01782 973800
    - Arbor in app message
    - Email-office.kng@cflptrust.co.uk
- Provide reasons for absence each day unless otherwise agreed.

4. First-Day Response Procedures

The school will:

- Contact parents/carers where no reason for absence has been received.
- Contact all emergency contacts where required.
- Undertake home visits where appropriate.
- Escalate concerns through safeguarding procedures where a child cannot be located.

5. Punctuality Procedures

Concern	School Response
Late mark	Parent informed where appropriate
Repeated lateness	Attendance monitoring
10 late marks in a month	Attendance Officer intervention
Persistent lateness	Formal attendance meeting

6. Attendance Monitoring Thresholds

Continuum	CFLP Attendance Stage	Attendance Threshold	Typical Response
Universal	Stage 1: Universal Attendance Support	96-100%	Attendance culture, rewards, monitoring, safeguarding, high-quality teaching
Additional	Stage 2: Emerging Concern	Below 96%	Early conversations, monitoring, identifying barriers
Additional	Stage 3: Attendance Concern	91-95%	Parent meetings, targets, pastoral support, attendance review
Targeted	Stage 4: Persistent Absence	90% or below	Attendance Support Plan, Early Help consideration, targeted intervention
Targeted	Stage 5: Intensive Attendance Support	75% or below	Attendance Officer involvement, home visits, multi-agency support
Specialist	Stage 6: Severe Absence	50% or below	Safeguarding-led intervention, specialist agency involvement
Specialist	Stage 7: Formal Enforcement	Variable	Legal intervention where support has been exhausted

(Aligned to the CFLP Attendance Continuum.)

7. Recognition and Celebration

The school promotes attendance through:

- Weekly class awards
- Half-termly attendance recognition
- Improved attendance certificates
- Celebration assemblies
- Individual recognition for attendance improvement

8. School-Specific Early Help and Support Services

- Kool Kids Breakfast Club
- Nurture Provision via ELSA
- Family Support Worker-Staywell/ Gingerbread
- Mental Health Support Team
- Young Carers Support
- Local Authority Services via the Early Help Team

9. Local Authority Arrangements

The school works in partnership with:

- Staffordshire Local Authority
- Education Welfare Service
- Children's Services
- Early Help
- Virtual School
- Health Services

10. Review of Local Arrangements

These arrangements will be reviewed annually by the Headteacher and Local Advisory Board.