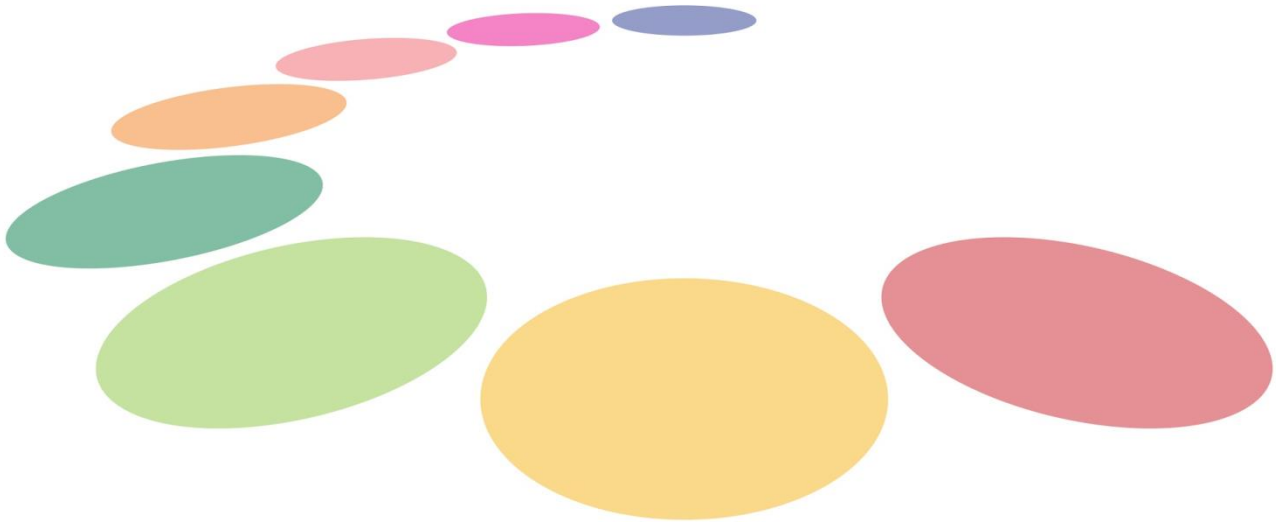


Claremont Primary School

Attendance Policy



The Six Principles of Nurture

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Agreed Date	June 22
Review Date	June 23

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1. Introduction

1.1 Regular school attendance is essential if children are to achieve their full potential.

1.2 Claremont Primary School believe that regular school attendance is the key to enabling children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.

1.3 Claremont Primary School values all pupils. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties.

1.4 Claremont Primary School recognises that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, bullying, behaviour and inclusive learning. This policy also takes into account the Human Rights Act 1998, the Disability Discrimination Act 1995, the Race Relations Act 2000 and the Equality Act 2010.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (As amended)
- The Children (Performances and Activities) (England) Regulations 2014
- Children and Young Persons Act 1963
- DfE (2020) 'School attendance'
- DfE (2015) 'Child performance and activities licensing legislation in England'
- DfE (2021) 'Keeping children safe in education (2020)'
- DfE (2016) 'Children missing education'
- DfE (2021) 'Improving school attendance: support for schools and local authorities'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Behavioural Policy
- Manchester City Council Children Missing Education Policy
- Pupils with Additional Health Needs Policy

2.1 Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude to any special educational needs they may have, either by regular attendance at school or otherwise.

2.2 A child is of Compulsory School Age at the beginning of the term following their 5th birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16.

2.3 Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement.

2.4 The Education (Pupil Registration) (England) Regulations 2013, require schools to take an attendance register twice a day, once at the start of the morning session and then again during the afternoon session.

2.5 The register must record whether the pupil was:

- present;
- absent;
- present at approved educational activity; or
- unable to attend due to exceptional circumstances.

3. Categorising absence

3.1 Where pupils of compulsory school age are recorded as absent, the register must show whether the absence is authorised or unauthorised.

3.2 Absence can only be authorised by the Head Teacher and cannot be authorised by parents/carers. All absences will be treated as unauthorised unless a satisfactory explanation for the pupil's absence has been received.

3.3 Parents/Carers must advise the school by telephone on the first day of absence and provide the school with an expected date of return. This should be followed up by either an additional phone call, email or a written note from the parent/carer. A member of school staff will seek an explanation when a parent/carer does not update the school following an additional day/days of absence. It may be necessary for the school to undertake a home visit to fulfil the school's safeguarding responsibilities.

3.4 Absence will be categorised as follows:

3.5 Illness – Parents/Carers may be asked to provide medical evidence to allow the Attendance Officer to authorise absence where appropriate. This will usually be in the form of an appointment card, prescription etc.

3.6 Medical/Dental Appointments- Parents/Carers are advised, where possible, to make medical and dental appointments outside of the school day. Where this is not possible, pupils must attend school ideally before and after the appointment. Parents/Carers must show the appointment card or a form of medical evidence to school.

3.7 Other Authorised Circumstances - This relates to where there is cause for absence due to exceptional circumstances. This type of absence can only be authorised by the Head Teacher.

3.8 Excluded (No alternative provision made) - Exclusion from attending school is counted as an authorised absence. The child's class teacher will make arrangements for work to be sent home.

3.9 Unauthorised leave of absence - A Parent/Carer who feels they need to take their child out of school during term time must arrange a meeting with the Attendance Officer to complete a leave of absence form. This will then be passed on to the Head Teacher to consider. Retrospective requests will not be considered and therefore will result in the absence being categorised as **unauthorised**.

3.9.1 All leave of absence request forms will be returned to the Attendance Officer and the parent/carer will be invited back to the office to see the outcome of their request.

3.9.2 If a pupil fails to return and contact with the parents/carers has not been made or received, the pupil may be taken off the school's roll in compliance with the Education (Pupil Registration) (England) Regulations 2013. This means that the child will lose their school place.

3.9.3 If the permission to take leave is not granted and the parent/carer takes their child out of school the absence will be **unauthorised**. In such cases the school will follow Penalty Notice procedure which will be discussed at the outcome request meeting.

3.10 Religious Observance - Claremont Primary School acknowledges the multi-faith nature of the United Kingdom and recognises that on some occasions, religious festivals may fall outside school holiday periods or weekends and this necessitates a consideration of authorised absence.

3.11 Traveller Absence - It is expected that Traveller children, in common with all other children, are to attend school as regularly and as frequently as possible.

3.11.1 To protect Traveller parents/carers from unreasonable prosecution for non-attendance, the Education Act 1944, section 86, states that a Traveller parent is safe from prosecution if their child accrues 200 attendances (i.e. 200 half days) in a year. This is only when the family are engaged in a trade or business that requires them to travel and when the child is attending school as regularly as that trade permits.

3.11.2 When in or around Manchester, if a family can reasonably travel back to their Base School (see below) then the expectation is that their child will attend full-time.

3.11.3 Claremont Primary School will be regarded as the base school if it is the school where the child normally attends when they are not travelling. However, the pupil must have attended in the last 18 months. Traveller children can register at other schools temporarily while away from their base school, in such cases, the pupil's school place at Claremont Primary School will be kept open for them whilst travelling. This is to protect them from unfairly losing their place at their school of usual attendance.

3.11.4 Claremont Primary School can only effectively operate as the child's base school if it is engaged in on-going dialogue with Traveller families. This means that parents/carers must:

- advise of their forthcoming travelling patterns before they happen; and
- inform the school regarding proposed return dates

3.11.5 Claremont Primary School will authorise absence of Traveller children if we are satisfied that a family is travelling for work or trade purposes and has given indication that they intend to return.

3.11.6 Traveller children will be recorded as attending an approved educational activity when:

- The child is on roll and attending another visited school
- Undertaking supervised educational activity under the jurisdiction of another Local Authority's Traveller Education Service
- The child is undertaking computer based distance learning that is time evidenced

3.11.7 Where Traveller children are registered pupils at a school and are known to be present either at a site (official or otherwise) or in a house and are not attending school, the absence will be investigated in the same way as that for any pupil and appropriate statutory action may be undertaken.

3.12 Late Arrival - Registration begins at 9am. Pupils arriving after this time will be marked as present but arriving late (code L). The register will close at 9.30am. Pupils arriving after the close of register will be recorded as late, (code U) this is not authorised and will count as an absence for that school session and statutory action may be taken where appropriate.

3.12.1 On arrival after 9am, pupils must immediately sign in at the school office to ensure that we can be responsible for their health and safety whilst they are in school.

3.12.2 Arrival after 9.30am will only be authorised if a satisfactory explanation for the late arrival can be provided, for example, attendance at a medical appointment.

3.12.3 The absence will be recorded as **unauthorised** if the pupil has arrived late without justifiable cause.

3.13 Unauthorised absence - Absence will not be authorised unless parents/carers have provided a satisfactory explanation and that it has been accepted by the Head Teacher.

3.13.1 Examples of unsatisfactory explanations include:

- A pupil's/family member's birthday
- Shopping for uniforms
- Having their hair cut
- Closure of a sibling's school for INSET (or other) purposes
- "Couldn't get up"
- Illness where the child is considered well enough to attend school
- Family holidays

4. Removal from the Register

4.1 In accordance with the Education (Pupil Registration) (England) Regulations 2013, pupils will only be removed from the register when one of the following circumstances applies:

- The school is replaced by another school on a School Attendance Order
- The School Attendance Order is revoked by the local authority
- The pupil has ceased to be of compulsory school age
- Permanent exclusion has occurred and procedures have been completed
- Death of a pupil
- Transfer between schools
- The pupil emigrates (pupil's destination known)
- The pupil moves outside the Local Authority and pupil's destination known.
- Pupil withdrawn to be educated outside the school system
- Failure to return from an **extended leave of absence** (20 + school days) after both the school and the local authority have tried to locate the pupil
- A medical condition prevents their attendance and return to the school before ending compulsory school-age
- In custody for more than four months (in discussion with The Youth Offending Team)
- 20 days continuous unauthorised absence and both the local authority and school have tried to locate the pupil
- Left the school but not known where he/she has gone after both the school and the local authority have tried to locate the pupil (after 20+ school days).

4.2 Claremont Primary School will follow Manchester City Council's Children Missing Education Protocol when a pupil's whereabouts is unknown.

5. Roles and Responsibilities

5.1 Claremont Primary School believe that improved school attendance can only be achieved if it is viewed as a shared responsibility of the school staff, governors, parents/carers, pupils and the wider school community.

As such, the Governing Body will:

- Monitor the implementation of this policy and all relevant procedures across the school.
- Ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handle complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Ensure that school adheres to the Children Missing Education Policy of Manchester City Council
- Annually review the school's Attendance Policy and ensure the required resources are available to fully implement the policy
- Identify a member of the governing body to lead on attendance matters
- Ensure that the Registration Regulations, England, 2013 and other attendance related legislation is complied with
- Agree school attendance targets and where appropriate link these to the Performance Management of Senior Leadership within the school

- Monitor the school's attendance and related issues through termly reporting at Governing Body Meetings
- Ensure that attendance data is reported to the Local Authority or Department for Education as required and on time
- Ensure that there is a named senior manager to lead on attendance
- Ensure that the Attendance Officer reports to a named senior manager regularly to update on progress and ongoing issues and concerns.
- Ensure that the school has clear systems to report, record and monitor the attendance of all pupils, including those who are educated off-site
- Ensure that there are regular procedures for collecting and analysing attendance data to identify causes and patterns of absence
- Ensure that data is understood and used to devise solutions and to evaluate the effectiveness of interventions

5.2 The Leadership Team will:

- Actively promote the importance and value of good attendance to pupils and their parents/carers
- Form positive relationships with pupils and parents/carers
- Ensure that there is a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all pupils to attend and to achieve
- Monitor the day-to-day implementation and management of the Attendance Policy and ensure that the policy is reviewed annually
- Ensure that all staff are aware of the Attendance Policy and adequately trained to address attendance issues
- Ensure that the Registration Regulations, England, 2013 and all other attendance related legislation is complied with
- Ensure that there is a named senior manager to lead on attendance and allocate sufficient time and resource.
- Return school attendance data to the Local Authority and the Department for Education as required and on time
- Report the school's attendance and related issues through termly reporting to the Governing Body and on a half termly basis to the lead governor for attendance
- Ensure that systems to report, record and monitor the attendance of all pupils, including those who are educated off-site are implemented
- Ensure that attendance data is collected and analysed frequently to identify causes and patterns of absence
- Interpret the data to devise solutions and to evaluate the effectiveness of interventions
- Develop a multi-agency response to improve attendance and support pupils and their families
- Document interventions used to a standard required by the local authority should legal proceedings be instigated

5.3 Teaching staff will:

- Actively promote the importance and value of good attendance to pupils and their parents/carers
- Form positive relationships with pupils and parents/carers

- Contribute to and advocate a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all pupils to attend and to achieve
- Support the child and set them targets in their termly Personal Development Time.
- Comply with the Registration Regulations, England, 2013 and other attendance related legislation
- Implement systems to report, record and monitor the attendance of all pupils, including those who are educated off-site
- Where appropriate, analyse attendance data to identify causes and patterns of absence
- Contribute to the evaluation of school strategies and interventions
- Where appropriate, work with other agencies to improve attendance and support pupils and their families
- Document interventions used to a standard required by the local authority should legal proceedings be instigated

5.4 Request that Parents/Carers will:

- Talk to their child about school and what goes on there. Take a positive interest in their child's work and educational progress
- Instil the value of education and regular school attendance within the home environment
- Encourage their child to look to the future and have aspirations
- Contact the school if their child is absent with a reason why and the expected date of return
- Obtain medical evidence when it is requested by the school.
- Try to avoid unnecessary absences. Wherever possible make appointments with the Doctors, Dentists etc. outside of school hours
- Ask the school for help if their child is experiencing difficulties
- Inform the school of any change in circumstances that may impact on their child's attendance
- Support the school; take every opportunity to get involved in their child's education, form a positive relationship with school and acknowledge the importance of children receiving the same messages from both school and home
- Encourage routine at home, for example, bed times, home work, preparing school bag and uniform the evening before
- Not keep their child off school to go shopping, to help at home or to look after other members of the family
- Avoid taking their child out of school during term-time, where this is unavoidable, and only in exceptional circumstances arrange a meeting with the Attendance Officer to fill out the necessary paperwork which will then be passed to the Head Teacher for a decision.
- Providing the school with accurate and up-to date contact details and more than one emergency contact number, whilst updating the school should these details change.

6. Using Attendance Data

6.1 Pupil's attendance will be monitored and may be shared with the Local Authority and other agencies if a pupil's attendance is a cause for concern.

6.2 Every term The Attendance Officer will provide all class teachers with attendance data for that period for each pupil within their class. The list will then enable the class teacher to set individual targets for pupils where and when necessary.

GREEN	pupils with attendance between 97% and 100%
AMBER	pupils with attendance between 96.9% and 94%
AMBER-RED	pupils with attendance 93.9% and 90%
RED	pupils with attendance below 90%

6.3 Each pupil's attendance will be rated Red, Amber or Green for the term which will help indicate if their attendance has improved, stayed the same or deteriorated.

6.4 A member of the Senior Leadership Team will receive a complete set of data.

6.5 This pupil level data will be used to trigger school action as set out in the escalation of intervention (Appendix 1).

6.6 Attendance data will also be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment.

6.7 Claremont Primary School will share attendance data with the Department for Education and the local authority as required.

6.8 All information shared will be done so in accordance with the Data Protection Act 1998 and the General Data Protection Regulation 2018 (GDPR).

6.9 Report to governors every term on the relative progress of reducing persistent pupil absence and efforts to increase overall attendance.

7. Support Systems

7.1 School recognise that poor attendance is often an indication of difficulties in a child's life. This may be related to problems at home and or in school. Parents/Carers should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse and trauma etc. This will help the school identify any additional support that may be required.

7.2 Claremont Primary School also recognise that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with complex additional needs; including those with physical or mental health needs, pupils on EHCP plans; children who are migrants, asylum seekers, refugee pupils; and looked after children.

7.3 The school will implement a range of strategies to help facilitate improved attendance. Strategies used will include:

- Discussion with parents/carers and pupils
- Attendance Panel meetings
- Medical Panel meetings
- Early Help Assessments (EHAs)
- Parenting contracts

- Referrals to support agencies
- Pupil Voice Activities
- Reward systems
- Time limited part time time-tables
- Additional learning support
- Behaviour support
- Inclusion units
- Reintegration support packages

7.4 Support offered to families will be child centred and planned in discussion and agreement with pupils and their parents/carers.

7.5 Where parents fail or refuse to engage with the support offered and further unauthorised absence occurs, Claremont Primary School will consider the use of legal sanctions.

8. Legal Sanctions

8.1 Prosecution - Where intervention fails to bring about an improvement in attendance, the Local Authority will be notified and legal action in the Magistrates' Court may be taken. The school will provide the Local Authority with evidence required for a prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness if required by the court. This is to ensure that parents/carers realise their own responsibilities in ensuring attendance at school and most importantly about returning children to education.

8.1.1 Section 444 of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child if he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence.

8.1.2 Alternatives to Section 444 prosecution are Parenting Contracts, Penalty Notices or an Education Supervision Order.

8.2 Parenting Contracts - A Parenting contract is a voluntary agreement between school and the parent/carer, it can also be extended to include the child and any other agencies offering support to resolve any difficulties leading to improved attendance.

8.2.1 The contract will outline attendance targets and will detail agreed actions that will help to achieve the target. The contract will be reviewed regularly.

8.2.2 The contract can be used as evidence in a prosecution should parents/carers fail to carry out agreed actions.

8.2.3 Parenting Contracts will be used in accordance with Manchester City Council's Parenting Contract Protocol.

8.3 Penalty Notices - Penalty Notices will be considered when:

- A pupil is absent from school and the absence has not been authorised by the school

- A pupil has accrued unauthorised absence without reasons provided and/or accepted as exceptional by the Head Teacher.

8.3.1 A Penalty Notice gives the parent the opportunity to discharge themselves of their legal responsibility if a £120 fine (**per parent per child**) is paid within 28 days, reduced to £60 (**per parent per child**) if paid within 21 days of the date the Notice was issued.

8.3.2 Failure to pay the Penalty Notice may result in a prosecution under Section 444 of the Education Act 1996 or a formal caution may be issued by the Local Authority.

8.3.3 Penalty Notices will be used in accordance with Manchester City Council's Penalty Notice Protocol.

Appendix

Escalation of Attendance Interventions (**this will be fully re-instated in the Academic Year of 2022-2023 should all Covid restrictions continue to be lifted**)

GREEN **pupils with attendance of between 97% and 100%**

Pupils with 100% at the end of the academic year will receive an attendance badge and certificate congratulating them on their excellent attendance.

Pupils will be rewarded within the school's merit system.

Pupils with 100% attendance for each term will receive a certificate. If a child has 100% attendance for the term they will also receive an attendance badge which will be presented in a celebration assembly at the end of term.

The Attendance Officer will be responsible for the monitoring of all pupils at this level.

AMBER **pupils with attendance between 96.9% and 94%**

The Class Teacher will speak to the pupil to:

- Welcome the pupil back to school
- Confirm with the pupil the reason for absence and offer any support that may be required.
- Update the pupil on other work they have missed and support any catch up required
- Where appropriate, support the child and set them targets during their termly Personal Development Time.

The Attendance Officer:

- If the child was persistently absent last year, ask for medical evidence the next time the child is absent from school.
- The parent/carer may be invited to an attendance meeting in school with the Inclusion Lead, Attendance Officer and/or School Nurse to discuss putting interventions in place to decrease the possibility of the child's attendance decreasing further.
- **Carry out a home visit (along with a colleague from the Inclusion Team) if the school is not updated sufficiently with the whereabouts of the child and/or if the child is considered vulnerable.**

AMBER-RED pupils with attendance between 93.9% and 90%

The Class Teacher will speak to the pupil to:

- Confirm with the pupil the reason for their absences and offer any support that may be required.
- Update the pupil on any work they have missed and support any catch up required
- Support the child and set them targets during their Personal Development Time.
- The Attendance Officer: Monitor the attendance of these pupils and send letters home and **Carry out a home visits (along with a colleague from the Inclusion Team) if the school is not updated sufficiently with the whereabouts of the child and/or if the child is considered vulnerable.** Parents/Carers may be invited to discuss their child's attendance and interventions put in place where:
 - An Early Help Assessment (EHA) will be considered and where appropriate implemented.
 - A parenting contract may be agreed
 - The School Nurse may be involved and investigate if the amount of time the child has had off school is reasonable.
 - The Penalty Notice procedure will be explained to the parent/carer and the possibility/likelihood of one being issued will be discussed.
 - A review date will be agreed.

Where parents/carers fail to engage with this process without a satisfactory reason and sufficient unauthorised absence has occurred, a Penalty Notice may be requested.

The Attendance Officer will record all intervention and outcomes. Effective monitoring will also take place and the relevant member of senior staff kept up to date with progress and any unexplained absences.

A member of the Senior Leadership Team will monitor the effectiveness of interventions. This will be used to review and inform whole school strategies and will also have links to performance management.

RED - pupils with attendance below 90%

Records will be kept for these pupils and discussed with Senior Leaders as and when it is appropriate. These pupils will be discussed by the Inclusion team on a weekly basis. Following these meetings and when other interventions have proven unsuccessful and the Head Teacher is in agreement a Penalty Notice will be requested.

The Head of Inclusion and/or the Primary Inclusion Support Worker will speak to Parent and Carer to get a deeper understanding of the reasons behind their child's low attendance and where appropriate, in addition, speak to the pupil to:

- Identify underlying home/school issues that may be causing the pupil's absence
- Review the pupil's academic progress and make links to the pupil's attendance e.g. If you attended all your classes you could achieve...
- Implement a Pastoral Support Plan or review other existing pupil plans to include support to improve attendance
- Set an individual attendance target for the pupil using sessions rather than percentages that will see the pupil move to the band above
- Agree a review date

When positive outcomes have not occurred following Attendance Meetings with parents/carers, a further meeting will be organised. Where:

- An Early Help Assessment (EHA) will be considered again if not already in place.
- A Parenting contract agreed
- The procedure of the Penalty Notice will be discussed. Where one has already been issued, the possibility of legal proceedings or a PACE referral (Police and Criminal Evidence act) will be discussed with the parent/carers.
- Agree a review date
- Where parents/carers fail to engage with this process without a satisfactory reason and unauthorised absence has occurred, a Penalty Notice may be requested.

The Inclusion Lead with the Attendance Officer will record all interventions and outcomes.

A member of the Senior Leadership Team will monitor the effectiveness of interventions. This will be used to review and inform whole school strategies and will also have links to performance management.

Pupils who have attendance below 90% are considered to be persistently absent from school. To ensure that intervention is focused and meets the needs of individuals, the following will be considered:

- If the pupil is classified as a Looked after child (LAC) or if the family is subject to a Child Protection Plan.
- If the pupil has a Special Educational Need
- School age parents/expectant parents
- Long term non-attendance
- Parental support/needs e.g. parental drug use, young carers, domestic violence
- School issues e.g. bullying, a breakdown in the relationship between home and school, curriculum issues etc.
- Pupils/parents/carers who are offenders or have an Anti Social Behaviour Order
- English as an Additional Language
- Ethnic minority and International New Arrivals

- Mid Year Admissions
- Gifted and Talented
- Other

Each child will have an identified member of staff who will:

- Ensure that the pupil has already spoken to a member of staff at the stages preceding RED intervention (AMBER and AMBER-RED intervention will occur in cases where the pupil has immediately fallen from GREEN into RED)
- Obtain records of previous contact and interventions as set out in AMBER-RED and escalate accordingly
- Where appropriate, ensure weekly contact with the parents/carers to discuss any arising issues and to provide feedback on their child's attendance, behaviour and academic progress.
- Set an individual attendance target for the pupil that will see the pupil move to the band above.

Inclusion Lead will:

- Review existing plans and co-ordinate school resources to support the pupil's attendance and any additional needs
- Be the key contact person for any external agency working with the pupil

Each identified member of staff will be responsible for all action at this level and will record all intervention and outcomes. Records will be copied to a member of the Senior Leadership Team and discussed with the Head Teacher when it is appropriate.

The Head Teacher or Attendance Officer will report to the Chair of Governors/Governor for Attendance and termly to the Governing Body.