



Attendance Policy 2025 - 2026

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1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
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**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints Procedure	Statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate e.g. Anti-bullying	Approved by Local School Board.

At Watling Primary School, we recognise that a commitment to regular attendance and punctuality at school are vital to help children achieve their potential and get the best possible start in life.

There is a clear and proven link between attendance and achievement. Pupils who miss a substantial amount of school fall behind their peers and struggle to catch up. This can lead to big gaps in their learning. If poor attendance starts in primary school, it will often continue into secondary school and lead to underachievement. Friendships can be negatively impacted by absence too. It can be difficult for a child who misses lots of school to form and maintain relationships with their peers.

For the most vulnerable pupils, regular attendance is an important protective factor as it gives the best opportunity for needs to be identified and support implemented.

The following tables show the impact of absence and lateness on a child's education across a school year.

Overall attendance level	Number of days lost each year	Impact on education
97%+	5 days or less	These children have the best opportunity to make strong progress at school.
95%	10 days	These children benefit from strong overall attendance and are likely to make good progress at school.
90%	19 days	Children in this group are missing the equivalent of a month of school per year and it will be difficult for them to achieve their best.
85%	29 days	Children in this group are missing the equivalent of six weeks of school and there is a real risk that this lower attendance will hinder their progress.
80%	38 days	Children in this group are missing a full year of school over five years of education. They are not benefitting from their right to be educated.

minutes late each day	number of days of learning lost each year
5	3.2
10	6.5
15	9.5
20	12.5
30	19

It is the responsibility of parents and carers to ensure that their children receive a full-time education once they have reached compulsory school age (starting the term after their fifth birthday).

Details of a pupil's attendance and punctuality are reported to parents and carers throughout the academic year and any concerns regarding attendance will also be communicated.

We are fully committed to working with parents and carers and other professionals to support regular attendance and make improvements to this, where necessary.

We will work collaboratively to:

- identify patterns of poor attendance as soon as possible so all parties can work together to resolve them before they become unmanageable.
- ensure aspiration to high levels of attendance from all pupils and their families by building a culture where everyone wants to be in school and ready to learn.
- listen to families to understand barriers to attendance and endeavour to find ways we can work together to resolve them.
- remove barriers to attendance in school where possible and help pupils and families to access the support they need to overcome barriers outside of school.
- escalate concerns where the voluntary support is not having an impact by explaining the consequences of non-attendance clearly and ensuring support is also in place to enable families to respond.
- enforce attendance through statutory interventions or prosecution to protect the pupil's right to an education where support is not having an impact or not being engaged with.

Our overall approach to attendance is based on six graduated stages.

STAGE		APPROACH
1	Expect	High expectations that all children will attend school 100% of the time.
2	Monitor	Close monitoring of the attendance of all pupils so that we can identify problems early on.
3	Listen	Work closely with pupils and their families to understand any barriers to good attendance.
4	Support	Remove barriers in school and help pupils and their families to access support to overcome barriers outside of school.
5	Formalise	Formalise support where informal, voluntary approaches are not working.
6	Enforce	Enforce attendance through statutory intervention when all other measures have failed to have a positive impact.

Promoting and celebrating high levels of attendance

Promoting high levels of attendance and punctuality for all members of our school community is an integral part of our culture. We will actively promote the benefits of high levels of attendance and punctuality through our school curriculum.

ATTENDANCE PROCEDURES

Attendance registers

We are legally required to keep an attendance register and all pupils must be placed on this register.

The attendance register will be taken at the start of the school day and again at the beginning of the afternoon. We will use our School Information Management System (SIMS) to record attendance.

The attendance register will mark whether every pupil is:

- present
- attending an approved off-site educational activity e.g. school trip
- absent (authorised or unauthorised) or
- unable to attend due to exceptional circumstances

Attendance codes following the Department for Education guidance will be used in our registers (see Appendix 1).

Unplanned absence

Parents and carers should notify the school by email or phone by 8:50am on the day of a pupil's absence, stating the reason for absence and giving an indication of when they expect the pupil to return. For prolonged absences, there is an expectation that parents or carers follow the same procedure each day.

If a pupil is absent at the start of the morning session and notification has not been received by the school, staff will attempt to contact parents and carers for clarification of the absence. Staff will call all available numbers until contact is made. If we have not been able to make contact, a home visit may take place. Please refer to our Home Visits and Children Missing Education Statements for further information.

Where pupils are recorded as absent, the register will show whether attendance is authorised or unauthorised. Only the Headteacher has the discretion to authorise an absence.

All absences will be treated as an unauthorised absence until satisfactory information, which may include formal evidence, has been received and reviewed by the school.

If an absence due to illness lasts longer than five days, a note from a medical practitioner should be provided to the school. If there are extended periods of absence or repeated reasons for absence, the school may contact the School Nursing Team or other external agencies, in order that our attendance expectations are supported.

Absence due to illness will be authorised unless the school has concerns about overall attendance or the authenticity of the illness. If authenticity of the illness is in doubt, we may ask parents to provide medical evidence, such as a doctor's note or another appropriate form of evidence or request permission to speak to medical professional directly. Medical evidence will not be asked for unnecessarily.

If a child becomes ill during the course of the school day, we will make contact with parents or carers to discuss whether the pupil should remain on site or be collected.

Requests for absence during term time

All appointments and events should be planned outside of normal school hours to support with regular attendance expectations.

Where medical appointments cannot be arranged outside of normal school hours, advance notification of the absence, with evidence, should be provided to a member of our Admin Team.

Where a pupil needs to leave school during the timetabled day, previous approval for this should have been arranged. In all such cases, pupils must be collected and signed out by parents, carers or an appointed appropriate adult. The time of leaving and/or returning will be recorded.

Pupils will not be permitted to make their own way home under these circumstances.

The Headteacher is unable to authorise any requested leave of absence for pupils during term time unless they consider it to be an 'exceptional circumstance'. The fundamental principles for defining 'exceptional' are 'rare, significant, unavoidable and short'. In such cases, 'unavoidable' is taken to mean an event that cannot be reasonably scheduled at any other time.

Any request for absence that might be considered as 'exceptional circumstances' should be made to the Headteacher in writing using the Leave of Absence Request Form provided by the school.

The decision to authorise the request is entirely at the discretion of the Headteacher.

The following scenarios might be considered as examples of exceptional circumstances:

- return of a parent or carer from active services in the Forces
- death or serious illness of a parent or carer, step-parent or sibling
- where children are acting as a Young Carer
- periods of obligatory religious observance
- approved public performances (with clear supporting evidence), depending on the frequency of absence requested, the likely impact on the child's educational outcomes and previous attendance

The following scenarios are examples of situations which would **NOT** typically be considered as exceptional:

- family holiday, including cheaper holiday dates
- educational visits arranged by families during school time
- attendance at weddings or other family celebrations of extended family members or friends
- visiting relatives abroad or in the UK
- limitations on the leave entitlements and arrangements of parents or carers
- family members going for medical treatment abroad

Family holidays

Family holidays will not be authorised during term time. Term dates are set two years in advance to enable pre-planning.

There is no legal entitlement for parents or carer to take their child on holiday during term time. Regulations state that any requests for leave of absences should be made in writing and in advance. These can only be authorised by the Headteacher in exceptional circumstances. A family holiday is not considered an exceptional circumstance.

Taking holidays during term time without authorisation could result in a referral to the School Attendance Team at Milton Keynes City Council. A Fixed Penalty Notice (FPN) or further legal action may be taken in this circumstance.

The Fixed Penalty Notice fine is £80 per parent or carer, per child. According to the local authority, any adult living in the family home, who has responsibility for the child, has the responsibility for getting them to school and therefore is eligible for a FPN.

It is important to note, a FPN is issued by Milton Keynes Council and the school has no financial gain from these.

Punctuality

It is imperative that children learn the importance of punctuality in order to fulfil their own role in society as they grow into young adults.

Our school day starts at 8:40am for all pupils. We expect pupils to be on site in plenty of time so that they are ready to enter their classrooms promptly when the doors are opened at 8:40am every morning, ready for morning registration.

Any pupil arriving after the classroom doors and registers have closed at 8:50am will need to enter school through the main entrance and report to a member of the Admin Team.

If a pupil arrives after the registers have closed at 8:50am but within 30 minutes of that time, they will be marked as 'late' on the register and the number of minutes that they are late will be recorded. If a pupil arrives more than 30 minutes late, they will be marked as 'unauthorised absence'.

If a pupil's punctuality becomes a cause for concern, parents or carers will be contacted to discuss this and further support from the school will be offered.

Supporting regular attendance

We recognise that poor attendance may be for a range of reasons. If there are specific circumstances that could negatively impact on attendance, we ask parents and carers to communicate this with us so that we can work in partnership to put support in place to mitigate against this or improve it.

Examples of support include:

- discussion with parents or carers
- discussions with pupils, if this is age-appropriate

- attendance reports
- Attendance Improvement Plan
- additional academic or pastoral support
- involvement of external support agencies

Children with specific medical needs and/or SEND

We understand that some pupils face greater barriers to attendance than their peers. This may include pupils who suffer from long-term medical conditions or who have Special Educational Needs and Disabilities (SEND). However, the right of all children to education remains the same and therefore our attendance ambitions for these pupils will be the same as they are for any other pupil.

We remain mindful of the unique circumstances of these pupils and are committed to putting support in place where necessary to help them access full time education.

Parents and carers of pupils with specific medical needs or Special Educational Needs and Disabilities should contact the school if they have any concerns about their child's regular attendance.

Children who are being educated off-site or at an alternative or specialist provision

Where a child has specific needs that the school is unable to meet, tuition or therapy may be accessed out of the normal school setting. Where pupils are attending alternative or specialist provision, Watling Primary School will ensure that appropriate levels of safeguarding procedures and quality of education are in place.

All pupils placed in other provisions will continue to have access to full time education and clearly defined outcomes which will be agreed before the placement starts. Attendance will be monitored by the provider and school at which the pupil is on roll. The appropriate attendance code (see Appendix 1) will be used in these circumstances. Daily attendance calls will take place between Watling Primary School and the alternative placement school.

Part-time timetables

A part-time timetable will not be used as a means of managing pupil behaviour. All pupils of compulsory school age are entitled to full time education. In exceptional circumstances, a temporary reduction to the timetable may be necessary to meet individual needs. An example of this would be where a medical condition prevents a child from attending full time education and a part-time timetable is considered as part of a reintegration strategy.

Where part-time timetables are introduced, they will be for the shortest length of time possible and will never be used as a long-term solution. A part-time timetable can only be put in place with the agreement of the child's family. If this consent is not given, the reduction in timetable would constitute an unofficial exclusion.

If a part-time timetable is agreed, there must be a thorough risk assessment, clearly defined desired outcomes for the child, expectations of work to be completed when the child is not in school and a six week timetable that is gradually increased to a return to full time education by the end of the sixth week.

In exceptional circumstances and with significant evidence that it is in the best interests of the child, a part-time timetable may be extended for a further period of time. In such cases, a weekly review of the provision must take place involving the school and the family.

Attendance and Safeguarding

At Watling Primary School, the safeguarding of all our pupils is of paramount importance. School provides a safe and protected environment for all our pupils.

Schools are well placed to identify safeguarding issues early and regular attendance is vital for this.

Where children do not attend school regularly and any unauthorised absence continues despite additional support, it could constitute neglect.

In these cases, our normal Child Protection and Safeguarding procedures will be followed. This may involve referring cases to the Milton Keynes Multi-Agency Safeguarding Hub.

Monitoring attendance

Daily attendance is monitored by our Teaching and Learning and Admin Teams.

The Headteacher and Admin Team will analyse attendance regularly and will follow the procedures outlined in this policy if attendance or punctuality is identified as a concern and a specific reason for this has not been communicated with us.

Attendance information will be analysed across different groups of pupils to identify any patterns and allow the school to effectively respond with appropriate support.

The Headteacher will report on attendance to the Local School Board of Governors termly.

Absence thresholds

Attendance levels are routinely analysed half-termly. Where there are ongoing concerns about levels of attendance, additional monitoring may take place at more regular intervals.

We operate a tiered system to respond to concerns about low and/or falling attendance. These figures are expressed as a percentage and are intended as a guide.

We may make decisions on an individual basis to intervene outside of these thresholds if there is a particular concern about a child's attendance.

The following table provides further information.

Attendance %	Action
below 97%	An initial concern attendance letter (Appendix 2) is typically sent to parents or carers where a child's attendance has fallen below 97%. This letter will notify the parent or carer of the attendance level and explain that the school will continue to monitor the child's attendance. If the cause for the attendance falling below 97% is specific and clearly known and evidenced to the school, we may decide that such a letter is not required or appropriate. An example of this would be where a child has a confirmed medical issue and this is the only substantial cause for the lower attendance. In such circumstances, we will continue to monitor attendance closely. Any further fall in attendance levels may trigger an ongoing concern attendance letter (Appendix 3) being sent without the need to wait for the next formal half-termly attendance monitoring. At this stage, parents or carers will be given the option of arranging a meeting with the Class Teacher to discuss the reasons for the low attendance and to agree and put in place appropriate support.
between 96% and 90%	If a child's attendance is between 96% and 90%, a risk of significant concern attendance letter (Appendix 4) will be issued. At this stage, parents or carers will be invited to a meeting with the Class Teacher to discuss the reasons for the low attendance and to agree and put in place appropriate support. According to the specific circumstances, other participants may be invited to attend the meeting e.g. SENCo, Headteacher, external agency staff, etc. If attendance continues to fall in this range after the letter has been issued, the case will be treated in the same way as attendance which falls below 90%.
below 90%	Attendance at 90% equates to 19 days of absence per year and is considered by the Department for Education as 'persistent absenteeism'. In such circumstances, a significant concern attendance letter (appendix 5) will be issued.

	The letter will make it clear that any future absences will not be authorised without medical evidence. Parents or carers will be requested to attend a meeting with the Class Teacher and Attendance Officer to discuss the reasons for the low attendance and to agree and put in place appropriate support. According to the specific circumstances, other participants may be invited to attend the meeting e.g. SENCo, Headteacher, external agency staff, etc. The outcome of the meeting will be used to write an Attendance Improvement Plan which will be agreed by all parties, including a date for review.
attendance which continues to decline from below 90%	Unless there are exceptional circumstances, the school will not authorise any absences for children with attendance which continues to decline from below 90%. If attendance is not showing any reasonable improvement within 3 weeks of the last communication with parents or carers, the school will issue a 6 week monitoring period attendance letter (Appendix 6). At this stage, it is likely that a referral for intervention by the Local Authority will be appropriate, which may lead to legal sanctions.
30 minutes or more of cumulative late marks	If a pupil exceeds an accumulated 30 minutes late over a number of separate days, parents or carers will be issued with a cumulative late punctuality letter (Appendix 7). The option to discuss this and further support from the school will be offered.
unauthorised absence due to being more than 30 minutes late regularly	If a pupil is more than 30 minutes late, an unauthorised absence will be recorded in the register. If punctuality becomes a significant concern, parents or carers will be issued with an unauthorised absence due to lateness letter and requested to attend a meeting to discuss ways of improving punctuality.

WATLING PRIMARY SCHOOL ATTENDANCE CODES – APPENDIX 1

The following codes are taken from the Department for Education (DfE) guidance on school attendance.

CODE	DEFINITION	EXAMPLE
Present or Approved Educational Activity (AEA)		
/	Present (am)	pupil present at morning registration
\	Present (pm)	pupil present at afternoon registration
L	Late	pupil arrived late but before the register closed
B	Attending any other approved educational activity	pupil is attending an approved educational activity off site
C1	Employment abroad	pupil is participating in a regulated performance or undertaking employment abroad
C2	Part-time timetable	pupil has been granted leave of absence due to a temporary part-time timetable
D	Dual registered	pupil is attending session at another setting where they are also registered
J1	Interview	pupil has an interview with a prospective employer or another educational establishment
K	Attending alternative provision	pupil is attending an alternative provision arranged by the Local Authority
P	Sporting activity	pupil is participating in an approved supervised sporting activity
S	Public examination	pupil has been granted leave of absence for the purpose of studying for a public examination
V	Educational visit or trip	pupil is taking part in an educational visit or trip organised or approved by the school
W	Work experience	pupil is on an approved work experience
Authorised absence		
C	Authorised leave of absence	pupil has been granted a leave of absence due to exceptional circumstances
E	Suspended or permanently excluded	pupil has been suspended or permanently excluded but no alternative provision has been made
I	Illness	pupil is absent due to illness
M	Medical or dental	pupil is at a medical or dental appointment
Q	Lack of access arrangements	pupil is unable to attend school because of a lack of access arrangements
R	Religious observance	pupil is taking part in a formal day of religious observance
T	Parent travelling	pupil is a mobile child (a child of compulsory school age with no fixed abode) and their parent(s) is/are travelling in the course of their trade or business and the pupil is travelling with them
X	Non-compulsory school age	pupil of non-compulsory school age has been granted leave of absence due to an agreed part-time timetable

Unauthorised absence		
G	Unauthorised holiday	pupil is on a holiday that has not been approved by the Headteacher
N	No reason provided for absence	temporary code where the reason for an absence is unknown
O	Unauthorised absence	absence that has not been approved by the Headteacher
U	Late after the register has closed	pupil arrived at school after the register has closed
Exceptional Circumstances		
Y1	Exceptional circumstances	pupil is unable to attend due to transport normally provided not being available
Y2	Exceptional circumstances	pupil is unable to attend due to widespread disruption to travel i.e. disruption caused by a local, national or international emergency
Y3	Exceptional circumstances	pupil is unable to attend due to part of the school premises being closed
Y4	Exceptional circumstances	pupil is unable to attend due to the whole school site being unexpectedly closed
Y5	Exceptional circumstances	pupil is unable to attend due to being in criminal justice detention i.e. pupil is in police detention, remanded to youth detention, awaiting trial or sentencing or detained under a sentence of detention
Y6	Exceptional circumstances	pupil is unable to attend in accordance with public health guidance or law
Y7	Exceptional circumstances	pupil is unable to attend because of any other unavoidable cause not covered by other Y codes
Other codes		
Z	Not on admission register	register has been set up but the pupil does not yet attend the school
#	Planned school closure	whole or partial school closure due to school holidays, Bank Holidays or INSET days

APPENDIX 2 – INITIAL CONCERN ATTENDANCE LETTER

Dear

Attendance - Initial Concern

This letter is to inform you that your child, XX's attendance is currently at XX%. This is below our school's target of 97%.

Where there are genuine reasons for this, please rest assured that these have been noted and taken into consideration.

We are raising our initial concerns with you so that we can work in partnership with you to ensure that this attendance percentage does not fall even lower. We hope that by addressing our initial concerns with you openly and honestly, we can support you to bring about an improvement in future attendance.

There is a clear and proven link between attendance and achievement. Pupils who miss a substantial amount of school fall behind their peers and struggle to catch up. This can lead to big gaps in their learning.

Overall attendance level	Number of days (and lessons) lost each year	Impact on a child
97%+	5 days or less 25 lessons or less	These children have every chance to make strong progress at school.
95%	10 days 50 lessons	These children benefit from strong overall attendance and are well placed to make good progress at school.
90%	19 days 95 lessons	Children in this group are missing a month of school per year; it will be difficult for them to achieve their best.
85%	29 days 145 lessons	Children in this group are missing six weeks of school a year. There is a real risk that this lower attendance will hinder a child's progress. Absence below 90% is considered to be ' persistent absenteeism '.
80%	38 days 190 lessons	Children in this group are missing a full year of school over 5 years. They are not benefiting from their right to be educated. Parents/Carers of young people in this group are highly likely to be issued with penalty notices or prosecuted.

This letter is for your information only. You do not need to respond at this point in time.

However, should you feel that there is a barrier or issue that prevents you from achieving expected attendance for your child and you would like to discuss the support that we can offer, please do not hesitate to contact us.

Yours sincerely

APPENDIX 3 – ONGOING CONCERN ATTENDANCE LETTER

Dear

Attendance - Ongoing Concern

This letter is to inform you that your child, XX's attendance is currently at XX%. This is below our school's target of 97%.

We have raised our concerns with you about this previously but, unfortunately, your child's attendance has remained below 97%.

We want to continue to work in partnership with you to ensure that this attendance percentage does not fall even lower. We hope that by continuing to address our concerns with you openly and honestly, we can support you to bring about an improvement in future attendance.

There is a clear and proven link between attendance and achievement. Pupils who miss a substantial amount of school fall behind their peers and struggle to catch up. This can lead to big gaps in their learning.

Overall attendance level	Number of days (and lessons) lost each year	Impact on a child
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95%	10 days 50 lessons	These children benefit from strong overall attendance and are well placed to make good progress at school.
90%	19 days 95 lessons	Children in this group are missing a month of school per year; it will be difficult for them to achieve their best.
85%	29 days 145 lessons	Children in this group are missing six weeks of school a year. There is a real risk that this lower attendance will hinder a child's progress. Absence below 90% is considered to be ' persistent absenteeism '.
80%	38 days 190 lessons	Children in this group are missing a full year of school over 5 years. They are not benefiting from their right to be educated. Parents/Carers of young people in this group are highly likely to be issued with penalty notices or prosecuted.

As this is the second attendance letter we have sent you, we would like to offer you the option of attending a meeting with your child's Class Teacher to discuss ways in which we can support you to make improvement to your child's attendance. Please contact us if you would like to go ahead and arrange a meeting at a mutually agreed time.

Yours sincerely

APPENDIX 4 – RISK OF SIGNIFICANT CONCERN ATTENDANCE LETTER

Dear

Attendance – Risk of Significant Concern

This letter is to inform you that your child, XX's attendance is currently at XX%. This is at risk of falling significantly below our school's target of 97%.

Where there are genuine reasons for this, please rest assured that these have been noted and taken into consideration.

We are raising our concerns with you so that we can work in partnership with you to ensure that this attendance percentage does not fall even lower. We hope that by addressing our increasing concerns with you openly and honestly, we can support you to bring about an improvement in future attendance.

There is a clear and proven link between attendance and achievement. Pupils who miss a substantial amount of school fall behind their peers and struggle to catch up. This can lead to big gaps in their learning.

Overall attendance level	Number of days (and lessons) lost each year	Impact on a child
97%+	5 days or less 25 lessons or less	These children have every chance to make strong progress at school.
95%	10 days 50 lessons	These children benefit from strong overall attendance and are well placed to make good progress at school.
90%	19 days 95 lessons	Children in this group are missing a month of school per year; it will be difficult for them to achieve their best.
85%	29 days 145 lessons	Children in this group are missing six weeks of school a year. There is a real risk that this lower attendance will hinder a child's progress. Absence below 90% is considered to be ' persistent absenteeism '.
80%	38 days 190 lessons	Children in this group are missing a full year of school over 5 years. They are not benefiting from their right to be educated. Parents/Carers of young people in this group are highly likely to be issued with penalty notices or prosecuted.

As this percentage of attendance now poses a significant cause for concern, we would like you to attend a meeting with the Class Teacher to discuss the reasons for the low attendance and to agree and put in place appropriate support. It is possible that other participants may also be invited to attend the meeting e.g. SENCo, Headteacher, external agency staff, etc.

Please contact the school to arrange a suitable time for the meeting to take place.

Yours sincerely

APPENDIX 5 – SIGNIFICANT CONCERN ATTENDANCE LETTER

Dear

Attendance – Significant Concern

This letter is to inform you that your child, XX's attendance is currently at XX%. This is significantly below our school's target of 97%.

The Department for Education classifies any attendance that falls below 90% as 'persistent absenteeism' and, sadly, your child's attendance has now fallen into this category.

As a result of the seriousness of this situation, no further absence (including illness) will be authorised by the school unless medical evidence is provided to substantiate the reason for absence.

There is a clear and proven link between attendance and achievement. Attendance below 90% will impact negatively on attainment and progress, as well as your child's relationships in school.

Overall attendance level	Number of days (and lessons) lost each year	Impact on a child
90%	19 days 95 lessons	Children in this group are missing a month of school per year; it will be difficult for them to achieve their best.
85%	29 days 145 lessons	Children in this group are missing six weeks of school a year. There is a real risk that this lower attendance will hinder a child's progress. Absence below 90% is considered to be ' persistent absenteeism '.
80%	38 days 190 lessons	Children in this group are missing a full year of school over 5 years. They are not benefiting from their right to be educated. Parents/Carers of young people in this group are highly likely to be issued with penalty notices or prosecuted.

As this percentage of attendance is a significant cause for concern, you will need to attend a meeting with your child's Class Teacher and the Attendance Officer. It is possible that other participants may also be invited to attend the meeting e.g. SENCo, Headteacher, external agency staff, etc.

The outcome of the meeting will be used to write an Attendance Improvement Plan which will be agreed by all parties, including a date for review.

Please contact the school to arrange a suitable time for the meeting to take place.

Yours sincerely

APPENDIX 6 – SIX WEEK MONITORING PERIOD ATTENDANCE LETTER

Dear

Attendance – 6 week monitoring period

This letter is to inform you that your child, XX's attendance is currently at XX% and remains within the Department for Education range of 'persistent absenteeism'.

Despite the fact that we have already met and put in place an Attendance Improvement Plan, there has been no improvement in your child's attendance.

As a result of this, we will be closely monitoring your child's attendance from this point on and for the next six weeks. The Attendance Improvement Plan that was currently agreed will remain in place throughout this period.

No further absence (including illness) will be authorised by the school unless medical evidence is provided to substantiate the absence.

Our hope is that attendance during the six week monitoring period improves.

In the meantime, we will seek advice from the School Attendance, Education Sufficiency and Access department at Milton Keynes City Council.

If attendance fails to improve, the use of legal sanctions will be considered.

If you feel that there are reasons affecting your child's attendance that the school are not already aware of, please contact the school urgently.

Yours sincerely

APPENDIX 7 – CUMULATIVE LATE PUNCTUALITY LETTER

Date

Dear XX

Attendance Matters - Punctuality

At Watling Primary School, we recognise the importance of punctuality and the positive impact that being on time each day has.

The start of the day sets the tone for learning and incorporates many important morning routines. When pupils are on time for school, they are included in opportunities to socialise with their peers and members of our school team. They invariably settle into the school day calmly and with no disruption or embarrassment to themselves or others.

Your child, XX, has arrived after the registers have closed at 8:50am on XX separate occasions so far this year. They have missed a cumulative total of XX minutes of valuable learning time. Over the course of a full academic year, this will equate to several days of learning that will have been lost, as you can see in the table below.

Our school day starts at 8:40am for all pupils. We expect pupils to be on site in plenty of time so that they are ready to enter their classrooms promptly when the doors are opened at 8:40am every morning, ready for morning registration.

We want to work in partnership with you to support you to improve your child's punctuality. With this in mind, we would like to offer you the option of attending a meeting with your child's Class Teacher to discuss ways in which we can support you to make improvements to your child's punctuality.

Please contact us if you would like to go ahead and arrange a meeting at a mutually agreed time.

Yours sincerely

Minutes late per day	Days of learning lost per year
5	3.2
10	6.5
15	9.5
20	12.5
30	19

APPENDIX 8 – UNAUTHORISED ABSENCE DUE TO LATENESS LETTER

Date

Dear XX

Punctuality – Unauthorised absence due to lateness

At Watling Primary School, we recognise the importance of punctuality and the positive impact that being on time each day has.

The start of the day sets the tone for learning and incorporates many important morning routines. When pupils are on time for school, they are included in opportunities to socialise with their peers and members of our school team. They invariably settle into the school day calmly and with no disruption or embarrassment to themselves or others.

Your child, XX, has arrived more than 30 minutes after the registers have closed at on XX separate occasions so far this year. This has resulted in an unauthorised absence mark being recorded on the register on each of these occasions.

Over the course of a full academic year, this will equate to a significant number of days of learning that will have been lost, as you can see in the table below.

Our school day starts at 8:40am for all pupils. We expect pupils to be on site in plenty of time so that they are ready to enter their classrooms promptly when the doors are opened at 8:40am every morning, ready for morning registration.

As this diminished punctuality now poses a significant cause for concern, we would like you to attend a meeting with the Class Teacher to discuss the reasons for the lateness and to agree and put in place appropriate support. It is possible that other participants may also be invited to attend the meeting e.g. SENCo, Headteacher, external agency staff, etc.

Please contact the school to arrange a suitable time for the meeting to take place.

Yours sincerely

Minutes late per day	Days of learning lost per year
5	3.2
10	6.5
15	9.5
20	12.5
30	19