ALMOND HILL JUNIOR SCHOOL

GOVERNING BODY

ATTENDANCE POLICY

Full Governing Body	September 2026
Date for Review	September 2027

1. Contact Details

The name and contact details of the SLT Attendance Lead - the senior leader responsible for the strategic approach to attendance in our school, is:

Name: Emma Fordham
Email address: admin@almondhill.herts.sch.uk

The name and contact details of the school staff member pupils and parents should contact about attendance on a day-to-day basis is:

Name: Kelly Standley
Email address: admin@almondhill.herts.sch.uk

The name and contact details of the school staff member pupils and parents should contact for more individual support with attendance (Attendance Officer/Pastoral Support Worker/Head of Year etc):

Name: Hannah Wright
Email address: wright@almondhill.herts.sch.uk

The name of our linked Governor with responsibility for monitoring attendance is:

Name: Claire Lanni
Email address: admin@almondhill.herts.sch.uk

2. Introduction and Background

Almond Hill recognises that positive behaviour and good attendance are essential in order for pupils to get the most of their school experience, including their attainment, wellbeing and wider life chances.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, on time. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "Working together to improve school attendance" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children's welfare and safeguarding.
- ensure every pupil has access to the full-time education to which they are entitled.
- ensure that pupils succeed whilst at school.
- ensure that pupils have access to the widest possible range of opportunities at school and when they leave school.

It has been developed in consultation with school governors and the Local Authority. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school's commitment to attendance being everyone's responsibility. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

In addition, all schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued.
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality.
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

It is a rule of this school that pupils must attend every day, unless there are exceptional circumstances, and it is the *headteacher*, not the parent, who can authorise the absence.

3. Promoting Regular Attendance

At Almond Hill Junior School, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

To help us all to focus on this, we will:

- Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools.
- Build strong relationships and work jointly with families.
- Give parents/carers details on attendance in our newsletters.
- Promote the benefits of high attendance.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence as required by law.
- Celebrate excellent attendance by displaying and reporting individual and class achievements.
- Reward good or improving attendance.
- Publishing attendance percentages in the school newsletter.
- Publishing information to parents in newsletters about the impact of absence on learning.
- Discussing the importance of attendance and punctuality with pupils in PSHE lessons/assemblies and how these are important in later life.
- Sharing attendance and punctuality figures with parents at Parent Teacher Interviews and reporting these figures in annual reports.
- Seeking to support families to improve attendance and implementing specific strategies through structure family meetings.

- Report to parents/carers regularly on their child's attendance and the impact on their progress.
- Contact parents/carers should their child's attendance fall below the school's target for attendance.
- Contact parents/carers to inform them about missed learning.
- Promote and incentivise school attendance through discussions, recognition in assemblies and newsletters, trophies, teddy and additional playtime as a reward.

4. Understanding Types of Absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

Authorised absences are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn.
- absences which have never been properly explained.
- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however, is counted as an absence for the session.
- shopping trips.
- looking after other children or children accompanying siblings or parents to medical appointments.
- their own or family birthdays.
- holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends.
- day trips.

- other leave of absence in term time which has not been agreed.

5. Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a **'persistent absentee'** when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence.

Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee.

A pupil who has missed 50% or more schooling is defined by the Government as '**severely absent'**.

Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

6. Absence Procedures

We monitor and review all pupils' absence, and the reasons that are given, thoroughly.

If a child is absent from school <u>the parent</u> must follow these procedures:

- Contact the school on the first day of absence before 8.55am, when our register closes;
- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before making a decision as to whether the absence is to be recorded as authorized.
- Contact the school on every further day of absence, again before 8.55 am;
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested (e.g a screenshot of a text/email, photograph of letter or prescribed medication) where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS Guidance on School Absence and Childhood Illness see Annex C.

If your child is absent, <u>we will:</u>

- Telephone or text you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us.
- If we are unable to make contact with parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made, in the interests of safeguarding.

• The Local Authority will be informed if no contact has been made with parent/carers by the 10th day of absence (or sooner if deemed appropriate) as The School Attendance (Pupil Registration) (England) Regulations 2024 Section 13 requires schools to inform the local authority of any pupils absent from school and where absences amount to 10 or more **days**, either consecutively or irregularly and have been unauthorised. This means school will have unauthorised 20 am/pm sessions of absences. Schools are also under a safeguarding duty, under **section 175 of the Education Act 2002** to investigate any unexplained/unauthorised absences.

The headteacher is the attendance champion at Almond Hill. The office staff record attendance daily and discuss instances of attendance and lateness with senior staff. The headteacher holds half termly reviews of attendance with class teachers and the Pastoral Lead. Where issues persist, the following will be actioned:

Stage 1: Where there are concerns about attendance (below 96%) and punctuality, the school will send a written letter to parents, guardians or carers to offer support.

Stage 2: If the concerns persist the school will write to the parents, guardians or carers explaining that no further absences will be authorised unless evidence is provided, and reiterate the offer of support. If a child's absence is improving but still below the expected standard, this will be acknowledged in the second letter.

Stage 3: If the concerns persist the school will write to the parents, guardians or carers inviting them to a meeting and explaining that a fixed penalty notice may be applied.

Stage 4: If the concerns persist further the school will contact the school's Local Authority Attendance Officer (LAAO) for advice and guidance.

Stage 5: If the concerns persist the school will make a formal referral to the Local Authority Educational Welfare Service to deal with the on-going issues. Should concerns persist the LAAO will agree action and where necessary meet with the parents, guardians or carers. Please note that ultimately the Local Authority can take legal action.

7. Following up Absence

Office staff will follow up where we have not received a reason for absence.

Step 1: A text is sent to the main contact(s) in the morning of the first day of absence, and Headteacher informed.

Step 2: If no contact is made to the school, then telephone calls are made to the other contact(s) by 12.15pm

Step 3: On the second day of absence, if there is still no contact with the family, steps 1 and 2 are repeated in the morning.

Step 4: If no contact is made, then the school will follow up as it deems appropriate. This may include contacting the following: Local Authority Attendance Officer (LAAO) / Police / Children's Services / Other appropriate external agencies.

At this point your child will be considered to be "absent from education". If absence continues, we may:

- Write to you if your child's attendance is below 96%, causing concern and/or where punctuality is a concern.
- Offer a meeting so that you may discuss the situation with our Emma Fordham (headteacher) and/or Hannah Wright (Pastoral Lead)
- Consider and offer reasonable adjustments.
- Offer a Families First Assessment to ensure appropriate support is considered.
- Create a personalised robust support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child.
- Offer signposting support to other agencies or services, if appropriate.
- Seek advice, guidance and support from the Local Authority Statutory Attendance Support Team and consider appropriate legal sanctions, if attendance deteriorates following the above actions.

8. Lateness

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good timekeeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher. **The times of the start and close of the school day for all pupils at Almond Hill Junior School are:**

Registration in class starts: 8.45am

Registration in class closes: 9.00am

End of the school day: 3.15pm

How we manage lateness:

- The school day starts at ***8.45am*** when children can begin to come into school;
- Registers are taken at ***8.55am;***
- Children arriving after ***8.55am*** are required to come into school via the school office.

- After ***9.15am*** the registers will be closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – 'U', but this will **not** count as a present mark and it will mean that they have an unauthorised absence;
- The school may contact parents/carers regarding punctuality concerns;
- A member of school staff is always available at the drop off zone in the mornings.
- If your child has a persistent lateness record, you may be asked to meet with the Pastoral Lead/Class teacher, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children and, as a school, we celebrate good class and individual punctuality. Unauthorised lateness could result in the school seeking advice and guidance from the Local Authority.

9. Understanding barriers to attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents, and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can consider a Families First Assessment, use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Family Support Worker, or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these pupils; however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

We will try to be sensitive to the needs of individual parents and this should be reflected in the way in which attendance issues are addressed. We recognise that some parents have difficulty understanding written communications. We also recognise the reluctance of some parents to come into school.

Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

See Annex A for DfE summary tables of responsibilities for school attendance.

10.Parent/Guardian/Carer Responsibilities

Parents are responsible in law for ensuring that their children of compulsory school age receive an efficient education suitable to their age, ability, aptitude and any special educational needs that they may have. Most parents fulfil this responsibility by registering their children at a school and are therefore responsible for ensuring that their children attend and stay at school.

Parents should:

- ✓ Ensure that their children arrive at school on time, appropriately dressed and ready to learn.
- ✓ Instil in their children an appreciation of the importance of attending school regularly.
- ✓ Ensure that they are aware of the attendance policy of their children's school.
- ✓ Impress upon their children the need to observe the school's code of conduct.
- ✓ Take an active interest in their children's school career, praising and encouraging good learning and behaviour and attending parents' evenings and other relevant meetings.
- ✓ Work in partnership with their children's school to resolve issues which may lead to non-attendance.
- ✓ Notify their children's school if they are absent. This should be done on the first day of absence by 9.00 am. Parents should also provide an explanation for the absence.
- ✓ Contact can be made via the school website (link below), via the Arbor app or via phone 01438 233660

  https://www.almondhill.herts.sch.uk/page/?title=Attendance+%28including+absence+request+forms%29&pid=225
- ✓ Inform school of any changes to contact details.
- ✓ Avoid arranging medical/dental appointments during school hours.
- ✓ Not book holidays during term time.
- ✓ Call on staff for help when they need it.
- ✓ Treat staff with respect and actively support work of school.
- ✓ Communicate as early as possible circumstances which may affect absence or require support.

The name and contact details of the school staff member pupils and parents should contact for more detailed support on attendance:

Name: Emma Fordham
Email address: admin@almondhill.herts.sch.uk

11.Local Authority Attendance Support Team

Local Authority Attendance Support Specialists work strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

Parents/Carers are expected to work with the school and local authority to address any attendance concerns. Parent/Carers should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken which may be in the form of a Penalty Notice (see Annex B for the Hertfordshire Code of Conduct) or other legal options available to the Local Authority such as prosecution in the Magistrates Court.

12.School Attendance and the Law

New legislation has been passed. The School Attendance (Pupil Registration) (England) Regulations 2024 which introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parent/Carers have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parent/Carers may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

13.National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10-school week period can span different terms, school years or education settings.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three-year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school

attendance, each parent/carer may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent/carer is found guilty in court, they will receive a criminal conviction. See Annex B for the Hertfordshire Code of Conduct.

There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours. In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. **The amendments specify that headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances" and they do not have any discretion to authorise up to ten days of absence each academic year**.

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or his/her designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and that all parents who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Hertfordshire Code of Conduct, in respect of each parent believed to have allowed the absence.

At Almond Hill, 'exceptional circumstances' will be interpreted as:

The fundamental principles for defining 'exceptional' are events that are "rare, significant, unavoidable and short". By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).

The headteacher/school may discuss the leave of absence request with other education settings and/or the Local Authority to determine any exceptional circumstances.

If leave of absence is authorised, the school will not provide work for children to do during their absence. Parent/Carers are however advised to read with their children and encourage them to write a diary while they are away.

14.Local Guidance

If in an individual case the Local Authority (or any other authorised officer) believes a penalty notice would be appropriate, they retain the discretion to request to issue one before the threshold is met.

If in an individual case Hertfordshire County Council; (or any other authorised officer) believes a penalty notice would be appropriate, they retain the discretion to request to issue one before the threshold is met. This might apply for example, where parents are deliberately avoiding the national threshold by taking several term time holidays below threshold, or for repeated absence for birthdays or other family events.

The same periods apply as per National guidance i/e 3 years from the date of the first Penalty Notice being issued. It may be that 3 occurrences are committed in one year or not.

Each case will be considered individually and it will the Local Authority's decision as to whether it is appropriate to use a Fixed Penalty Notice before threshold is met based on the evidence presented by school.

15. Uncollected Children

The staff of Almond Hill Junior School are aware that sometimes parents are delayed when due to collect their children. Therefore, we operate an uncollected child policy.

- Parents are asked to phone the school as soon as possible if they are going to be late.
- If a child is not collected at the end of the school day, the children will be brought to the the school office. Staff will contact the parent's contact numbers first (home, mobile, work) before trying emergency contact numbers. Parents must ensure that all contact numbers are up to date and that mobile phones are switched on. We require 2 emergency contacts for all children.
- When the parent/carer arrives to collect their child, they must come into the office and sign their child out.
- If a child is still uncollected the children's services duty desk will be contacted and children's services will then be asked to collect the child. (PLEASE NOTE THAT CHILDREN'S SERVICES ARE CONTACTED ONLY AS A LAST RESORT).
- In the event of Social Services' involvement, a message will be left on the main door informing parents where the child is, with a contact number.

16. Deletion from Roll

For any pupil leaving *Almond Hill Junior School, other than at the end of year 6,* parents/carers are required email the school office: admin@almondhill.herts.sch.uk Please provide school with the following information: Child's name, class, current address, date of

leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and may appropriately safeguard all our pupils, even those who leave us.

It is crucial that parent/carers keep school updated with current addresses and contact details for the pupil and key family members, in case of emergency.

Under Pupil Regulations 2006, all schools are **legally required** to notify their Local Authority of **every new entry** to the admission register **within five days** of the pupil being enrolled. In addition to this, **every deletion** from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's name is removed from the admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.

17.Absence data

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education on a daily basis Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

We share information and work collaboratively with other schools in the area, local authorities, and other partners, when absence is at risk of becoming persistent or severe.

Annex A: DfE guidance Summary table of responsibilities for school attendance. From 19th August 2024

https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance__applies_from_19_August_2024_.pdf

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on. Have a dedicated senior leader with overall responsibility for championing and improving attendance.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed. Ensure school staff receive training on attendance.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance. Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. Offer opportunities for all schools in the area to share effective practice.

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of persistent absence. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through a referral to statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families. Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort. Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes. Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it. Through the work of Virtual School Heads, they should: • Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance. Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance. (If parents feel the school and or local authority have not not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)	The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures. The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance. Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction. Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services. Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.

Annex B

HERTFORDSHIRE CODE OF CONDUCT: PENALTY NOTICES FOR PARENTS OF TRUANTS AND PARENTS OF PUPILS EXCLUDED FROM SCHOOL ANTI-SOCIAL BEHAVIOUR ACT 2003 SECTION 23

Penalty notices for unauthorised absence | Hertfordshire County Council

Annex C – Illness Absence Guidance

https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UKHSA-should-I-keephttps://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UKHSA-should-I-keep-my_child_off_school_guidance-A3-poster.pdfmy_child_off_school_guidance-A3-poster.pdf

DfE external document template (childrenscommissioner.gov.uk)

Wellbeing: national resources - Hertfordshire Grid for Learning (thegrid.org.uk)

Illness and your child's education - GOV.UK (www.gov.uk)

Is my child too ill for school? - NHS (www.nhs.uk)

18.Appendix 1 – Attendance Letter 1

Dear Recipient(s) Salutation,

Our records show that since the beginning of this academic year Student(s) First Name's attendance has been Report Field: Statutory/Roll Call Attendance (Present) this academic year. This level of attendance is below the school's minimum target attendance of 96% and, to put this into perspective, 90% attendance is equivalent to missing half a school year in the five years of compulsory secondary education. Although this a government target, statistically it has been shown that children who attend school for less than 96% of the year do not achieve as well as their peers. For those children who are in primary school, studies have shown this also affects their progression at secondary school.

It is a parent's legal responsibility to ensure their child is in school. Ongoing unauthorised absence of 10 sessions or more could lead to a Penalty Notice being issued, which is a fine of £80 if paid within the first 21 days and £160 if paid within 28 days. If the fine is not paid within 28 days, parents could be prosecuted for their child's poor attendance. For your information government attendance policy states that one school day is equal to two sessions (morning and afternoon).

We wish to work closely with you to improve Student(s) First Name's attendance. Please contact us if you would like to meet Mrs Wright (Pastoral Lead) to help support you to achieve this.

Thank you for your support.

Emma Fordham
Headteacher

Almond Hill Junior School
Almonds Lane
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Hertfordshire
SG1 3RP

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e: admin@almondhill.herts.sch.uk

w: http://www.almondhill.herts.sch.uk

19.Appendix 2 – Attendance Letter 2

Dear Recipient(s) Salutation,

I refer to my previous email regarding Student(s) First Name's attendance.

Student(s) First Name's attendance overall for this academic year is Report Field: Statutory/Roll Call Attendance (Present) this academic year which is below the government target of 96%. Statistically it has been shown that children who attend school for less than 96% of the year do not achieve as well as their peers. For those children who are in primary school, studies have shown this also affects their progression at secondary school. We understand that some absence due to illness may be unavoidable. However, it is important the school are aware of any on-going health problems so we can put the correct support in place.

To put your child's absence into perspective, 90% attendance is equivalent to missing half a school year in the five years of compulsory secondary school education. A child with this level of attendance is considered by the government as a persistent absentee from education. We are sure that you are aware that every school day counts and missing any time from school results in lost learning. We want to support Student(s) First Name and make certain that he/she/they does not get behind with work or miss out on any opportunities school offers.

Due to the large amount of absence Student(s) First Name has had, I must inform you that we will now require a doctor's note or appointment card in order to authorise any future periods of absence. A photograph of medication prescribed can also be provided as evidence.

It is a parent's legal responsibility to ensure their child is in school. Ongoing unauthorised absence of 10 sessions or more could lead to a Penalty Notice being issued, which is a fine of £80 if paid within the first 21 days and £160 if paid within 28 days. If the fine is not paid within 28 days, parents could be prosecuted for their child's poor attendance. For your information government attendance policy states that one school day is equal to two sessions (morning and afternoon).

We wish to work closely with you to improve Student(s) First Name's attendance. Please contact us if you would like to meet Mrs Wright (Pastoral Lead) or Mrs Fordham (Headteacher) to help support you to achieve this.

Thank you for your co-operation and support.

Yours sincerely,
Mrs. E Fordham
Headteacher
Almond Hill Junior School
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SG1 3RP

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20.Appendix 3 – Attendance letter 3

Attendance Percentage –Letter 3

«date_of_printing»

«addressee»
«address_block»

Dear Recipient(s) Salutation,

With reference to previous correspondence, I have noticed that Student(s) First Name's attendance is now at Report Field: Statutory/Roll Call Attendance (Present) this academic yearsince the beginning of this academic year.

Thank you for your continued support.

Kind regards,

Thank you for your cooperation.

Yours sincerely

Emma Fordham

Headteacher

21.Appendix 4 - Attendance letter 4

Dear Recipient(s) Salutation,

With reference to Student(s) First Name's attendance last year which was Report Field: Statutory/Roll Call Attendance (Present) this academic year. This is below the government expectation of 96% and therefore I am writing to inform you that school will be monitoring attendance closely and will need medical evidence in order to authorise any absences this term. This can be a doctor's note, appointment card or a photograph of medication prescribed.

It is a parent's legal responsibility to ensure their child is in school. Ongoing unauthorised absence of 10 sessions or more could lead to a Penalty Notice being issued, which is a fine of £80 if paid within the first 21 days and £160 if paid within 28 days. If the fine is not paid within 28 days, parents could be prosecuted for their child's poor attendance. For your information government attendance policy states that one school day is equal to two sessions (morning and afternoon).

We wish to work closely with you to improve Student(s) First Name's attendance. Please contact us if you would like to meet Mrs Wright (Pastoral Lead) or Mrs Fordham (Headteacher) to help support you to achieve this or to discuss any barriers to attending school.

Thank you for your support.

Yours sincerely,

Mrs E Fordham
Headteacher

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22.Appendix 5 – General attendance letter

Dear Families,

Whilst it is understood that the new government attendance rulings, adopted by all Local Authorities with regards to term time holidays, is unpopular, the school have to adhere to these procedures as per the school attendance policy (to be found on our website).

The procedures state that if 10 sessions (5 days of more) are taken for a term time holiday, this will result in a Fixed Penalty Notice, a fine of £80 per parent, per child.

In order to make this fair, consistent and transparent across the whole school community, any reason for extended periods of absence (5 days or more) will require evidence to prove illness or that the circumstances for the absence are exceptional.

Exceptional circumstances being those occasions that are 'rare, significant, unavoidable or short.'

If no evidence is provided, the period of absence will be recorded as term time holiday and the Fixed Penalty Notice process will apply.

It is accepted that on occasions, evidence is hard to produce. On these occasions, please contact me to discuss the circumstances of the absence.

Emma Fordham

Headteacher

23.Appendix 5 – Attendance letter for parents – September

ALMOND HILL
· JUNIOR SCHOOL ·

Almonds Lane, Stevenage,
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Headteacher: Mrs. E Fordham

September 2026

Dear Families,

Our vision at Almond Hill is clear and strong **'Aim High'**. In order for children to develop those deep roots of learning and high aspirations they need to be in school regularly learning with their peers. We are ambitious for all our children and give the same level of attention to attendance as to other matters concerning wellbeing and achievement in school. **Any child whose absence falls below 96% will be monitored** and parents may receive a letter from the school inviting you to discuss ways in which we can support families and children to develop better attendance.

Of course, we appreciate and understand that sometimes absence is out of parents control and there may be times where children are not in school because they are too ill to attend. However, if any child is regularly absent through repeated illness then parents may be asked to provide medical evidence to support this. This absence will be recorded as an unauthorised absence should such medical evidence not be provided and not all medical evidence may be accepted.

Below you will find an important and detailed letter regarding attendance. Please take the time to read and digest it fully. We have summarised the main points here.

Summary

- Regular attendance is vital and it is a parent's legal duty to send their child to school.
- We aim for 96%+ attendance for all of our pupils.
- 90% attendance and below is a serious cause for concern.
- High attendance is strongly linked to high attainment.
- Term time holidays **will not** be authorised and are likely to lead to a Fixed Penalty Notice.
- Contact the school if you have any concerns over ensuring your child attends school regularly.
- Punctuality is important and persistent lateness results in missed learning.

We hope this letter will provide some clarity around the importance of attendance and how

we can work together to support all children to achieve good attendance. For many of our families at Almond Hill, attendance is not a concern and continues to qualify as 'excellent attendance'. We thank you for your continued support of your child's education and you may find that the information in this letter just supports what you already understand. It is a parent's responsibility to ensure that their children receive a suitable full-time education. By electing to send your child to school, this means that parents have a legal duty to ensure their children attend school every day that it is open. Every child has a right to an education and, therefore, a right to attend school.

The new National Framework for Penalty Notices for school absence, including unauthorised holiday absence, has been introduced following changes to the law. These new Government regulations came into effect from 19 August 2024.

What are the changes?

- There will be a new national threshold of 10 unauthorised sessions for any reason (equivalent to 5 school days) within a rolling 10 school week period for when a penalty notice must be considered.
- The new rules mean you will no longer be able to take your child out of school for one week's holiday without a penalty notice being issued.
- There will be an increase in the penalty fine from £60 to £80 if paid in 21 days. If the fine is not paid by the first 21 days, it will rise to £160 if paid within 28 days of being issued.
- If a second penalty fine is issued to the same parent for the same child within a 3-year rolling period, the fine will automatically rise to £160 with no option to pay the lower rate of £80.
- If a parent then commits a third offence in a 3-year rolling period, the local authority will need to consider other enforcement options available to them.

We wanted to draw your attention to Hertfordshire's Code of Conduct for Penalty Notices (PNs)

i. *"17 If in an individual case the Local Authority (or any other authorised officer) believes a penalty notice would be appropriate; they retain the discretion to request to issue one before the threshold is met.*

ii. *"24 If in an individual case Hertfordshire County Council; (or any other authorised officer) believes a penalty notice would be appropriate; they retain the discretion to request to issue one before the threshold is met. This might apply for example, where parents are deliberately avoiding the national threshold by taking several term time holidays below threshold, or for repeated absence for birthdays or other family events.*

iii. *The same periods apply as per National guidance i/e 3 years from the date of the first Penalty Notice being issued. It may be that 3 occurrences are committed in one year or not.*

iv. *Each case will be considered individually and it will the Local Authority's decision as to whether it is appropriate to use a Fixed Penalty Notice before threshold is met based on the evidence presented by school.*

How we will manage attendance

Whenever your child is absent from school we will:

- Send you an email/text to find out why your child is absent (if we have not already heard from you)
- Even if we have received a call/email we may still contact you to check the details of the absence
- Our aim will be to support your child in returning to school as soon as possible that day.
- If your child remains off school, a member of the class team may call you after 3.30pm to explain what learning they have missed and seek a commitment to their attendance the following day

If your child's attendance falls below 96%

- Mrs Fordham may write to you to talk about any barriers to attendance

If it falls below 90%

- We will ask for a meeting aimed at securing an immediate improvement

If we continue to be concerned about your child's attendance:

- You will be referred to the local authority's services for additional interventions and may be subject to a fine (as outlined above)

We understand that situations may arise when a child requires a day of absence from school e.g. illness. These one-off absences are a normal part of everyday life and do not pose a concern. A one-off day of absence can be managed so that a child can quickly get back on track upon their return to school. It is when these one-off absences recur or become extended periods that attendance starts to become a concern.

Excellent Attendance/Excellent Achievement

It will come as no surprise that there is a strong link between high levels of attendance and high attainment. The government regularly review attendance and attainment for pupils at the End of KS2 (Year 6) and the End of KS4 (Year 11) and the findings are to be expected but shocking at the same time.

- Pupils who did not achieve the expected standard in reading, writing and maths in 2019 had an overall absence rate of 4.7% over the key stage, compared with 3.5% among pupils who achieved the expected standard and 2.7% among those who achieved the higher standard.
- Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard compared to 40.2% of pupils who were persistently absent.

What does good attendance look like?

Attendance is expected to be above 96% as a minimum with the aim of being above 98%. Attendance dropping below this level can become concerning. To achieve 98%+ attendance, children should not have any more than 4 days of absence throughout the year. We understand that sometimes seeing an attendance figure on its own does not provide much context so we want to explain this a little further. When we are told that a child has scored 90% in a test, this is a good score, a positive outcome and we feel rightly proud of their achievement. However, this is not the

case for attendance. 90% attendance means a child has missed 10% of their learning time in school and is a concerning figure. Children who miss 10% or more of their learning time are classified as 'persistently absent' by the government and are a significant cause for concern. The table below shows the impact of different levels of attendance on learning.

Descriptor	Percentage attendance	Actual attendance (days)	Whole days absent (approx.)	Learning hours lost (approx.)
Excellent	100%	190	0	0
	99%	188	2	10
Good	98%	186	4	20
	97%	184	6	30
	96%	182.5	7.5	37.5
Becoming Unsatisfactory	95%	180.5	9.5	47.5
	94%	177	13	65
	92%	175	15	75
Cause for Concern (Persistent Absence)	90%	171	19	95
	Below 90%	169	21	105
	89% and below	167 and below	23	115+

To further illustrate what attendance of 90% actually means, we have looked at what is missed by a child throughout the school day.

90% attendance is approximately equivalent to **20 school days missed**. This is **4 weeks of school missed** and roughly equates to:	
20 maths lessons missed	This means vast gaps in understanding and potentially whole topics of maths completely bypassed.
20 English lessons missed	This includes numerous reading and writing skills lost and creates gaps in knowledge and understanding.
40 foundation subject lessons missed	This includes history, geography, art, DT, PE, music, RE, French, computing and wellbeing. This means countless opportunities to broaden knowledge and understanding about a range of topics are gone.

In addition, children who have missed large proportions of school time often feel anxious to return to school, knowing they will feel behind in their learning and lost within new topics. Alongside this, children can worry about feeling out of touch with friendship groups and social situations because of the social interaction they have missed. This can then result in a further increase in anxiety and even more absence.

How can I help?

- Bring your child to school for every possible day of attendance.
- Do **not** take term time holidays. There is a misconception among some parents that there is a certain number of days that you are 'allowed' to take children on holiday within a school year. This misconception is likely to have come about from outdated regulations. Current education regulations determine that we are not permitted to authorise any term time holiday or extended leave unless there are exceptional circumstances. This means that all term time holiday will be unauthorised and parents could be issued with a fixed penalty notice by Hertfordshire County Council (HCC). This can also lead to legal prosecution. We do not want this for any of our families.
- Arrange medical appointments outside of school hours wherever possible. We realise that this is not always possible e.g. hospital appointments but where you are arranging your own appointments in advance, we ask that you try to accommodate these outside of school hours. **If an appointment must be taken in school hours, please ensure your child attends around the appointment time**, including morning and afternoon registration, to ensure minimal disruption to their learning.
- Illness that warrants absence from school will usually be authorised. However, if your child feels tired or not 100% but you don't feel they need to be absent, we would encourage you to send them to school. Most of the time, once the child is in and settled into their normal routine, they feel fine but we will contact you if they need to be sent home.
- Inform the school of any absences as soon as possible, providing details on the reason for the absence and the expected return date. This allows us to update our records quickly and accurately. **Please include medical letters where possible to help support prompt authorisation.**
- If you have concerns over any reason why your child is not able to regularly attend school, we encourage you to speak to us before their attendance levels become a concern. There are lots of ways in which we can work together to support families either internally or by linking up with external support e.g. school nurse, attendance team. Please never feel worried about reaching out for help. It is always better to act as early as possible to remove any barriers to regular attendance and support a child to reach their full potential before too much learning time is missed.
- Communicate with your child the importance of attendance and share with them how *you feel* it is important. When children see that something is important to you, they will also see it as important.

Punctuality

Getting to school on time continues to be extremely important in ensuring your child does not miss important parts of the school day. Children who are regularly late can experience anxiety over coming into school after their peers are already in class. Additionally, developing good time-keeping is an important life skill for the future.

Registration: 8:45-8.55am

If you find that children are struggling to wake up and be ready on time for the start of their school day, please see some of the suggestions below, which may be helpful.

- Have everything you/your child needs for school prepared the night before.
- Ensure that your child goes to bed at a reasonable time.
- Ensure your child has a good night's sleep by minimising their use of devices at bedtime.
- Have a consistent bedtime routine for your child.
- Set an alarm to allow plenty of time for your morning routine in getting to school on time.

- Consider walking or car sharing to avoid traffic around the school.
- Again, if you find there are barriers to punctuality, please speak to us so that we can support you.

Thank you for your support.

Emma Fordham
Headteacher