THE GROVE PRIMARY SCHOOL

Attendance Policy

Every Moment Matters

Our commitment: We want every child to feel known, welcomed, safe and supported to attend. We work with children and families, not against them, to understand and remove barriers to attendance.

Attendance Lead	Mr Woodburn, Headteacher
Operational support	The Grove Welfare Team and all school staff
Approved by	Governors
Date approved	6th November 2026
Review date	November 2027
Applies to	All pupils, parents/carers, staff, governors/trustees and relevant partners

1. Policy statement and ethos

At The Grove Primary School, attendance is everybody's responsibility. Attendance is not simply a number or a compliance task: it is about belonging, relationships, safety, learning and opportunity. We believe that children attend best when they feel connected to school, when families trust us, and when barriers are identified early and addressed with compassion, consistency and practical support.

Our approach is child-centred, inclusive and evidence-informed. It reflects the Department for Education's statutory guidance, Working together to improve school attendance, which expects schools to build a whole-school culture of attendance, listen to and understand barriers, and work collaboratively with families. It is also informed by Inclusive Attendance's emphasis on collective responsibility, belonging, wellbeing and relationship-based practice.

Key principle: Absence is often a symptom. We will seek to understand what is happening for the child and family, while maintaining high expectations for regular attendance and protecting every child's right to education.

2. Aims

- Create a welcoming, inclusive culture in which children want to attend and families feel able to ask for help.
- Make attendance a shared responsibility across the whole school community.
- Promote good attendance and punctuality through strong relationships, predictable routines and high-quality provision.
- Identify emerging attendance concerns early, before patterns become entrenched.
- Use a graduated three-tier approach: Universal, Targeted and Specialist.
- Work with children and parents/carers to understand and remove barriers, including barriers linked to SEND, disability, health, anxiety, family circumstances, bullying, transport, housing or other vulnerabilities.
- Use attendance data intelligently, but communicate with families in accessible language - especially days missed rather than percentages alone.
- Reduce persistent and severe absence through timely, personalised support.
- Use legal intervention only where appropriate, proportionate and consistent with the national framework and local authority code of conduct.

3. Legal and statutory framework

This policy has regard to the Education Act 1996, the School Attendance (Pupil Registration) (England) Regulations 2024, the Education (Penalty Notices) (England) Regulations 2007 as amended, the Equality Act 2010, safeguarding duties, and the DfE's statutory guidance Working together to improve school attendance (current version: July 2026).

Parents/carers of children of compulsory school age have a legal duty to ensure that their child receives a suitable full-time education. Where a child is registered at a school, parents/carers are responsible for ensuring regular attendance. The school must maintain accurate admission and attendance registers, follow up absence, share required data, and work with the local authority and other partners where additional support or legal intervention is required.

4. What we mean by good attendance

Children should attend every session that the school is open to them, unless an absence is authorised in line with the national attendance codes and regulations. We recognise that some absence is unavoidable and that children with medical needs, SEND or disabilities may require reasonable adjustments and individualised support.

Persistent absence (PA)

A pupil is persistently absent when they miss 10% or more of their possible school sessions, whether the absence is authorised or unauthorised. Across a typical 190-day school year, this is approximately 19 school days. Persistent absence is therefore not a threshold we wait to reach: we intervene earlier when attendance is beginning to decline.

Severe absence

A pupil is severely absent when they miss 50% or more of possible sessions. Severe absence requires particularly intensive, coordinated support and is likely to involve the local authority and, where appropriate, health, SEND, early help, social care or other services.

Days, not just percentages: Families will routinely be told how many school days have been missed and what that means for learning. This helps make attendance information clearer and more meaningful.

5. Visual for key stakeholders.



The Grove attendance visual - used with pupils and families to translate percentages into days and lessons missed.

Every Moment Matters • Attendance is everybody's responsibility

The visual is an accessible conversation tool rather than a judgement. Staff will use it alongside the child's individual circumstances. For example, 90% attendance represents around 19 days of school missed across a full year - enough to meet the definition of persistent absence. We will use the visual in parent communication, attendance meetings, assemblies and pastoral work.

6. Roles and responsibilities

Attendance Lead - Mr Woodburn, Headteacher

- Provides strategic leadership for attendance and ensures this policy is implemented consistently and inclusively.
- Ensures attendance remains a whole-school priority and that staff understand their role.
- Oversees attendance data, persistent and severe absence, vulnerable groups and patterns of lateness or absence.
- Ensures appropriate support is offered and reviewed before escalation, except where support is not appropriate (for example, some unauthorised term-time holidays).
- Works with the Welfare Team, families, the local authority and partner agencies.
- Ensures legal interventions are considered fairly, individually and in line with the national framework and local code of conduct.

The Welfare Team – Mrs Thomas (Deputy Head), Mrs Morse (Assistant Head/SENCO), Miss Brine (Pastoral Lead), Mrs Rutland (Family Link Worker), Mrs Ball (PP/EAL Lead), Mrs Faint (Attendance Admin)

- Builds trusted relationships with children and families and acts as a key point of contact.
- Makes and supports first-day contact, attendance conversations, home-school liaison and practical problem-solving.
- Coordinates targeted plans, check-ins, breakfast support, EBSA-informed support and referrals where appropriate.
- Helps families access early help, health, housing, benefits, SEND, parenting, mental health and community support where these are barriers to attendance.
- Maintains clear records of support, actions and review dates.

Teachers and all staff

- Attendance is part of everyone's role: notice, welcome, listen, encourage, record and share concerns.
- Teachers will support on the school gate at the start of the day, helping children and families experience a warm, relational welcome.
- Class staff create predictable, safe starts to the day and notice changes in presentation, mood, friendships, learning or engagement that may affect attendance.
- Registers are completed accurately and promptly.
- Staff use agreed communication and safeguarding procedures where absence or attendance patterns cause concern.

Parents and carers

- Ensure their child attends school every day and arrives on time, unless there is a valid reason for absence.
- Contact school promptly on each day of unexpected absence, giving the reason and expected return date.
- Work openly with school where attendance is becoming difficult and engage with agreed support.
- Arrange routine appointments outside school hours wherever possible and provide appointment information when requested.

- Avoid holidays and other avoidable leave during term time.
- Keep school informed of current contact details and relevant changes in family circumstances.

Pupils

Pupils are encouraged to talk to a trusted adult when something is making school difficult. We will listen to the child's voice and help them identify what would make attendance feel safer or more manageable. Children will never be made to feel ashamed about attendance difficulties.

Governance / Trust oversight

Governors/trustees will monitor attendance and persistent absence, seek assurance that vulnerable groups are supported equitably, review the effectiveness of the school's strategy, and ensure the policy remains compliant with statutory guidance.

7. Our three-tier attendance approach

Support is graduated and responsive. A child may move between tiers, or receive elements from more than one tier at the same time. Decisions are based on need, patterns, barriers and professional judgement - not percentages alone.



Tier	Purpose	Who	Examples
Universal	Prevent barriers; build belonging and good habits.	All pupils and families.	Warm gate welcome; soft starts; pupil voice; breakfast; rewards; assemblies; staff relationships; clear routines.
Targeted	Act early when attendance declines or a barrier emerges.	Pupils at risk of persistent absence or with identified barriers.	Attendance conversation; named adult; individual plan; EBSA support; morning check-in; reasonable adjustments; family support; short review cycle.
Specialist	Coordinate intensive support for persistent, severe or complex absence.	Pupils with entrenched/complex needs or significant risk.	Multi-agency plan; LA attendance support; health/SEND/social care/early help; reintegration plan; alternative arrangements where lawful; legal intervention where appropriate.

8. Tier 1 - Universal: what every child and family can expect

Our universal offer is the foundation of attendance. It aims to make school a place children feel they belong, and to reduce everyday barriers before they become attendance problems.

A relational welcome: Teachers and leaders are visible at the gate. Children are greeted by name wherever possible. Staff use calm, positive language and notice when a child may need extra support.

Soft starts: Where helpful, children can access a predictable, low-pressure start to the day so that transition from home to school is manageable.

Emotion and communication support: We use sign language and visual/alternative communication approaches to support children who find it difficult to verbalise how they feel.

'Ask it Baskets': Children can write down worries, questions or feelings they do not feel ready to say aloud. Staff respond sensitively and follow safeguarding procedures where needed.

Attendance education: We use the Inclusive Attendance workbook and related activities in assemblies and class discussion so pupils understand why attendance matters for friendships, learning, confidence and future opportunities.

Breakfast support: Where hunger, routines or family circumstances are a barrier, we can provide breakfast so that children can start the day ready to learn.

Welfare support: Our Welfare Team works alongside families to resolve practical or emotional barriers and signpost or refer to further help.

Celebration and encouragement: We celebrate pupils whose attendance is above 97% and pupils who improve their attendance on a weekly basis. Recognition will be positive, proportionate and inclusive. Children will not be shamed or disadvantaged for legitimate absence linked to illness, disability, SEND, medical treatment or other protected/exceptional circumstances.

High-quality teaching and belonging: Engaging lessons, positive behaviour support, anti-bullying work, SEND provision, clubs, trusted adults and strong relationships are all attendance strategies.

Clear communication: Families receive clear information about expectations, attendance patterns, days missed, punctuality and how to ask for help.

Regular monitoring of attendance: Attendance is monitored routinely so that emerging patterns can be noticed early. Staff consider days and sessions missed, lateness, patterns of absence and changes for individual children, enabling supportive action before concerns become entrenched.

Home visits: Where appropriate, members of the Welfare Team may carry out supportive home visits to strengthen relationships, check welfare, understand barriers and help families reconnect with school. Home visits will follow safeguarding and lone-working procedures.

Positive end-of-day conversations: Staff use the end of the school day to help children leave feeling successful, connected and positive about returning. Where helpful, adults will remind children of something specific they can look forward to the following day, such as a lesson, activity, trusted adult, friendship opportunity or special event.

Supporting children to remain well in school: Where a parent/carer has completed the school's agreed consent arrangements, and in accordance with the school's Supporting Pupils with Medical Conditions / medicines procedures, trained or authorised staff may administer paracetamol (for example, Calpol) when appropriate. This can help children who are well enough to be in school but experiencing minor discomfort to remain comfortable and engaged in learning.

9. Tier 2 - Targeted: early help when attendance begins to slip

Targeted support begins when data, staff observations, pupil voice or family contact shows that a child may be at risk of persistent absence, or when a specific barrier is affecting attendance. We do not wait for attendance to fall below 90%.

- Early conversations with families, focused on understanding what is getting in the way of regular attendance, what is working well and what support would help. These conversations are relational, solution-focused and begin as early as possible rather than waiting for attendance to reach the persistent absence threshold.
- A named trusted adult and planned check-ins/check-outs.
- A short, written Attendance Support Plan with strengths, barriers, agreed actions, responsibilities, review date and success measures.
- School Attendance Meetings (SAM): where attendance requires a more structured targeted response, parents/carers may be invited to a SAM meeting with the school attendance team. The meeting will review attendance in days and sessions, listen to the child and family, identify barriers, agree support and actions, set clear expectations and establish a review date. The purpose is to work together to improve attendance and prevent concerns from escalating.
- Morning meet-and-greet, safe-space arrival, transition object, visual timetable or adjusted arrival routine.
- Temporary, reviewed reasonable adjustments where appropriate for SEND, disability, sensory needs, health or anxiety.
- Pastoral or friendship support where bullying, peer relationships, confidence or playground concerns are barriers.
- Learning support where gaps, unmet SEND needs or fear of failure are contributing to avoidance.
- Breakfast, uniform, equipment, transport or practical family support where these are barriers.
- Regular contact from the Welfare Team and, where useful, home visits undertaken in line with safeguarding and lone-working procedures.
- Referral/signposting to school nurse, GP/health services, SEND services, mental health support, early help, family support or community services as appropriate.
- Close monitoring of attendance in days and sessions, with frequent review and celebration of small improvements.

Emotionally Based School Avoidance (EBSA): graduated support with a Specialist pathway

Where a child experiences significant emotional distress linked to attending school, we will use an EBSA-informed approach. Support may begin through Universal and Targeted provision, but persistent, severe or complex EBSA will be coordinated through our Specialist tier, with multi-agency involvement where appropriate. We will not describe a child as simply 'refusing' school; we will seek to understand the function of the avoidance, the child's lived experience and the barriers that need to be reduced.

- Use soft starts, a named trusted adult, meet-and-greet arrangements, a safe arrival space, visual timetables, transition objects, reduced uncertainty, planned movement around school and other reasonable adjustments where these help the child access school safely and successfully.
- Listen to the child and family and identify triggers, protective factors, safe people and safe spaces.
- Consider anxiety, sensory needs, neurodiversity, SEND, bullying, trauma, bereavement, family stress, transitions, learning needs and health.
- Agree small, achievable steps towards attendance and participation, with predictable routines and regular review.
- Use graded reintegration where appropriate, while keeping the ambition of full-time education and ensuring any temporary timetable is lawful, time-limited, regularly reviewed and in the child's best interests.
- Coordinate with relevant health, SEND and local authority professionals when needs are beyond the school's universal/targeted offer.
- Where EBSA is persistent or significantly limits access to education, the Specialist tier may include a coordinated plan with the Welfare Team, Attendance Lead, SENCO, local authority, health or mental health professionals, Early Help and other relevant services. Reintegration will be carefully planned, reviewed frequently and remain ambitious about increasing access to education.

Other barriers that may require targeted support

These may include, but are not limited to: recurring illness; medical appointments; sleep difficulties; anxiety or low mood; SEND or unmet learning needs; sensory overload; bullying or friendship difficulties; bereavement; caring responsibilities; domestic abuse; housing instability; transport problems; poverty; family breakdown; parental ill-health; safeguarding concerns; transition difficulties; or previous negative experiences of education.

10. Tier 3 - Specialist: intensive and multi-agency support

Specialist support is used where absence is persistent, severe, rapidly deteriorating, or linked to complex needs that require coordinated professional involvement. The child and family remain at the centre of planning.

- A lead professional or clearly identified school lead coordinates the plan.
- Frequent multi-agency review with the family, child and relevant services.
- Local authority School Attendance Support Team involvement and targeted casework where appropriate.
- Early Help / family support assessment where wider family needs are affecting attendance.
- SEND review, assess-plan-do-review cycle, reasonable adjustments, and consideration of statutory assessment routes where appropriate.
- Health and mental health liaison, including support for pupils who cannot attend because of health needs.
- Safeguarding/social care involvement where absence is linked to welfare or protection concerns.
- A detailed reintegration plan following prolonged absence, including curriculum access, trusted adults, reduced uncertainty and planned review.
- Consideration of suitable alternative provision or education arrangements only where lawful, necessary and in the child's best interests.
- For severe absence, an intensive, coordinated approach with all relevant partners and a clear plan to improve access to education.

Where support has been offered and has not worked, has not been engaged with, or is not appropriate in the circumstances, the school and local authority may consider formal attendance contracts and/or legal intervention. Enforcement is not our starting point, but the law may be used to protect a child's right to education when necessary.

11. Day-to-day attendance procedures

Registers

Attendance registers are taken at the start of the morning and afternoon sessions using the national attendance codes. Registers are completed accurately and promptly. The school will insert its published session times and register-closing times here before adoption: Morning session starts 8:40; morning register closes 8:50; afternoon session starts 1pm for KS1 and 1:15pm for KS2; afternoon register closes 1:25.

First-day response

- Parents/carers should notify school as early as possible when a child will be absent and give the reason.
- Where no reason is received, the school will make same-day contact and may use more than one contact method.
- If the child's whereabouts cannot be established, or there are safeguarding concerns, the school will escalate promptly in line with safeguarding and children-missing-education procedures.

Lateness

Arriving on time helps children settle, connect with peers and access the start of learning. Arrival after the register has closed is recorded as an unauthorised absence for that session unless another code applies. Repeated lateness will trigger a supportive conversation and, where needed, targeted help.

Illness and medical absence

We recognise that children become ill and that physical and mental health needs can affect attendance. Parents/carers should tell school the nature of the illness and the expected return date. In most cases, a parent/carer's notification that their child is too ill to attend will be sufficient. In line with DfE guidance, medical evidence will not be requested routinely; it may be sought where there is genuine and reasonable doubt about the reason for absence, or where information is needed to understand a prolonged or complex health need and put appropriate support in place. Where an illness absence continues beyond five school days, the school will make contact to review the child's needs and expected return. Where there is genuine and reasonable doubt, we may ask for reasonable supporting information, which could include appointment information, a prescription, NHS app/consultation information or other available evidence; a doctor's letter will not automatically be required. Reasonable adjustments will be considered for disabled pupils and pupils with medical conditions.

Supporting children to feel well enough to remain in school: To reduce avoidable absence and help children remain comfortable in school, parents/carers may be offered the opportunity to complete the school's consent agreement for the administration of paracetamol (for example, Calpol). Where consent is in place, administration will only take place in accordance with the school's medicines procedures, including appropriate checks, recording, dosage requirements and communication with parents/carers. This provision is intended to support children who are well enough to attend school but may need appropriate relief from minor pain or discomfort; it does not replace medical advice or mean that a child who is genuinely too unwell should attend school.

Medical and dental appointments

Routine appointments should be made outside school hours where possible. Where an appointment during the school day is unavoidable, pupils should attend before and/or after the appointment where practicable.

12. Monitoring, data and early identification

Attendance data is reviewed regularly at pupil, class, year-group, group and whole-school level. We look for patterns, not just totals. This includes repeated days of the week, lateness, illness patterns, changes after transition, and differences affecting pupils with SEND, disadvantaged pupils, children with a social worker and other vulnerable groups.

- Children approaching 5% absence receive early attention so that concerns do not drift towards persistent absence.
- Children approaching or reaching 10% absence are prioritised for targeted support and review.
- Children at or approaching severe absence receive intensive case management and partner involvement.
- We track whether support is improving attendance and wellbeing, and change the plan when it is not.
- We use days missed alongside percentages in parent-facing communication.

13. Attendance conversations and meetings with families

Meetings are intended to solve problems, not assign blame. Staff will prepare by reviewing attendance, listening to the child's voice and considering known needs. Families will be invited to share what is happening and what support would make the greatest difference.

Where a family takes term-time holidays on an annual or repeated basis, the school will invite parents/carers to meet with the Attendance Lead/Welfare Team. The purpose is to explain the educational impact and legal position, understand the family's circumstances, and work together to plan future holidays outside term time. Repeated unauthorised leave may also meet the threshold for consideration of a penalty notice.

14. Leave of absence and holidays in term time

Government guidance is clear that a holiday is generally not an exceptional circumstance and children should not usually be taken out of school during term time. Leave of absence can only be granted in the circumstances permitted by the School Attendance (Pupil Registration) (England) Regulations 2024. Applications should be made in advance wherever possible and will be considered individually by the Headteacher.

Where the school has genuine and reasonable doubt about the reason given for an absence, including where information suggests that an absence may have been a term-time holiday or other leave rather than the reason reported, the school may seek reasonable additional information from the parent/carer so that the correct attendance code can be applied. Parents/carers are expected to provide accurate information and to cooperate with reasonable enquiries. Any request for evidence will be proportionate and considered in the individual circumstances; the school will not apply a blanket requirement for medical evidence simply because an absence lasts a set number of days.

Unauthorised term-time leave may result in referral to the local authority for a penalty notice where the national threshold is met and a penalty notice is considered appropriate. The national threshold is 10 sessions of unauthorised absence within a rolling period of 10 school weeks. This can include a combination of unauthorised absence, such as term-time leave and lateness after the register closes.

Under the national framework, the first penalty notice is £80 per parent, per child if paid within 21 days, rising to £160 if not paid within that period. A second penalty notice for the same child within three years is £160. A third offence within three years will not normally result in a further penalty notice and may lead to prosecution. The school will always follow the current national framework and the relevant local authority code of conduct; amounts and procedures will be updated if legislation changes.

Important: Taking a holiday in term time can create learning gaps and can contribute quickly to persistent absence. Families are strongly encouraged to use the published school holidays for travel.

15. Formal support and legal intervention

The Grove follows a 'support first' approach. Formal action is considered where support is not appropriate, has not been successful, or has not been engaged with, and where legal intervention is judged likely to improve attendance or protect the child's right to education.

Depending on circumstances and local authority processes, this may include a formal attendance contract, a Notice to Improve, a penalty notice, an Education Supervision Order, a School Attendance Order, or prosecution. Decisions will be made on an individual basis, with regard to SEND, disability, health, safeguarding, family context and equality duties.

16. Safeguarding and children missing education

Attendance is closely linked to safeguarding. Regular attendance is a protective factor: it gives children consistent contact with trusted adults, peers, routines and services, and enables staff to notice changes in presentation, behaviour, wellbeing or family circumstances. Unexplained, irregular or prolonged absence can be an indicator of unmet need, neglect, exploitation or other risk. The school will therefore treat attendance information as an important part of its safeguarding picture, follow safeguarding procedures when absence raises welfare concerns, and work with the local authority in line with statutory Children Missing Education guidance. We will make reasonable enquiries when a child does not attend as expected and act without delay where safety may be at risk.

17. Equality, SEND, disability and medical needs

The school will apply this policy fairly and in accordance with the Equality Act 2010. We will consider reasonable adjustments and avoid practices that indirectly disadvantage disabled pupils or pupils with SEND. Attendance expectations remain ambitious for every child, but the route to achieving good attendance may need to be personalised.

Attendance rewards and communication will be designed carefully so that children are encouraged without being shamed for circumstances beyond their control. Staff will consider the context of medical treatment, disability, SEND, bereavement and other exceptional circumstances when recognising attendance.

18. Communication with parents and pupils

We will communicate attendance expectations through induction, the school website, newsletters, parent meetings, assemblies and individual conversations. Communication will be clear, respectful and accessible. We will explain both the educational importance of attendance and the support available.

Where attendance is a concern, we will use plain language and days missed. For example, rather than only saying '90% attendance', we will explain that this is approximately 19 school days missed across a full year and meets the definition of persistent absence.

19. Recognition and rewards

Recognition is one part of a much wider relational strategy. We celebrate attendance above 97% and weekly improvement, with the aim of building positive habits and hope. We will also recognise effort, resilience and successful reintegration where a child has faced genuine barriers.

Rewards will not be used in a way that humiliates or excludes children with legitimate absence, and staff will avoid presenting attendance as entirely within a child's control.

20. Policy review and impact measures

The Attendance Lead will review the effectiveness of this policy at least annually. The school will consider overall attendance, persistent and severe absence, punctuality, attendance of vulnerable groups, repeat term-time leave, impact of interventions, pupil/family voice and the quality of multi-agency working.

Our success measure is not simply a higher percentage. It is more children accessing education consistently, fewer children becoming persistently or severely absent, earlier help, stronger relationships, improved belonging, and families experiencing school as a partner in solving barriers.

Appendix A - Graduated response: practical examples

Barrier / presentation	Universal response	Targeted response	Specialist response
Anxiety / EBSA	Warm welcome, trusted adults, emotion check-ins, Ask it Basket.	EBSA-informed plan, graded steps, safe arrival, named adult, regular reviews.	Multi-agency plan with health/SEND/LA; intensive reintegration support.
SEND / sensory needs	Inclusive classroom practice, visual supports, predictable routines.	Reasonable adjustments, sensory plan, SEND review, adapted transitions.	Specialist SEND/health input; statutory assessment routes where appropriate.
Bullying / peer issues	Anti-bullying culture, supervision, pupil voice.	Named adult, restorative/pastoral plan, safety plan, parent liaison.	External safeguarding/mental health support where risk or complexity requires.
Family practical barriers	Clear routines, breakfast, welfare access.	Uniform/equipment/transport/problem-solving support; early help signposting.	Coordinated early help, housing, social care or other agency support.
Recurring illness	Compassionate absence reporting and return-to-school welcome.	Health conversation, reasonable evidence, school nurse/GP liaison where appropriate.	Health needs plan; LA duties/alternative education consideration where required.
Repeated term-time leave	Clear annual communication about holidays and school dates.	Meeting with family to understand circumstances and plan future leave outside term.	Penalty notice/legal consideration where threshold and criteria are met.

Appendix B - Attendance Support Plan template

Pupil / class / date:

_____

What is going well?

_____

What is making attendance difficult? (child voice / family voice / school view)

_____

Current attendance: ____% | Days missed: ____ | Sessions missed: ____

_____

Is the pupil at risk of / currently persistently absent? Yes / No

_____

Agreed goal for the next review period:

_____

Actions school will take:

_____

Actions family will take:

_____

Actions pupil will take (age appropriate):

_____

Other professionals / referrals:

_____

Reasonable adjustments / EBSA strategies:

_____

Review date:

_____

What will success look like?

_____

Appendix C - Policy implementation checklist

- Insert exact school session and register-closing times.
- Insert approving body and approval/review dates.
- Confirm the local authority's current penalty notice code of conduct and referral route.
- Publish the Attendance Lead's name and school contact route on the website.
- Ensure staff training covers attendance roles, register accuracy, PA/severe absence, EBSA, SEND/equality and safeguarding.
- Ensure the attendance visual is used consistently in parent communication and pupil education.
- Review reward practice annually for inclusivity and unintended impact.

Appendix D - Key references

Department for Education: Working together to improve school attendance (statutory guidance; updated 9 July 2026). https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

Department for Education: School attendance and absence - guidance for parents. https://www.gov.uk/school-attendance-absence

Department for Education: Children missing education: statutory guidance.
https://www.gov.uk/government/publications/children-missing-education

Inclusive Attendance: An Inclusive Approach to Improving Attendance. https://inclusive-attendance.co.uk/

This policy is designed as an adoptable draft for The Grove Primary School. School-specific times, approval details and the relevant local authority penalty notice code should be confirmed before formal adoption.