



## Moorlands Primary School Attendance Expectations

### Attendance from September 2022 DFE new guidance

From September 2022, the Department of Education has outlined clear expectations regarding attendance in school.

It is expected that if your child attends Moorlands, you have agreed to ensure that your child is attending school every day.

**From September all pupils will be following the same start and end times, this will be 8.45 am until 3.10 pm. School registers close at 9.00 am, any pupils arriving after this time will be deemed late, no exemptions.**

Attending school every day = 100% attendance.

Attending 4 ½ days a week = 90% attendance = 4 weeks missed per year.

Attending 4 days a week = 80% attendance = more than half a term missed per year or 2 full years missed over the course of their school career.

Attending 3 ½ days each week = 70% attendance = more than a quarter of the school year missed.

**An average attendance of 80% or less across a child's school career adds up to missing a whole 2 years from school.**

**From September 2022 the school is able to offer the support from:**

#### **Attendance Officer:**

Their role will be to ring parents, home visits and engage parents and carers when children are not attending school.

Communicate with parents and carers regarding lateness.

Lead on attendance meetings

#### **ELSA (Emotional Literacy Support Assistant):**

This is Mrs Wells. She will be able to help children recognise, understand and manage emotions to increase their success and plan and deliver individual (and small group) support programmes. She will also be able to support parents and carers in ensuring that children are in school.

The table below sets out the expectations that parents and schools must follow.

**Parents are expected to:**

All pupils	Pupils at risk of persistent absence	Persistent absence	Severely absent pupils
<ul style="list-style-type: none"> <li>• Ensure their child attends every day the school is open except when a statutory reason applies. <b>Following the times that the school sets for start and end times. Moorlands times are 8.45 am to 3.10 pm</b></li> <li>• Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</li> <li>• Only request leave of absence in exceptional circumstances and do so in advance.</li> <li>• Book any medical appointments around the school day where possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the school and local authority to help them understand their child's barriers to attendance.</li> <li>• Proactively engage with the support offered to prevent the need for more formal support.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the school and local authority to help them understand their child's barriers to attendance.</li> <li>• Proactively engage with the formal support offered – including any <b>parenting contract or voluntary early help plan to prevent the need for legal intervention</b></li> </ul>	<ul style="list-style-type: none"> <li>• Work with the school and local authority to help them understand their child's barriers to attendance.</li> </ul> <p>Proactively engage with the formal support offered – including any <b>parenting contract or voluntary early help plan to prevent the need for legal intervention.</b></p>

**Schools are expected to:**

<b>All pupils</b>	<b>Pupils at risk of persistent absence</b>	<b>Persistent absence</b>	<b>Severely absent pupils</b>
<ul style="list-style-type: none"> <li>• Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</li> <li>• Develop and maintain a whole school culture that promotes the benefits of good attendance.</li> <li>• Accurately complete admission and attendance registers.</li> <li>• Have robust daily processes to follow up absence.</li> <li>• Have a dedicated senior leader with overall responsibility for championing and improving attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively use data to identify pupils at risk of poor attendance.</li> <li>• Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</li> <li>• Where out of school barriers are identified, signpost and support access to any required services in the first instance.</li> <li>• If the issue persists, <b>take an active part in the multi-agency effort</b> with the local authority and other partners. Act 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued support as for pupils at risk of becoming persistently absent and:</li> <li>• Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</li> <li>• Where there is a lack of engagement, hold more formal conversations with parents and be clear about the <b>potential need for legal intervention in future.</b></li> <li>• Where support is not working, being engaged with or appropriate, <b>work with the local authority on legal intervention.</b></li> <li>• Where there are safeguarding concerns, intensify support through statutory children’s social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.</li> </ul>

