



Attendance Policy

2026–2027

Policy owner	Headteacher / Senior Attendance Champion
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Introduction and purpose

At Whipman Woods Flying High Academy, excellent attendance is everyone's responsibility. Regular attendance is fundamental to children's academic achievement, wellbeing, sense of belonging and future life chances. Attendance is promoted through high expectations, strong relationships, proactive early identification, timely support and collaborative partnership with families.

This policy reflects the statutory expectations for schools, trusts, parents/carers and local authorities to work together to improve school attendance. It is aligned with Department for Education attendance guidance, safeguarding expectations, Children Missing Education duties and the school's graduated response. Parents/carers have a legal duty to make sure their child receives a suitable full-time education. For most children, this means attending school regularly and on time.

Aims and principles

Whipman Woods Flying High Academy aims to secure strong attendance and punctuality for all children by building a culture where children feel safe, valued, included and motivated to attend. We recognise that attendance is closely linked to belonging, safeguarding, SEND, behaviour, wellbeing, curriculum access and family circumstances. **We therefore use a support-first graduated response, while also fulfilling our statutory duties where attendance does not improve or where parents/carers do not engage with support.**

Our ambition is for every child to attend school every day, on time, unless there is a valid reason for absence. We recognise that each day missed is a day of learning, belonging, routine, friendship and support that cannot be fully replaced. Attendance information will therefore be considered not only as a percentage, but also in terms of the number of sessions and days lost and the impact this may have on each child's education, wellbeing and safety.

- Promote excellent attendance and punctuality as essential to learning, wellbeing and belonging.
- Establish clear attendance expectations for children, families, staff, governors and external partners.
- Identify emerging attendance concerns early through daily, weekly and strategic monitoring.
- Listen to and understand child and family barriers to attendance before deciding next steps.
- Provide timely, proportionate and personalised support through Universal, Targeted and Bespoke approaches.
- Ensure safeguarding, SEND, medical needs, mental health, disadvantage and other vulnerabilities are considered when analysing attendance.
- Work collaboratively with parents/carers and, where appropriate, local authority and multi-agency partners.
- Use statutory attendance processes only where appropriate, proportionate and in line with local authority procedures.

Published attendance expectations and communication

Whipman Woods Flying High Academy is committed to creating a culture in which high attendance is understood, expected and valued by the whole school community. Children, parents/carers, staff and governors are regularly reminded of the importance of regular school attendance and the impact that absence can have on learning, relationships, wellbeing, safeguarding and a child's sense of belonging. Parents and carers are also made aware of their legal responsibility to ensure that their child attends school regularly.

Attendance expectations are communicated through the school website, admissions and induction information, transition activities, ClassDojo, newsletters, attendance correspondence, meetings with families and regular communication throughout the school year. Importantly, communication does not simply state that attendance is expected; it provides a clear rationale for why being in school every day matters, helping families understand the cumulative impact of absence and the benefits that strong attendance brings both academically and socially.

Attendance is given a high profile across the school. Weekly attendance information is shared through the school newsletter, alongside regular reminders and information for parents about the importance of good attendance. Displays around school reinforce these messages and children are involved in age-appropriate discussions about attendance, helping them to understand how developing positive attendance habits supports their learning, friendships and wider development now, as well as establishing important habits for their future.

The school uses positive recognition carefully to reinforce these messages. Children receive coloured attendance certificates each half term, which they are encouraged to collect as a complete set across the academic year. Children achieving 100% attendance during a half term are acknowledged during celebration assembly. The school also recognises improvement, with letters of encouragement and recognition sent to children and their parents/carers where attendance has improved. This ensures that the school's approach celebrates progress as well as consistently strong attendance.

Central to our approach are strong, trusting relationships with families. Staff seek to understand the reasons behind emerging attendance concerns and communicate with parents/carers at an early stage so that difficulties can be identified and, wherever possible, addressed before absence becomes persistent. Where barriers to attendance are identified, the school works with the child, family and, where appropriate, external services to provide support while maintaining clear expectations for attendance.

Where attendance begins to cause concern, communication becomes increasingly formal in line with the school's attendance procedures (see the School's Graduated Response to Attendance – Appendix 1 – within this policy. **Letter 1** is issued when attendance first reaches the school's identified concern threshold, drawing the family's attention to the child's attendance and encouraging improvement. **Letter 2** is issued where attendance does not improve or further absence occurs, making the school's concern explicit and inviting further discussion about any barriers or support required. **Letter 3** is issued where

concerns continue despite earlier communication and support, setting out the seriousness of the continuing absence and the next steps that may be taken in accordance with the school's attendance procedures and statutory attendance responsibilities. At every stage, the purpose of correspondence is to secure improved attendance through early identification, support, clear expectations and appropriate challenge, rather than correspondence being viewed simply as a sanction.

Legal framework and guidance

This policy should be read alongside the latest versions of relevant legislation, statutory guidance and national guidance, including:

Attendance and pupil registration

- *Working Together to Improve School Attendance* (DfE, July 2026)
- *School Attendance (Pupil Registration) (England) Regulations 2024*
- *Children Missing Education* – statutory guidance
- *Education Act 1996*
- *DfE Attendance Toolkit for Schools*
- RISE attendance improvement guidance
- DfE resources for communicating with families about attendance

Safeguarding and children's welfare

- *Keeping Children Safe in Education 2026*
- *Working Together to Safeguard Children*
- *Children Act 1989*
- *Children Act 2004*

SEND, medical needs and equality

- *SEND Code of Practice: 0 to 25 years*
- *Equality Act 2010*
- *Supporting Pupils at School with Medical Conditions* – statutory guidance

Alternative education arrangements

- *Alternative Provision guidance*
- *Elective Home Education guidance*

Inspection and accountability

- Ofsted's *Education Inspection Framework*
- Ofsted's *State-Funded Schools Inspection Toolkit*
- Ofsted's *Inspection Operating Guide*, as applicable from September 2026

The school will have regard to any subsequent amendments, replacements or updates to the legislation and guidance listed above.

Nottinghamshire Local Authority Procedures and Referral Routes

Whipman Woods Flying High Academy works in partnership with Nottinghamshire County Council (NCC) and follows Nottinghamshire's local procedures relating to school attendance, attendance enforcement, Children Missing Education (CME), Elective Home Education (EHE) and safeguarding.

The school will always have regard to the most recent Nottinghamshire County Council guidance and referral procedures, recognising that local processes may be updated during the lifetime of this policy.

Attendance Support and Intervention:

The school follows Nottinghamshire County Council's Improving School Attendance Toolkit and the principle of support before legal intervention.

Where attendance concerns emerge, the school will:

- use attendance data to identify concerns at the earliest opportunity;
- speak with the child and their parent/carer to understand the reasons for absence and identify any barriers to attendance;
- consider and implement appropriate reasonable adjustments and school-based support;
- maintain clear records of communication, meetings, interventions and their impact;
- work with relevant external agencies where wider barriers to attendance are identified;
- consider Early Help/Family Service involvement where appropriate;
- work collaboratively with Nottinghamshire County Council where attendance becomes persistently or severely absent or where formal intervention may be required; and
- consider legal intervention only where support is not appropriate, has not been successful or has not been engaged with.

Where appropriate, the school may use Nottinghamshire's attendance resources, including structured conversations, attendance plans/contracts and a Notice to Improve.

Penalty Notices and Attendance Enforcement

The school follows the National Framework for Penalty Notices and Nottinghamshire County Council's Code of Conduct for Education Penalty Notices.

The national threshold is met when a pupil has accumulated 10 sessions (5 school days) of unauthorised absence within a rolling period of 10 school weeks. The sessions do not have to be consecutive and may arise from different types of unauthorised absence.

Reaching the national threshold does not automatically mean that a penalty notice will be issued. When the threshold is met, the school will consider the individual circumstances of the case, the support that has been provided and whether a penalty notice is appropriate.

Where support is appropriate but has not resulted in sufficient improvement, a Notice to Improve will usually provide a final opportunity for parents/carers to engage with support

and secure improved attendance. In Nottinghamshire, the improvement period will normally be between 3 and 6 weeks, with the required improvement made clear to the family.

Where the criteria are met and a penalty notice is considered appropriate, Whipman Woods Flying High Academy will submit a request to Nottinghamshire County Council through the School Access Module (SAM). Nottinghamshire County Council primarily issues penalty notices on behalf of schools and academies.

The school will retain appropriate evidence of the attendance concern, communication with parents/carers, support offered, interventions undertaken and the outcome of these interventions.

Children Missing Education (CME)

Whipman Woods Flying High Academy follows Nottinghamshire County Council's Children Missing Education procedures.

Where a child's whereabouts are unknown, the school will act promptly to establish the child's location and welfare. This may include:

- contacting all known parents/carers and emergency contacts;
- making appropriate enquiries using information held by the school;
- contacting relevant professionals or agencies already working with the family;
- undertaking appropriate welfare enquiries/home visits in accordance with school procedures;
- informing the Designated Safeguarding Lead where there are safeguarding concerns; and
- referring to Nottinghamshire County Council's Fair Access/Children Missing Education Team where the criteria for referral are met.

A pupil will not be removed from the school roll simply because their whereabouts are unknown. The school will comply with statutory pupil registration requirements and work with the Local Authority before removing a pupil from roll where the relevant statutory ground requires Local Authority enquiries or agreement.

Where the circumstances also indicate that a child may be at risk of harm, the school's safeguarding procedures will take precedence and an appropriate safeguarding referral will be made.

Elective Home Education (EHE)

Parents have the right to elect to educate their child at home. Where a parent indicates that they are considering Elective Home Education, the school will seek to understand the reasons for this decision and offer an opportunity to discuss any concerns or barriers that might be capable of resolution.

The school will ensure that parents are not encouraged or pressured to electively home educate as a means of resolving attendance, behaviour, SEND or other school-related difficulties.

Where a parent of a pupil attending the school confirms in writing that they intend to

educate their child at home, the school will follow the statutory requirements relating to the admission register and Nottinghamshire County Council's EHE notification procedures. Where appropriate, information will be shared with Nottinghamshire County Council's Elective Home Education Team, which operates through the Local Authority's Fair Access arrangements. For Whipman Woods, situated within Bassetlaw, this falls within Nottinghamshire's North EHE area.

Any safeguarding concerns relating to a child who is being, or is proposed to be, electively home educated will be managed separately through the school's safeguarding procedures.

Elective Home Education does not remove the school's responsibility to act upon safeguarding concerns known to it.

Safeguarding and Attendance

Attendance is recognised as an important safeguarding matter. Patterns of absence, unexplained absence, repeated lateness, sudden changes in attendance or a child becoming missing from education may indicate wider welfare or safeguarding concerns. Where there is an immediate risk to a child, the school will contact the emergency services on 999.

Where a member of staff has child protection concerns, these will be reported immediately to the school's Designated Safeguarding Lead or Deputy DSL and managed in accordance with the school's Safeguarding and Child Protection Policy and Nottinghamshire Safeguarding Children Partnership procedures.

Where a referral to Children's Social Care is required, professionals in Nottinghamshire should contact the Multi-Agency Safeguarding Hub (MASH) on 0300 500 80 90. Practitioner child protection referrals are currently required to be made by telephone. Outside normal MASH operating hours, urgent safeguarding concerns should be referred to Nottinghamshire's Emergency Duty Team on 0300 456 4546.

Where there is uncertainty about whether the threshold for a safeguarding referral has been met, professionals may seek consultation in accordance with Nottinghamshire's Pathway to Provision and MASH consultation arrangements.

Provision and MASH consultation arrangements.

Attendance concerns will therefore never be considered in isolation where there is evidence that absence may be connected to abuse, neglect, exploitation, unmet need or another safeguarding concern.

Local Authority Contacts and Guidance

Operational guidance and referral arrangements are maintained by Nottinghamshire County Council. School leaders will ensure that the current Local Authority procedures, forms and contact details are checked at the point of referral, rather than relying solely upon information reproduced within this policy.

Key Nottinghamshire services include:

- Improving School Attendance Toolkit – attendance intervention, enforcement, penalty notices, Notices to Improve and attendance resources.
- Fair Access/Children Missing Education Team – CME, Fair Access and related education access concerns.
- Elective Home Education Team – advice, notification and monitoring relating to EHE.
- Family Service/Early Help – support where wider family circumstances are contributing to attendance difficulties.
- Multi-Agency Safeguarding Hub (MASH) – child protection and safeguarding referrals.
- Nottinghamshire Safeguarding Children Partnership (NSCP) – local multi-agency safeguarding procedures and guidance.

Attendance law and statutory framework

- Section 7 Education Act 1996: parents must ensure children of compulsory school age receive suitable full-time education, either by regular attendance at school or otherwise.
- Section 8 Education Act 1996: defines compulsory school age.
- Section 14 Education Act 1996: local authorities must secure sufficient schools for their area.
- Section 19 Education Act 1996: local authorities must arrange suitable education for children who, because of illness, exclusion or other reasons, would not otherwise receive suitable education.
- Section 436A Education Act 1996: local authorities must make arrangements to identify children of compulsory school age who are not registered at a school and are not receiving suitable education otherwise.
- Section 444 Education Act 1996: parents may commit an offence if a child of compulsory school age who is registered at school fails to attend regularly.
- Section 576 Education Act 1996: defines parent broadly to include natural parents, those with parental responsibility and those who have care of the child.
- Section 175 Education Act 2002: governing bodies and local authorities must make arrangements to safeguard and promote the welfare of children.
- School Attendance (Pupil Registration) (England) Regulations 2024: set out admission register and attendance register requirements, attendance codes, leave of absence, register amendments, retention and deletion from roll requirements.
- Education (Penalty Notices) (England) Regulations 2007, as amended, and the National Framework for Penalty Notices: set out arrangements for penalty notices, including national thresholds, payment amounts and limits.
- Children Act 1989 and Children Act 2004: provide the wider safeguarding and multi-agency framework for promoting children's welfare.
- Equality Act 2010: requires schools to avoid discrimination and make reasonable adjustments for disabled children.

Roles and responsibilities

The headteacher makes sure this policy is followed, monitor attendance for all children and vulnerable groups, oversee the graduated response, ensure safeguarding oversight, report to

governors and work with the Flying High Partnership and local authority where appropriate.

At Whipman Woods Flying High Academy, the Headteacher is also the Attendance Lead and Designated Safeguarding Lead (DSL) and has overall responsibility for monitoring attendance, identifying emerging concerns, coordinating support and determining when further intervention or external agency involvement may be appropriate. This work is supported through close communication with (and between) the Deputy Headteacher, SENDCo, class teachers and office team, enabling changes in attendance, wellbeing or family circumstances to be identified and responded to quickly.

Governors / Local Governing Body recognise attendance as a safeguarding, inclusion and educational priority. Governors review attendance information regularly, including overall attendance, persistent absence, severe absence, vulnerable groups, attendance patterns, days lost, punctuality, part-time timetables, Elective Home Education (EHE) requests, Children Missing Education (CME) indicators and the impact of support. Governors provide support and challenge by asking whether leaders know which children are at risk, whether barriers have been understood, whether support is timely and effective, whether statutory duties are being met and whether the school is reducing avoidable absence over time.

The Flying High Partnership supports and challenges schools through attendance analysis and targeted professional support. Partnership attendance review may include school-level and trust-level analysis of attendance trends, persistent absence, severe absence, attendance bands, vulnerable groups, number of sessions and days lost, EHE/CME themes, use of support plans and the impact of graduated support. Where concerns or patterns are identified, the Partnership works with school leaders to strengthen systems, remove barriers, share effective practice, support statutory compliance and consider attendance as part of the wider inclusion and safeguarding picture.

All staff are responsible for promoting strong attendance, noticing and reporting changes in attendance or punctuality, following absence procedures, recording concerns accurately and sharing information with the Designated Safeguarding Lead or attendance team where absence may indicate safeguarding, welfare or inclusion need.

Parents/Carers are responsible for ensuring their child attends school regularly and punctually, informing the school of absence in line with local procedures, engaging with support where attendance concerns arise, attending meetings where requested and working with the school and relevant partners to remove barriers to attendance.

Children are supported to understand the importance of regular attendance, punctuality, routines and belonging. This will be reinforced through the curriculum, assemblies and wider school life so that children understand how attendance supports learning, friendships, wellbeing, safety and future opportunities. Their views will be listened to as part of the school's graduated response, particularly where attendance concerns suggest there may be barriers linked to learning, relationships, wellbeing, SEND, safeguarding, bullying, medical need or family circumstances. Where appropriate, children will be involved in identifying what helps them attend, what makes attendance difficult and what support will enable them to feel safe, included and ready to learn.

External agencies and partners support the school's mission to ensure that ALL children attend school and understand the importance of doing so. Where required, relevant Nottinghamshire services and partners, including Nottinghamshire County Council Attendance and Fair Access services, Early Help/Family Service, Children's Social Care and MASH, health professionals, Mental Health Support Teams or other children's mental health services, SEND and Inclusion services, Educational Psychology, the School Nursing Service and other specialist services appropriate to the child's needs. Appropriate services will be involved promptly where an individual child's circumstances indicate that additional or specialist support would help to remove barriers to attendance.

Whipman Woods Flying High Academy's Graduated Response to Attendance

The Whipman Woods' Graduated Response to Attendance (see Appendix 1 for a more detailed version) is structured around the DfE attendance principles of Expect, Monitor, Listen and Understand, Facilitate Support, Formalise Support and Enforce only where necessary. It also aligns with the FHP Inclusion Model of Universal, Targeted and Bespoke support. The graduated response helps the school identify concerns early, understand barriers, provide the right support at the right time, review impact and avoid unnecessary escalation wherever possible.

Stage 1 Early Identification and Prevention through <u>Universal</u> Support Emerging Attendance Concerns Bands 1 (95% – 97.9%) and 1+ (98%+)	
Expect • Reinforce whole-school attendance expectations • Promote attendance through assemblies, curriculum, and family communication • Celebrate positive attendance and punctuality	Monitor • Review attendance patterns and emerging concerns • Analyse absence trends and punctuality • Implement routine attendance tracking
Listen and Understand • Engage with children and families, using home visits where applicable • Explore emerging barriers • Gather pupil voice where appropriate	Facilitate Support • Signpost support • Provide early advice and guidance • Implement low-level attendance support strategies
Stage 2 <u>Targeted</u> Attendance Support Preventing Persistent Absence Bands 2 (90.1 to 92%) and 2+ (92.1% to 94.9%)	

Expect • Reiterate attendance expectations and responsibilities • Strengthen home-school partnership • Establish attendance improvement targets where appropriate	Monitor • Increase frequency of attendance reviews • Track improvements and emerging patterns closely • Monitor the impact of interventions
Listen and Understand • Undertake attendance review meetings • Gather child and parent voice • Explore barriers using structured attendance conversations	Facilitate Support • Develop attendance support plans • Implement targeted interventions • Signpost and coordinate additional services where appropriate

Stage 3 Bespoke Support Securing Attendance Improvements through Bespoke Support and Intervention Bands 3, 4, 5 and 6 (70% - 90%)	
Expect • Maintain high expectations for attendance • Establish clear attendance improvement targets and responsibilities • Review attendance expectations through formal meetings	Monitor • Weekly attendance monitoring and analysis • Formal review points through Attendance Support Plans • Senior leader oversight of attendance concerns
Listen and Understand • Use home visits, attendance reviews, and pupil voice to develop a deeper understanding of barriers • Consider SEND, wellbeing, safeguarding, health, and family factors • Review attendance alongside wider inclusion needs	Facilitate Support • Implement Individual Attendance Pathways • Coordinate Team Around the Child processes • Involve Education Welfare and other specialist services • Implement personalised support and reintegration strategies

Stage 4 Bespoke Support for Severe and Complex Attendance Needs Coordinated Intervention for Children Experiencing Complex Barriers to Attendance Bands 7-11 (Below 70%)	
Expect • Maintain high aspirations and attendance expectations • Ensure children remain connected to school and learning	Monitor • Frequent attendance reviews with senior leaders • Intensive monitoring of attendance, welfare and safeguarding concerns

Promote belonging and inclusion through all interactions	Multi-agency review of attendance data and impact
Listen and Understand - Continue to seek and understand the child's and family's lived experience - Review barriers through regular multi-agency meetings - Ensure attendance planning remains child-centred and responsive	Facilitate Support - Deliver intensive family support - Coordinate multi-agency intervention - Implement personalised reintegration planning - Consider statutory attendance processes where support has not secured improvement - Ensure safeguarding oversight remains central to all decision making

Attendance procedures

Whipman Woods Flying High Academy maintains accurate admission and attendance registers, completes first-day contact where no reason for absence has been received, records absence using the correct statutory attendance codes, reviews attendance data regularly and takes timely action where concerns emerge. Registers are taken at the same time for all registered children in each morning and afternoon session. The school analyses attendance by individual child, cohort and vulnerable group, including children with SEND, disadvantaged children, young carers, children with a social worker, children looked after, previously looked after children and children with medical or mental health needs. The school does not wait until a child reaches persistent or severe absence before offering support.

Day-to-day absence response

Parents/carers are expected to notify the school of absence on the first day of absence and each subsequent day unless alternative arrangements have been agreed. Where the school has not received a reason for absence, staff will follow first-day contact procedures promptly. If contact cannot be made, or if the explanation does not provide sufficient assurance about the child's safety or whereabouts, the concern will be escalated to the attendance lead and/or Designated Safeguarding Lead. The school may complete additional welfare checks, including contact with emergency contacts, sibling schools, professionals already involved with the family or a home visit where appropriate and in line with safeguarding procedures.

Breakfast and After School Club Attendance Procedures – Lime Trees Wraparound Care Provider

Wraparound care at Whipman Woods Flying High Academy is provided by Lime Trees, an external provider operating a Breakfast Club and After-School Club from the school site. Lime Trees manages its own registration, bookings, payments, cancellations and charges, and parents/carers using the provision are responsible for following Lime Trees' current terms and procedures.

Although Lime Trees is a separate provider, the school and Lime Trees work closely together to ensure that there are clear arrangements for the safe handover and accounting of children, particularly where attendance at Breakfast Club forms part of a child's journey into school.

Breakfast Club and Morning Attendance

Parents/carers are responsible for ensuring that children booked into Breakfast Club are handed over in accordance with Lime Trees' arrangements.

At the end of Breakfast Club, responsibility for children is formally transferred from Lime Trees to the school. Clear communication between Lime Trees and school staff ensures that children who have attended Breakfast Club are accounted for when the statutory morning register is taken.

Where a child has been booked to attend Breakfast Club but does not arrive, Lime Trees will follow its own non-attendance and safeguarding procedures. Where this raises a concern about the child's expected attendance at school, information will be shared promptly with the school.

Importantly, a Breakfast Club booking does not replace the parent's/carer's responsibility to notify the school of an absence. If a child will not be attending school, parents/carers must report the absence directly to the school using the school's normal absence-reporting procedure, even where they have also cancelled or notified Lime Trees.

If a child expected in school is subsequently absent when the statutory morning register closes and the school has received no explanation, the school's first-day absence procedures will be followed. This includes contacting parents/carers and, where necessary, other emergency contacts to establish the child's whereabouts and welfare. Information from Lime Trees may be used to support these enquiries.

After-School Club

At the end of the school day, children booked to attend Lime Trees After-School Club are handed over to Lime Trees staff in accordance with the agreed school/provider procedure. School and Lime Trees staff work together to ensure that children expected at the provision are accounted for and that responsibility is transferred safely.

If a child is expected at After-School Club but does not arrive at the agreed handover point, or there is any discrepancy between the expected attendance list and the children present, this must be investigated immediately. Lime Trees and school staff will communicate directly to establish whether the child has remained with school staff, has been collected by an authorised adult, has had their booking changed or is otherwise accounted for.

A child will not be assumed to have gone home or to have had their arrangements changed until their whereabouts have been established.

Parents/carers must notify Lime Trees of cancellations or changes to wraparound arrangements in accordance with the provider's procedures. Where a change also affects the school's arrangements for releasing or supervising a child, parents/carers should ensure that the school is informed.

Safeguarding and Information Sharing

The school and Lime Trees will share relevant information where necessary and proportionate to safeguard children and ensure that they are appropriately accounted for during transitions between school and wraparound provision.

Any unexplained absence, failure to arrive, missing child or other safeguarding concern will be acted upon immediately in accordance with the respective safeguarding procedures of the school and Lime Trees. Where concerns relate to a child's attendance at school, the Headteacher/Attendance Lead/Designated Safeguarding Lead (Mrs Nicola Green – Headteacher) will be informed.

Details relating to current session times, availability, booking arrangements, cancellation requirements and charges are provided directly by Lime Trees and may change independently of this policy. Parents/carers should therefore refer to the provider's current information when arranging wraparound care.

In line with Keeping Children Safe in Education and Working Together to Improve School Attendance, the school treats unexplained absence, repeated absence, sudden changes in attendance or uncertainty about a child's whereabouts as potential safeguarding indicators. All staff and wraparound providers must understand how to share concerns quickly with the school office, Attendance lead and the Designated Safeguarding Lead. Attendance information from breakfast and after school provision will be considered alongside school attendance, punctuality, safeguarding, SEND, medical and family context where this helps leaders understand patterns, identify barriers and provide timely support.

Authorising absence

Whipman Woods Flying High Academy, not parents/carers, decides whether an absence is authorised. Decisions are made in line with statutory attendance coding, the information available to the school and the child's individual circumstances. The school considers illness, medical and dental appointments, religious observance, exceptional circumstances, approved educational activity and other absence reasons in line with statutory guidance.

The school places particular importance on establishing the reason for a child's absence on the day that it occurs. Where a child is absent without an explanation, the school's first-day absence procedures are followed promptly, with parents/carers and, where necessary, other emergency contacts contacted to establish the child's whereabouts, welfare and reason for absence. An unexplained absence is not assumed to be illness or routinely authorised without sufficient information.

Attendance is considered an important part of the school's wider safeguarding arrangements. Emerging patterns, repeated or unexplained absence, changes in a child's usual attendance, concerning reasons given for absence or difficulties establishing a child's whereabouts are shared with the DSL team where there may be a safeguarding or welfare concern.

The child's attendance is considered alongside other information known to the school, including any existing safeguarding, SEND, pastoral or family context, so that concerns can be identified early and appropriate action taken. Where an absence gives rise to an immediate safeguarding concern, this is escalated without delay in accordance with the school's Safeguarding and Child Protection Policy and Nottinghamshire safeguarding procedures.

Part-time timetables, phased returns and remote education

Part-Time or Reduced Timetables

All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In line with Nottinghamshire County Council's Reduced Timetable Guidance, a part-time or reduced timetable will therefore only be considered in very exceptional circumstances, where it is in the individual child's best interests and is necessary as a temporary measure to support their access to education. A reduced timetable will not be used as a means of managing behaviour or as an alternative to suspension or appropriate educational provision.

Before implementing a reduced timetable, the school will consider the voice of the child, the views of their parent/carer and advice from relevant professionals and support services. The potential impact and risks will be assessed, including safeguarding arrangements for the periods during which the child would ordinarily be expected to be in school. Where a child has an EHCP, SEND, medical needs, a social worker or is looked after, relevant professionals will be consulted and involved as appropriate.

In accordance with Nottinghamshire procedures:

- written parental/carer agreement will be obtained before a reduced timetable is implemented, including confirmation of responsibility for the child's safety and welfare during the sessions when they are not expected to attend school;
- a risk assessment will be completed which considers the child's needs, safeguarding and welfare during the periods when they are not attending;
- the rationale, objectives, agreed timetable and arrangements for returning to full-time education will be clearly documented. **Nottinghamshire's Form A (Implementation)** may be used for this purpose;
- a named senior member of staff will be responsible for monitoring the arrangement. At Whipman Woods Flying High Academy, this will ordinarily be the Headteacher/Attendance Lead, working with the DSL, SENDCo, class teacher and other professionals as appropriate;
- appropriate education/work will be provided for periods during which the child is not attending school, with arrangements for this work to be assessed and feedback provided;
- the attendance register will be completed using the appropriate statutory attendance codes in force at the time, reflecting the agreed educational arrangements;
- the school will maintain clear records of all children receiving a reduced timetable and the decisions, assessments, parental agreements and reviews associated with it; and
- the school will comply with Nottinghamshire County Council's requirements for notifying and providing information to the Local Authority about pupils receiving reduced timetables, including the Council's required data returns.

A reduced timetable will initially be agreed for the shortest possible period and ordinarily no longer than 4 weeks before formal review. Progress will be monitored throughout this period rather than waiting until the formal review date. A review will take place by the end of the 4-week period to evaluate its impact and plan the child's return to full-time education. **Nottinghamshire's Form B (Review)** may be used to record this. The child's attendance, wellbeing, engagement, progress against the agreed objectives and success of interventions will inform the review.

Continuation for a further 4-week period will only be considered in exceptional circumstances, with renewed parental/carer agreement and where there is clear evidence of progress towards the agreed objectives. The plan must be revised to explain why an extension remains appropriate and set out the next steps towards full-time education. A reduced timetable will not simply continue because alternative arrangements have not yet been identified.

Where the arrangement is not achieving its intended objectives, alternative interventions and additional support will be considered. Where there is no clear plan for reintegration to full-time education, where there are concerns about the appropriateness of the provision, or where support is required to increase the child's hours, the school will seek advice from Nottinghamshire County Council's Fair Access Team and other relevant services. **The overarching aim of every reduced timetable will be to increase the child's access to education and secure a return to suitable full-time education as quickly and safely as their individual circumstances allow.**

Phased Returns

Where a child requires a phased return to school following an extended period of absence, including absence associated with physical or mental ill health, anxiety-related non-attendance or other exceptional circumstances, the school may agree a temporary phased reintegration plan where this is considered to be in the child's best interests.

Where the phased return means that a child will attend for fewer than their normal school hours, Whipman Woods Flying High Academy will treat this as a reduced timetable and follow Nottinghamshire County Council's Reduced Timetable Guidance and procedures. This includes appropriate assessment of need and risk, parental/carer agreement, consideration of the child's views, a clearly documented plan for increasing attendance towards full-time education and involvement of relevant professionals where appropriate.

The arrangement will be for the shortest period necessary and will be monitored closely by the Headteacher/Attendance Lead. In accordance with Nottinghamshire guidance, a formal review will ordinarily take place within four weeks of implementation, with earlier review where circumstances change or concerns arise. Any continuation of reduced hours will only take place in exceptional circumstances where there is evidence of progress and a clear continuing plan towards full-time attendance.

Where there is no clear plan for reintegration, concerns about the suitability of the arrangements or additional support is required to increase the child's hours, advice may be sought from Nottinghamshire County Council's Fair Access Team and other relevant

professionals.

Remote Education

Remote education is not routinely used as an alternative to attendance at school. Where a child is unable to attend school but is well enough to learn, remote education may exceptionally form part of a temporary package of support where this is appropriate to the child's individual circumstances and consistent with current DfE guidance.

The provision of remote education does not change the child's attendance status. In accordance with Nottinghamshire County Council and statutory attendance guidance, a pupil who is absent from school but receiving remote education will continue to be recorded as absent using the most appropriate statutory attendance code. Engagement with remote education will be monitored separately and will not be recorded as attendance in the statutory attendance register.

Where remote education forms part of a phased return or reduced timetable, it will be included within the child's written plan, including what education will be provided, how engagement and progress will be monitored and how the arrangement supports the child's planned return to full-time education in school.

Remote education will not be used to allow an inappropriate reduced timetable to continue indefinitely or as a substitute for securing suitable educational provision. The overriding aim will remain to support the child to access full-time, face-to-face education as soon as it is appropriate and safe to do so.

Persistent and severe absence

A child is persistently absent when they miss 10% or more of possible school sessions. A child is severely absent when they miss 50% or more of possible school sessions. Persistent or severe absence triggers senior leader oversight and proportionate targeted or bespoke support in line with the school's graduated response (see Appendix A). Severe absence is treated as a high-priority safeguarding and inclusion concern requiring intensive, coordinated support and, where appropriate, local authority and multi-agency involvement.

For the purpose of early identification, the school will consider children in three broad attendance groups: **risk to excellent attendance**, where attendance remains above 95% but early patterns, broken weeks, lateness or repeated absence may indicate emerging concern; **risk of persistent absence**, where attendance falls below 95% or patterns suggest the child may move towards missing 10% or more of sessions; and **severe absence**, where attendance is at or below 50%, requiring urgent senior leadership, safeguarding and multi-agency support. These definitions support early action and do not replace statutory definitions or local authority thresholds

Formalising support

Where voluntary support is not leading to improvement, where barriers are complex or where absence is persistent or severe, the school will formalise support. This may include an

Attendance Support Plan, regular review meetings, TAC/TAF or Early Help involvement, a parenting contract, local authority attendance involvement or other multi-agency support. Formalised support will be recorded clearly, with agreed actions, named responsibilities, timescales, review dates and escalation points.

Enhanced transitions into school

The school recognises that transition points can be particularly important for children whose attendance is vulnerable, including children with SEND, children with medical or mental health needs, children experiencing anxiety-related non-attendance (ARNA), emotionally based school avoidance (EBSA), previous absence patterns, safeguarding concerns or significant changes in family circumstances. The school considers enhanced transition support when a child joins the school, moves year group, returns after absence, reintegrates following a part-time timetable or alternative provision, or when attendance information suggests that additional planning is needed to help the child feel safe, known, prepared and connected.

Enhanced transition planning may include early information gathering, liaison with parents/carers and previous settings, opportunities for the child to visit or revisit key areas of school, identification of trusted adults, visual information, social stories, personalised timetables, meet-and-greet arrangements, regulation plans, safe spaces, reasonable adjustments, SEND support planning and agreed communication routines. Where attendance concerns are linked to ARNA (Anxiety-Related Non-Attendance) or EBSA (Emotionally Based School Avoidance), planning focuses on understanding the child's barriers, reducing anxiety, rebuilding trust and belonging, and increasing attendance gradually and safely through small, reviewed steps as part of the school's graduated response.

Enhanced transitions are planned with the child, parents/carers, the SENDCo, attendance lead, Designated Safeguarding Lead, pastoral staff and relevant external professionals where appropriate. Plans identify agreed actions, named responsibilities, review dates and measures of impact. Where barriers are complex or multi-agency involvement is needed, TAC (Team Around the Child)/TAF (Team Around the Family) meetings may be used to make sure support is coordinated, proportionate and aligned with the school's support-first approach before any consideration of formal or statutory escalation.

Attendance, safeguarding and inclusion

At Whipman Woods, we recognise that attendance is a safeguarding matter. Patterns of absence, repeated lateness, sudden changes in attendance, unexplained absence, partial attendance, persistent absence or severe absence may indicate unmet need, anxiety, bullying, family stress, SEND, medical need, neglect, exploitation or other safeguarding concerns. Staff report attendance concerns through the school's safeguarding systems in line with the Child Protection and Safeguarding Policy.

The school recognises the strong relationship between attendance, wellbeing, belonging, behaviour and safeguarding. Attendance concerns will be considered alongside safeguarding, SEND, behaviour, medical needs, mental health, disadvantage, previous

education history, children missing education indicators and family context. Support will be strengths-based, relational, proportionate and child-centred.

In line with safeguarding guidance, all staff must be alert to children who are absent from education, repeatedly absent, missing from education or whose attendance patterns change suddenly. Such patterns may increase vulnerability to harm and must be shared promptly with the Designated Safeguarding Lead. The school will maintain a clear chronology of attendance concerns, family contact, professional discussions, support offered, referrals made and decisions reached.

The school will consider whether absence is connected to bullying, harassment, discrimination, child-on-child abuse, online harms, exploitation, family stress, unmet SEND, medical need or other welfare concerns. Where safeguarding thresholds are met, the school will follow child protection procedures immediately and will not rely solely on attendance processes.

Registration, punctuality and absence reporting

At Whipman Woods Flying High Academy, punctual attendance is an important part of establishing positive routines and ensuring that children are ready to learn from the beginning of each session.

Morning registration

- School doors open at 8:40am.
- The school day and morning registration begin at 8:45am.
- The morning register closes at 9:00am.
- A child arriving after 8:45am but before the register closes at 9:00am will be recorded as late (L).
- A child arriving after the register has closed at 9:00am will be recorded using the appropriate statutory attendance code according to the reason for their late arrival. Where there is no authorised reason, this will normally be recorded as unauthorised absence (U) for the morning session.

Children arriving after 8:45am must enter school through the main school entrance so that their arrival can be recorded accurately and the reason for lateness established.

Afternoon registration

Lunchtime is 11:45am–12:45pm for Nursery and Reception and 12:00pm–1:00pm for Key Stages 1 and 2. Afternoon registration is taken promptly when children return to class following their respective lunchtime period.

End of the school day

The school day ends at 3:15pm for pupils from Reception to Year 6.

Nursery children attend according to their agreed funded sessions. Where children accessing 30-hour Nursery provision remain beyond their funded entitlement until the end of the school day, this additional provision is available in accordance with the school's Nursery charging and booking arrangements.

Monitoring punctuality

Punctuality is monitored alongside attendance by the Headteacher/Attendance Lead, with support from the school office and class teachers. The school monitors both individual incidents of lateness and emerging patterns, including the number of sessions affected and the amount of learning time being lost.

Where lateness becomes a concern, the school will contact parents/carers at an early stage to discuss the pattern, understand any barriers affecting punctuality and agree how improvement can be supported. Where concerns persist, communication may become more formal and punctuality may form part of the school's wider attendance support and intervention procedures.

Repeated late arrival after the register has closed is treated seriously because it results in unauthorised absence for the affected session, impacts the child's access to learning and may contribute towards wider attendance concerns. Where patterns of lateness or absence raise concerns about a child's welfare or safeguarding, these will also be shared with the DSL team and considered alongside other information known about the child and family.

Children are expected to arrive on time and be ready to learn. Registers are recorded on the school's management information system and are legal documents. Staff must use the correct statutory attendance and absence codes, amend registers only where permitted and retain records in line with statutory requirements and school data retention procedures.

Leave of absence, penalty notices and statutory action

Parents/carers should not take children out of school during term time unless there are exceptional circumstances. Requests for leave of absence must be made in advance using a 'Leave of Absence Form' provided by the school office. The Headteacher will consider each request individually, taking account of statutory guidance and the circumstances presented. Leave of absence will not be authorised for family holidays or routine reasons that are not exceptional.

Requests for Leave of Absence

Parents/carers who wish to request leave of absence during term time must make the request in advance and before making arrangements wherever possible, using the school's Leave of Absence Request Form, available from the school office. The information provided in the form should provide sufficient information about the reason for the proposed absence, the dates requested and any relevant exceptional circumstances the parent/carer wishes the school to consider.

Requests are considered by the Headteacher. Each request is considered individually, taking account of the circumstances presented, the child's needs and the relevant statutory attendance guidance. Leave of absence during term time will only be authorised where the Headteacher considers that exceptional circumstances apply. There is no automatic entitlement to term-time leave or holidays.

The school will communicate its decision to parents/carers in writing, confirming whether the requested absence has been authorised and, where applicable, the period for which leave has been granted. Where a request is declined, parents/carers will be informed that any absence subsequently taken will be recorded as unauthorised and may result in consideration of a penalty notice where the relevant threshold is met.

Leave cannot be authorised retrospectively. Where a child is absent without a prior request having been made, the school will establish the reason for the absence and determine the appropriate statutory attendance code.

Requests, supporting information, the Headteacher's decision and correspondence with parents/carers will be retained securely as part of the school's attendance records in accordance with the school's records-management and data-protection arrangements.

Nottinghamshire Attendance Escalation and Support

Whipman Woods Flying High Academy follows Nottinghamshire County Council's support-first approach to improving attendance. Where attendance begins to cause concern, the school will seek to understand the barriers affecting the child and family and provide appropriate support before considering legal intervention, unless support is not appropriate in the circumstances.

The school's graduated response may include:

- early discussion with the child and parent/carer and consideration of the child's voice;
- attendance correspondence and an agreed period of monitoring;
- meetings with the Headteacher/Attendance Lead to identify barriers and agree actions;
- reasonable adjustments and school-based support where appropriate;
- referral or signposting to relevant services, including Early Help/Family Service, SEND, health, mental health or other specialist services where required;
- a written attendance support plan, multi-agency plan or Attendance Contract where a more formal approach to support is appropriate;
- a Notice to Improve, ordinarily providing an improvement period of between 3 and 6 weeks, where the national penalty notice threshold has been met, support is appropriate but has not been successful or sufficiently engaged with, and a final opportunity to improve attendance is appropriate; and
- referral to Nottinghamshire County Council for consideration of a penalty notice or other attendance enforcement where support is not appropriate, has been unsuccessful or has not been engaged with.

The precise response will be determined by the individual circumstances of the child and family. Movement through these stages is not an automatic or rigid process; the school will respond proportionately to the nature and level of concern.

Penalty Notices and Referral to Nottinghamshire County Council

In accordance with the National Framework for Penalty Notices and Nottinghamshire County Council's Code of Conduct, the national threshold is reached when a pupil records 10 sessions (5 school days) of unauthorised absence within a rolling period of 10 school weeks. These sessions do not need to be consecutive and may include a combination of different types of unauthorised absence, including unauthorised leave of absence and late arrival after the register has closed.

When the school becomes aware that the threshold has been met, the Headteacher/Attendance Lead must consider whether a penalty notice is appropriate. Reaching the threshold does not mean that a penalty notice is automatically issued; consideration will be given to the individual circumstances, whether appropriate support has been offered and whether that support has been successful or engaged with.

Where the absence relates to unauthorised leave during term time, and support is not considered appropriate, the school may request a penalty notice without first issuing a Notice to Improve.

Where the concern relates to wider or ongoing attendance difficulties and support is appropriate, a Notice to Improve will usually provide the parent/carer with a final opportunity to engage with support and secure improvement before a penalty notice is requested. The Notice will make clear the required improvement, available support, the review period and the potential consequences if sufficient improvement is not achieved.

Where the school determines that a penalty notice should be requested, the Headteacher/Attendance Lead will make the referral to Nottinghamshire County Council through the School Access Module (SAM), using the appropriate online referral route. The school will provide the Local Authority with the required evidence, which may include attendance records, correspondence with parents/carers, details of support and intervention offered, records of meetings and relevant warning or Notice to Improve documentation.

Nottinghamshire County Council primarily issues penalty notices on behalf of schools and academies. A **first penalty notice is £160 per parent, per child, reduced to £80 if paid within 21 days**. A second penalty notice issued to the same parent in respect of the same child within a rolling three-year period is **£160**, with no reduced rate. A maximum of two penalty notices may be issued to the same parent for the same child within a three-year rolling period; where the national threshold is met for a third time, alternative legal action may be considered by the Local Authority.

Where persistent unauthorised absence continues and a penalty notice is not appropriate, or where previous intervention has not secured improvement, the school may work with or refer to Nottinghamshire County Council for consideration of further statutory intervention

or prosecution. The school will maintain evidence demonstrating the support, reasonable adjustments, communication and interventions undertaken with the child and family to support any such referral.

Elective Home Education (EHE), Children Missing Education (CME) and roll removal

Where a parent/carer tells the school in writing that they wish to electively home educate, the school follows the FHP Elective Home Education (EHE) Statutory School Process (detailed above in this policy – further information is also provided in Appendix 4). EHE must be a parent/carer-led decision; the school does not encourage, suggest or pressure a family to choose EHE as a response to attendance, behaviour, SEND, exclusion risk, safeguarding concerns, unmet need or parental dissatisfaction. The school offers an impartial discussion with the Headteacher without delaying the statutory process, makes sure parents/carers understand the implications of EHE, and signposts to local authority EHE guidance. Schools do not seek evidence of the suitability of the proposed home education, as this is a matter for the local authority.

Before deregistration, the school will complete same-day safeguarding, attendance and SEND checks. This includes reviewing whether the child is open to Early Help, Child in Need or Child Protection processes; whether there are contextual safeguarding risks; whether the child has SEND Support or an Education, Health and Care Plan; and whether any attendance, behaviour, suspension, managed move, alternative provision, inclusion support, fair access or exclusion processes are underway. Where an EHCP names a specialist setting, local authority consent is required before the child is removed from roll. Where mainstream provision is named, the local authority must still be notified promptly.

The child must remain on roll until the school's local authority notification process has been completed and the school has submitted all required information, including child and family details, date of deregistration, safeguarding information, SEND information and last school attended. Attendance must continue to be recorded using normal attendance codes until lawful roll removal. Once the child is removed from roll, safeguarding responsibility transfers to the local authority; however, the school must continue to share any historical or emerging safeguarding information if new concerns become known.

Where a child is not attending regularly, has stopped attending, has not returned from leave, has moved without a clear onward destination, or where education otherwise than at school may not be suitable, the school will work with Nottinghamshire Local Authority. The school will make and record reasonable enquiries, share information promptly and follow local authority CME procedures. Persistent or severe absence alone does not mean a child is CME while they remain on roll; however, it may indicate safeguarding, welfare or education risk requiring urgent action.

Monitoring, Analysis and Oversight of Attendance

Attendance at Whipman Woods Flying High Academy is monitored proactively and routinely, enabling the school to identify emerging concerns, patterns and changes at an early stage rather than waiting for attendance to reach a particular threshold before taking action.

The Headteacher/Attendance Lead and Office Administrator communicate daily about attendance. This includes reviewing unexplained absence, lateness, emerging patterns, changes in individual pupils' attendance and any information received from families. Where a concern is identified, appropriate follow-up can therefore begin promptly, including contact with parents/carers, discussion with the child or class teacher, further monitoring or consideration of additional support.

The school uses a range of information and tools to support this monitoring:

- **Arbor attendance dashboard** – used at frequent intervals by the Headteacher/Attendance Lead to monitor whole-school attendance, persistent absence, pupil groups and individual pupils, and to identify trends over time.
- **Bespoke Arbor attendance reporting** – a school-designed report provides a more detailed, day-by-day view of attendance. This enables the school to identify patterns which may be less apparent within headline percentages, including particular days or sessions of absence, repeated lateness, declining attendance and changes in the attendance of individual pupils or groups.
- **DfE View Your Education Data (VYED)** – used to consider the school's attendance within a wider context and compare attendance information with relevant national and similar-school data. This supports leaders in understanding whether emerging patterns are school-specific or reflect wider trends.
- **Weekly DSL meetings** – attendance is considered as part of the school's safeguarding oversight. Pupils whose attendance, absence patterns or changes in attendance give rise to welfare or safeguarding concerns are discussed by the DSL team. Attendance information is considered alongside other information known about the child and family, with actions agreed, allocated and followed up in a timely manner.
- **Governor oversight** – attendance information is reported through governor meetings, providing governors with an up-to-date picture of whole-school attendance, persistent absence, trends, pupil groups and the impact of actions being taken. Between formal meetings, the Headteacher maintains regular communication with the Chair of Governors, enabling significant emerging concerns, patterns or individual cases, appropriately anonymised where necessary, to be discussed and appropriate challenge, support or action considered.

These processes work together to provide daily operational oversight, weekly safeguarding scrutiny and longer-term strategic analysis. Information from one source is considered alongside the others rather than in isolation. This enables the school to recognise deterioration early, identify recurring patterns, evaluate whether interventions are having an impact and escalate support where necessary.

The school also uses the DfE attendance data dashboard, Arbor reporting and Local Authority attendance information and tools, alongside its own knowledge of children and families, to evaluate the effectiveness of its attendance strategy. Attendance information is reviewed at whole-school, group and individual-pupil level, with particular attention given to persistent and severe absence, vulnerable pupils and any emerging inequalities between groups.

This approach ensures that attendance monitoring is not simply a retrospective analysis of percentages. It is an active part of the school's day-to-day safeguarding, pastoral and leadership practice, with information used to prompt timely conversations, support, challenge and intervention wherever these are required.

Attendance data, training and quality assurance

The school uses attendance data to inform action at child, cohort, group and whole-school level. Leaders will evaluate whether support according to the graduated response is improving attendance and reducing barriers for children and groups, including persistent absence, severe absence, SEND, disadvantaged children, young carers, children with a social worker and other vulnerable groups. Staff will receive appropriate training so they understand attendance expectations, safeguarding links, absence procedures, coding, escalation and their role in promoting belonging and regular attendance.

Attendance analysis includes the number of sessions and days lost because percentages alone can understate the impact of absence. Leaders should consider cumulative learning time missed, repeated broken weeks, absence before or after weekends and holidays, lateness, patterns linked to specific lessons or times of day, and whether absence is increasing despite support. This analysis should inform child-level planning, class or year group action, whole-school improvement and governor/Partnership support and challenge.

Appendices:

Appendix 1	Graduated Response to Attendance
Appendix 2	Attendance Support: Push and Pull factors
Appendix 3	Attendance Support Plan
Appendix 4	Elective Home Education Guidance

Appendix 1:

Whipman Woods Flying High Academy **Graduated Response to Attendance 2026-27**

Universal Approach Days Lost 0-9 days		Role of Teachers and School	Role of Parents and Carers	Role of External Agencies	Role of Children
Stage 1 Early Identification and Prevention through Universal Support (95% – 100%)	Band 1 + (98%+) 0 - 4 days	- Established Attendance Team consisting of an Attendance Assistant, Attendance Manager and Senior Attendance Champion. - Admissions arrangements reviewed annually by the Headteacher and are aligned with Local Authority guidance and statutory expectations. - Admission procedures used proactively to welcome families, establish positive attendance expectations, identify potential barriers and signpost support at the earliest opportunity. Tours of the school for potential new starters are completed by the Headteacher and the Attendance Team. - Transitions including enhanced transitions are carefully planned for new children and families to ensure children settle quickly and establish positive attendance habits from the outset (The First 20 Days Process). - The Senior Attendance Champion and Attendance team meet half-termly to review attendance trends, identify emerging concerns and agree priorities for support. - School calendar planning, including INSET days, is carefully considered to minimise avoidable	Encourage your child/ren to attend school every day and arrive on time. Help build positive attendance and punctuality habits that support learning and success. Work with school staff to ensure your child has a positive start and end to each school day. Take part in attendance information sessions and workshops where possible. Become familiar with and support the school's Attendance Policy. Keep up to date with school communications, including newsletters, attendance celebrations, Newsletters, and Class Dojo messages. Attend welcome meetings, live lessons, curriculum opportunities and family events	Support the school's universal attendance approach through collaborative working where appropriate. Quality assure the school policy and identified Graduated Response to Attendance. Contribute to transition planning for identified children. Share relevant information promptly to support engagement. Promote positive messages regarding attendance, wellbeing and inclusion. Attend review meetings where attendance forms part of wider support planning, including caseload management.	Attend school every day and arrive on time. Take pride in being part of the Whipman Woods' family, following rules and expectations. Participate fully in all aspects of school life, giving maximum effort. Talk to staff if they are worried about coming to school. Celebrate attendance achievements and successes.

		attendance challenges and reduce the impact of fragmented weeks. • A progressive, engaging, and ambitious, enquiry curriculum is delivered consistently, ensuring children are motivated to attend and participate every day. • Excellent attendance explicitly taught through the PSHE curriculum, assemblies and personal development opportunities as an important life skill that supports learning, wellbeing and future success. • High-quality enrichment opportunities including Hook Days and authentic outcomes are strategically planned at the beginning and end of each term to promote children's engagement, belonging and to maximise attendance. • Annual Wider Opportunities timetable is carefully organised to maximise participation and attendance, including visitors, educational visits, clubs and special events. • Family engagement opportunities, including family learning events, are strategically planned during periods where attendance may traditionally decline, such as the final weeks of term (Authentic outcomes). • The school newsletter written by children and staff provide families with advance notice of key events, learning opportunities and reinforce key attendance messages.	to strengthen home-school relationships and celebrate learning. Share any concerns with school staff so that we can work together to support your child. Let the school know as soon as possible if your child is absent and provide any required information or evidence. Attend Parents', Carers' and Families Evenings to discuss your child's progress and next steps. Contribute your views through Parent and Carer Voice opportunities to help shape and improve our school community. Support your child with transitions into school, including soft-start arrangements or enhanced transition programmes where needed. Join us in celebrating school life by attending productions, performances, graduations, assemblies, fairs, discos, and other special events. Celebrate and praise your child's attendance and		
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		• The Attendance Policy is reviewed annually at the beginning of the academic year, updated in line with current statutory guidance and shared with all stakeholders. • Inclusion policies are reviewed together at the beginning of the academic year and reflect the school's commitment to relational practice, consistency and early support. • A dedicated attendance section on the school website is updated by the Senior Attendance Champion, outlining Local Authority guidance, school expectations, attendance procedures and available support pathways for parents and carers. • NHS guidance regarding common childhood illnesses is routinely shared with families and staff through induction processes, the school website and as part of weekly attendance updates on Class Dojo. • Attendance focused CPL is delivered to all staff at the start of each academic year, with regular updates during staff meetings and briefings to reinforce expectations, responsibilities and the school's graduated response. • Attendance is promoted visibly across the school through displays, banners on school gates, during assemblies, within newsletters and Dojo communications with families. • All staff maintain a visible presence at the start and end of each school day as families enter and exit the school, promoting a welcoming and inclusive culture.	punctuality achievements at home.		
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		• Teachers, SLT and support staff greet children positively on entry to school each day at the classroom door and foster strong, trusting relationships with children and their families. • Children requiring a softer start to the school day arrive between 8:35am – 8:50am through the main entrance and are greeted by an allocated staff member providing bespoke support for a smooth transition into the classroom. • Enhanced transitions agreed with parents and carers and external agencies are initiated for identified children where appropriate, with a focus on overcoming barriers, being greeted by a familiar member of staff and ensuring a positive start to the school day. • Class teachers' complete registers accurately and punctually. • Attendance is monitored daily by teachers and the Attendance team, with concerns communicated and addressed promptly. • First day absence procedures are implemented consistently by the school office. • Unexplained absences trigger the school's Day 1 response procedures, including welfare checks and home visits where necessary by the Attendance Team and SLT. • Attendance data is tracked weekly by the Attendance Team to identify patterns, trends, and opportunities			
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		for early intervention. Attendance of young carers will be regularly reviewed and appropriate support implemented to minimise barriers created by caring responsibilities • All holidays during term-time will be unauthorised and referred to the Local Authority. Any potential exceptional circumstances will be reviewed by the Headteacher. • Where appropriate, the class teacher seeks the child's views regarding attendance, belonging, friendships, wellbeing and engagement with learning, ensuring support is informed by the child's perspective • Parents and carers receive regular attendance updates through the Arbor App to promote awareness and encourage positive attendance habits. • Attendance discussed routinely during termly parent/carer meetings as part of wider conversations about wellbeing, engagement, and achievement. • End of year attendance is reported to parents and carers through the annual report. • Where a child has identified SEND, attendance is discussed through Team Around the Child and review meetings where appropriate, with strategies identified to address any barriers. • Positive attendance as well improved attendance (Attendance Recognition) will be celebrated in assemblies.			
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		- Termly attendance certificates acknowledge children who demonstrate excellent attendance and recognition awards are also issued for significantly improved attendance. - Attendance recognition displays updated regularly and used as teaching tools during assemblies and within class to reinforce the importance of attending school every day. - Teachers promote a relational approach in line with the Positive Behaviour policy to nurture a sense of belonging, participation and success recognising that positive relationships are central to attendance.			
	Band 1 (95% to 97.9%) 5 – 9 days	Universal strategies continue, in addition to: - Weekly SLT/ Attendance champion review attendance concerns alongside Safeguarding, Behaviour, SEND and wider inclusion to ensure support is timely, coordinated, and impactful. - Termly Pupil Progress discussions and class action plans include a review of attendance alongside attainment, progress, engagement, and wellbeing to identify any emerging barriers to learning. Initial attendance concern letter (Letter 1) is identified by the Attendance team and issued by the Attendance Assistant where attendance falls below 96%, ensuring families are informed at the earliest opportunity and supported to improve attendance. - A supportive telephone conversation is undertaken by the class teacher using the Band 1 Attendance Script to explore barriers, reinforce expectations, strengthen home, and school partnership as well as understand and address the root causes.	Partner with the school to support and improve attendance, working together to understand and address any challenges that may be making regular attendance difficult. Make use of the support, guidance, and resources available to help your child attend school regularly and achieve their full potential.	Provide advice and guidance to the Attendance team where attendance concerns are identified through existing involvement. Share information regarding emerging barriers impacting attendance. Support early identification of need and contribute to preventative strategies where appropriate.	Discuss any worries or challenges affecting attendance with trusted adults. Work with Whipman Woods Flying High Academy staff and parents/carers to overcome any barriers. Continue to engage positively in learning and all aspects of school.

		- Attendance patterns reviewed by the Attendance team, including recurring days of absence, punctuality concerns, term-time leave requests, illness patterns and attendance following weekends or holidays. - Parents and carers are signposted to appropriate support where attendance barriers are identified (school and community). - Where appropriate, the Class Teacher / Attendance team gathers pupil voice to understand any factors affecting attendance and to identify supportive strategies.			
Targeted Approaches Days Lost 10 – 19 days		Role of Teachers and School	Role of Parents and Carers	Role of External Agencies	Role of Children
Stage 2 Targeted Attendance Support (90.1% - 94.9%)	Band 2 + (92.1% to 94.9%) 10 - 15 days	Universal approaches continue, in addition to: - The Attendance team reviews attendance data weekly to identify children at risk of persistent absence and to enable timely intervention. - Class teachers continue to monitor daily attendance patterns, identifying emerging concerns including recurring days of absence, patterns of illness, punctuality concerns, and changes in attendance over time. Letter 2 issued where attendance continues to decline (93%), informing parents/carers of the concern and inviting them to an Attendance Review meeting (Push and Pull Factors) with the class teacher, support staff (where appropriate) and a member of the Attendance Team.	Take part in Attendance Review Meetings and work in partnership with the school to explore any challenges and identify positive solutions together. Encourage and support your child to follow agreed strategies that will help them attend school regularly and confidently. Recognise and celebrate your child's attendance successes, reinforcing the value of being in school every day to learn, grow, and thrive.	Provide targeted support where concerns align with their area of involvement. Contribute relevant information to attendance review meetings. Support families to access services and resources that may improve attendance.	Share their views about school attendance honestly with school. Engage with agreed support strategies and attendance targets.

		• Push and Pull Factors document is completed in person to explore barriers to attendance and identify appropriate support. • Agreed strategies are implemented and coordinated by the class teacher and wider school staff where appropriate. • Parents and carers are signposted to relevant services and support agencies where barriers extend beyond the school's provision. • Attendance is monitored by the Attendance Team for all Letter 2 issued families over a four-week period, with ongoing communication maintained between school and home. The Attendance Team notifies the Senior Attendance Champion (Headteacher) and class teacher when attendance continues to decline and further strategies are implemented. • Improvements in attendance are recognised and celebrated by the class teacher and during assemblies where appropriate to reinforce positive attendance habits and maintain engagement (Attendance Recognition Certificates).			
	Band 2 (90.1 to 92%) 15 - 19 days	Universal and Band 2+ approaches continue, in addition to: • A formal Attendance Review Meeting is held with parents/carers by the Attendance Officer, a member of SLT and Class Teacher to discuss attendance concerns, identify barriers, gather the child's voice where appropriate, and agree expectations and support strategies moving forward. • A four-week Attendance Support Plan (Cycle 1) is developed collaboratively with the family, detailing	Take an active role in your child's Attendance Support Plan, working alongside the school to complete agreed actions and support positive attendance habits. Recognise and celebrate your child's attendance successes, helping them understand the value of attending school every day and making the most of	Attend or contribute to Attendance Review Meetings where appropriate. Support implementation of agreed actions within Attendance Support Plans. Work collaboratively with school and family to reduce identified barriers.	Contribute to the Attendance Support Plan, where appropriate (age and understanding). Work with Whipman Woods Flying High staff and

		agreed actions, responsibilities, support services and review dates, while attendance is monitored weekly by the Attendance Team with weekly family contact throughout the review period. - Where attendance concerns coincide with SEND, wellbeing, safeguarding, young carer or emerging inclusion needs, attendance is discussed through relevant multi-agency or Team Around the Child processes. This is coordinated through the SLT Inclusion meetings by the Inclusion Lead and Senior Attendance Champion. - Where a child has a social worker, the school will work proactively alongside Children's Services and the Virtual School where appropriate to ensure attendance barriers are understood and addressed. - Attendance improvements within the support plan are recognised through assemblies, direct communication with families in the form of Attendance Recognition certificates. - Any reduced or alternative timetable will only be used in exceptional circumstances, will form part of a planned reintegration pathway and will be reviewed regularly in line with both LA and DfE guidance.	every learning opportunity.		parents/carers/families towards agreed attendance goals. Engage positively with any support offered.
Bespoke Approaches Days Lost 20+		Role of Teachers and School	Role of Parents and Carers	Role of External Agencies	Role of Children
Stage 3 Bespoke Support Bands 3, 4, 5 and 6 (70% - 90%)	Band 3 (85 to 90%) 20 - 28 days	Universal and targeted approaches continue, in addition to: Letter 3 is issued when attendance falls below 90%, informing parents/carers that the child has reached the Persistent Absence threshold.	Continue to engage with Attendance Support Planning where applicable, completing identified actions. Engage with services and support identified. Celebrate improved attendance	Undertake assessments or reviews where attendance concerns form part of wider needs. Provide targeted intervention linked to wellbeing, SEND, health or family circumstances.	Share their school experience and identify what helps them to attend school. Participate in attendance

		• A second Attendance Support Plan is led by Attendance Officer with the support of the class teacher and a member of SLT to review attendance, identify barriers and agree targeted support. • Attendance team meets weekly with the parents/carer to review the Attendance Support Plan, recognising improvements and reinforcing agreed attendance targets. • Child may be placed on the Monitoring and Concern Register where applicable to reflect barriers identified and attendance being a concern. This decision with finalised at the fortnightly SLT TACF meetings. • Where attendance difficulties are linked to emotional wellbeing, anxiety, neurodivergence or mental health needs, support will focus on understanding barriers, making reasonable adjustments and implementing reintegration plans that enable the child to access full-time education successfully. • Where a child has a social worker, the school will continue to work proactively alongside Children's Services and the Virtual School where appropriate to ensure attendance barriers are understood and addressed. • Targeted attendance interventions are implemented to strengthen engagement, belonging, participation and successful attendance • alongside wider school-based support, such as Nurture, ELSA and Emotion Coaching, with the child's views gathered and used to inform and adapt support and intervention planning.	and promote the importance of excellent attendance.	Work jointly with school staff to monitor impact and progress. Attend Attendance Reviews where appropriate.	support and intervention programmes. Work with identified Whipman Woods Flying High Academy staff to achieve agreed attendance targets.
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		- Additional Attendance interventions are implemented where appropriate, including referrals to school-based or external agency support services. - Attendance support plan improvements continue to be recognised and celebrated in the weekly assemblies through Recognition of Attendance Certificates.			
	Band 4 (80% to 84.9%) 29 – 37 days	Universal, targeted and persistent absence approaches continue, in addition to: - Home visits are prioritised by the Attendance team following identified absences, particularly where concerns regarding engagement, wellbeing or vulnerability are evident. - The child will be placed on the Monitoring and Concern Register where applicable. - A third Attendance Review Meeting and formal Attendance Support Plan is initiated by the ACFSO to review attendance, identify barriers and agree targeted support. - Weekly formal parent/carer meetings with the Senior Attendance Champion to review Attendance Support plan, maintaining regular communication to reinforce agreed targets and support strategies. - Multi-agency Team Around the Child is considered in SLT TACF meeting where barriers are complex or longstanding, ensuring families receive coordinated support from relevant services.	Positively engage with Home Visits where applicable, working collaboratively with the school to improve attendance. Continue to engage with Attendance Support Planning where applicable, implementing identified strategies and completing any actions. Engage with school communications working proactively with identified school staff to improve attendance. Celebrate improved attendance and promote the importance of excellent attendance.	Participate in Team Around the Child discussions where required. Coordinate support alongside school-based interventions. Advise on personalised strategies, reasonable adjustments and reintegration support. Support home visits and engagement activity where appropriate.	Contribute to personalised attendance planning, where appropriate. Engage with agreed support strategies and transition arrangements. Maintain communication with identified staff regarding difficulties and successes.

		- Where attendance remains a significant concern despite sustained intervention and support, the school will implement the Local Authority Escalation Pathway, considering statutory interventions where appropriate. - The class teacher continues to promote a sense of belonging, maintaining strong relationships with the child and family, recognising any improvements in attendance to encourage continued progress. - Attendance support plan improvements continue to be celebrated through Attendance Recognition certificates in weekly assemblies.			
	Band 5 (75% to 79.9%) 38 – 47 days	Universal, targeted, and persistent absence approaches continue, in addition to: - Further Attendance Support Plan cycles are initiated to address barriers and promote attendance; this continues to be led by the Senior Attendance Champion. - Class teacher maintains planned weekly contact with the family to review the Attendance Support Plans, sustain positive relationships and reinforce attendance expectations. - LA Attendance Team continues to be actively involved where attendance continues to decline despite sustained intervention and formal escalation procedures implemented where appropriate.	Continue to work in partnership with the school through Attendance Support Planning, helping to put agreed strategies into place. Access and engage with any additional support or services that may benefit your child and family. Recognise and celebrate your child's progress in attendance, helping them build positive habits and understand the value of being in school every day.	Education Welfare and Local Authority Attendance Teams actively support attendance improvement. Monitor attendance plans and review progress. Ensure support remains proportionate and responsive to identified barriers. Provide challenge and support where attendance does not improve.	Take an active role in reviewing attendance goals. Engage with support services and interventions. Celebrate progress and recognise improvements in attendance.

	Band 6 (70% to 74.9%) 48 - 56 days	All previous approaches continue, in addition to: - Consideration of whether the child remains on the MAC register or should be on the SEND register where appropriate. - A Team Around the Child (TAC) meeting established to develop a Formal Attendance Contract with the family, coordinate multi-agency support, and agree clear expectations, actions, responsibilities, and outcomes to improve attendance. - Attendance Contract reviewed fortnightly by the Attendance Team, with progress, support, and any required adjustments subsequently reviewed on a half-termly basis through the TAC meeting, supported by regular involvement from relevant agencies, including the LA Attendance Team where appropriate. - Statutory attendance interventions continue to be considered in line with Local Authority procedures where support has not secured improvements. - Attendance contract improvements celebrated through Attendance Recognition certificates in weekly assemblies.	Work in partnership with the school through Attendance Contract planning, helping to put agreed strategies into place. Continue to access and engage with any additional support or services that may benefit your child and family. Recognise and celebrate your child's progress in attendance, helping them build positive habits and understand the value of being in school every day.	Attend Team Around the Child meetings regularly. Coordinate specialist support through a multi-agency approach. Clarify agreed actions, responsibilities and intended outcomes. Monitor effectiveness of interventions and review support plans. Provide advice and support regarding statutory attendance pathways where appropriate.	Continue to be actively included in all aspects of life at Whipman Woods Flying High Academy regardless of attendance level Attend meetings where appropriate and contribute their views. Work towards targets agreed through the Attendance Contract. Engage with specialist support and intervention programmes.
		Role of Teachers and School	Role of Parents and Carers	Role of External Agencies	Role of Children
Stage 4 Bespoke Support for Severe and Complex Attendance Needs	Band 7 (65% to 69.9%) 57 – 66 days	All previous approaches continue, in addition to: The Attendance Contract continues to be reviewed weekly by the Attendance Team and Class Teacher, with targets and actions adapted as required. Clear attendance milestones and timescales are agreed with the family, and progress is formally reported into	Continue to work closely with the school, attendance team and any other professionals involved, attending meetings and reviews to support your child's attendance and wellbeing.	Provide intensive intervention in line with identified needs. Support reintegration following periods of absence.	Engage with personalised attendance and reintegration plans. Work with adults

Bands 7-11 (Below 70%)		the half-termly Team Around the Child (TAC) meetings. - Attendance recognised as a significant inclusion concern, with the impact of attendance interventions, support plans, and the Attendance Contract subject to robust review through fortnightly Senior Leadership Team (SLT) TACF meetings to ensure accountability, oversight, and timely escalation where progress is limited. - Additional transition support considered following periods of absence to reduce anxiety and remove barriers to returning to school. Curriculum adaptations, reasonable adjustments, and personalised support reviewed where appropriate. - LA Attendance team's involvement remains active and statutory intervention processes continue where required.	Support agreed attendance strategies at home by maintaining routines, encouraging regular attendance and helping your child work towards their attendance targets. Share any concerns or difficulties as early as possible and engage with any support offered, so that barriers to attendance can be addressed quickly and your child can successfully attend and engage in school.	Contribute to risk assessments, attendance monitoring and safeguarding reviews. Work collaboratively with school to prevent further deterioration of attendance.	to identify strategies that support successful attendance. Attend school regularly and celebrate attendance successes.
	Band 8 (60% to 64.9%) 67 – 75 days	All previous approaches continue, in addition to: - Class Teacher works closely with Inclusion staff to implement highly personalised attendance and engagement strategies, including the development and review of associated plans where appropriate, to address identified barriers and promote sustained school attendance. - Multi-agency Team Around the Child (TAC) meetings continue half-termly. - The Attendance Contract remains under weekly review by the Attendance Team and Class Teacher, with attendance targets, actions and timescales refined as necessary. Progress and impact are	Attend all planned attendance review and TAC meetings, working collaboratively with the school and other professionals to support improved attendance. Follow and support the agreed attendance and reintegration plan at home, including established routines, transition arrangements and strategies to help their child attend school regularly. Maintain regular communication with the school	Maintain regular participation in multi-agency planning and review meetings. Ensure interventions remain coordinated and responsive. Support family engagement and attendance improvement efforts. Contribute to contingency and reintegration planning.	Contribute to reviews and planning discussions, where appropriate. Follow agreed reintegration and attendance strategies. Continue to communicate barriers, concerns and successes with

		formally reported into monthly TAC meetings to ensure accountability and coordinated oversight. Where attendance remains a significant concern, reintegration planning is prioritised following periods of absence, and the school maintains a robust balance of challenge and support.	and share any concerns promptly, enabling barriers to attendance to be identified and addressed quickly.		identified Whipman Woods Flying High staff.
	Band 9 (55% to 59.9%) 76 – 85 days	All previous approaches continue, in addition to: - The Senior Attendance Champion (Headteacher) undertakes a comprehensive review of the case and graduated response to evaluate the effectiveness of support, identify and implement any further actions required, and ensure interventions remain appropriate and impactful, with progress and outcomes monitored through fortnightly SLT Inclusion meetings.	Continue to work closely with the school and other professionals, attending meetings and reviews so that everyone can work together to support your child's attendance and wellbeing. Continue to support your child's attendance by following agreed routines and strategies at home, keeping in regular contact with the school, and sharing any concerns as early as possible so support can be put in place quickly.	Undertake formal reviews of support and intervention effectiveness as identified in meetings and reviews. Escalate concerns through appropriate safeguarding or statutory pathways where necessary. Provide specialist advice to support attendance recovery. Ensure coordinated agency oversight is maintained.	Continue engaging with all agreed support plans. Maintain regular contact with identified Whipman Woods Flying High Academy staff. Participate in strategies designed to re-establish school attendance and being part of the Whipman Woods Flying High Academy family.
	Band 10 (50.1% to 54.9%) 86 – 94 days	All previous approaches continue, in addition to: - Attendance identified as a significant risk to educational achievement and wellbeing. A formal Attendance Case Study is completed and reviewed through fortnightly SLT TACF meetings to evaluate impact and determine further action.	Continue to work closely with the school, Local Authority and other professionals, attending all meetings and reviews and taking an active role in helping your child achieve and maintain regular attendance. Continue to prioritise your	Attendance recognised as a significant vulnerability requiring intensive multi-agency oversight. Review risks relating to education, wellbeing and safeguarding.	Engage with all available support. Continue working towards achievable attendance targets,

			child's attendance by consistently supporting agreed plans at home, encouraging daily school attendance, and working with school to address any difficulties quickly so attendance improves and is sustained over time.	Support implementation of statutory attendance processes where appropriate. Coordinate specialist services with school and monitor impact.	celebrating success.
	Band 11 (50% or below) 95 days +	• All previous approaches continue, in addition to: • Attendance recognised as a critical safeguarding, inclusion, and educational concern. Severe absence closely monitored by the Attendance Officer. Senior Leaders maintain oversight through fortnightly SLT Inclusion meetings, ensuring attendance, welfare and statutory responsibilities rigorously reviewed. • A highly personalised programme of support agreed and implemented by the Inclusion team, including tailored timetables, reintegration planning and reasonable adjustments, with progress reviewed fortnightly to maximise engagement and support a return to full-time education. • The Class Teacher maintains regular contact with the child to sustain connection, belonging and engagement with school, while attendance improvements, however small, are recognised and celebrated to encourage sustained positive change.	Continue to work closely with the school, Local Authority and all professionals involved, attending all meetings and engaging fully with agreed plans to support your child's return to and engagement with education. Continue to prioritise and promote daily attendance by working with the school to overcome barriers, supporting all agreed strategies at home, and taking an active role in helping your child re-engage with learning and achieve sustainable improvements in attendance.	Attendance recognised as a significant safeguarding, welfare and educational concern. Multi-agency partners coordinate intensive intervention and oversight. Specialist services contribute to comprehensive assessment and planning. Statutory and safeguarding procedures are implemented where necessary. Support remains focused on re-engagement, safety, inclusion and successful return to education.	Remain connected to the Whipman Woods' family. Share their feelings, needs and aspirations to inform support. Celebrate all attendance gains and progress towards attending school every day.

Appendix 2:

Attendance Support: Push and Pull Factors

Name	XX	Year Group	X	Class	XX	Date	XX.X.XX
Key Information (Context, Attendance data and trends, Behaviour and SEND)							
Context: - XX is known to experience anxiety, although no formal diagnosis has been made. - XX is eligible for Pupil Premium funding. - XX has expressed worries about SATs and the transition to secondary school. Attendance and Punctuality: - Current attendance is 78% (as of the end of the Autumn Term 2026). - XX is classified as persistently absent, with a persistent absence rate of 12.3%. Patterns in attendance indicate that XX is more likely to be absent: - On Mondays. - Following weekends, when the morning routine appears particularly challenging. - On days when spelling assessments, SATs preparation or SATs-related activities are scheduled. Behaviour and Social Relationships: - XX has a small friendship group. - During the past 12 months, there have been two incidents involving the same friendship group. Both incidents related to difficulties with maintaining respectful relationships and interactions. - Following each incident, staff provided support through restorative approaches and facilitated discussions to support positive friendships and relationship-building.							

- As part of the school's behaviour curriculum and PSHE provision, the class has participated in learning activities designed to develop understanding of healthy relationships, friendship skills and respectful behaviour.
- Friendship dynamics have been monitored by senior leaders during playtimes and lunchtimes. This included a two-week period of targeted check-ins with the friendship group at the start of Autumn 2.
- There have been no recorded incidents of bullying involving XX.

SEND

- XX is not currently identified as requiring SEND Support and is not recorded on the SEND register.
- The school assesses that, with improved attendance and consistent engagement in learning, XX has the potential to achieve Age-Related Expectations (ARE) across all curriculum areas.

Stakeholder	Factors pushing towards school	Factors pulling away from school
Child	- I want to see my friends - I want to get good results in my SATs and be ready for secondary school - I feel like I am missing out when not at school	- I feel anxious in large groups - I feel worried when adults put me on the spot to answer questions - Playtimes can be rough sometimes - I love being at home

Stakeholder	Factors pushing towards school	Factors pulling away from school
Parent/carer	- XX misses her friends and feels like she is missing out - XX enjoys Maths and likes her class teacher - XX has positive days and is determined to come into school - XX wants to get good SATs results	- Every morning it's a battle to get XX and her younger brother up, dressed, and ready for school - XX is not interested in clubs anymore - My husband and I recently separated, so things have been tough at home - Sometimes it is easier to let them stay at home as it is a fight some days and I don't have the energy
Class Teacher	- XX is viewed as a valued and respected member of the class community. - XX responds positively to reassurance, encouragement and recognition of her achievements. - XX demonstrates a strong work ethic and consistently strives to do her best. - XX takes pride in her academic performance and enjoys seeing positive outcomes in spelling assessments and practice SATs activities. - XX shows ambition and a desire to achieve well academically.	- XX can place significant pressure on herself and has particularly high expectations of her own performance. - XX sometimes worries about making mistakes and can be reluctant to engage unless she feels confident in her understanding. - Periods of absence can lead to gaps in learning, which appear to increase feelings of disengagement or uncertainty when returning to class. - XX does not always seek help when she is unsure and often prefers to work independently, even when additional support would be beneficial.

Stakeholder	Factors pushing towards school	Factors pulling away from school
Class Teaching Assistant	- XX demonstrates clear aspirations for her future and frequently talks about achieving success during secondary education and beyond. - XX understands the importance of education in helping her achieve her long-term goals. - XX values friendships and recognises the importance of maintaining positive social relationships. - XX is motivated by opportunities to learn and achieve.	- XX displays signs of anxiety in larger group situations and during lessons that require speaking in front of the class. - XX can find it difficult to maintain friendship connections following periods of absence, as she often feels she has missed important social interactions and experiences. - Missing school can increase feelings of disconnection from both learning and peer relationships, making return to school more challenging. -
Completed by	Role	Date
XX	Class Teacher	XX.X.XX
XX	TA	
XX	Mum	
XX	Child	

Appendix 3:

Whipman Woods Flying High Academy: Attendance Support Plan

Name of Child	DOB	Class and teacher	Year Group	Other Specific Information	Current Attendance including any trends and patterns
				SEND, Family Circumstances, Travel arrangements	E.g. 88% Mondays regular day of absence
Child's View	Parent/Carer View		School View		Date of Review
Feel free to use the Attendance Support: Push and Pull Factors document to capture	Feel free to use the Attendance Support: Push and Pull Factors document to capture		Feel free to use the Attendance Support: Push and Pull Factors document to capture		No later than four weeks
Attendance Week 1	Attendance Week 2		Attendance Week 3		Review
Overall attendance to improve week on week and for this to be maintained. Date: Attendance: Comment e.g. 10% increase from last week. Shared success with parent/carers using Class Dojo	Overall attendance to improve week on week and for this to be maintained. Date: Attendance: Comment e.g. A further 5% increase from last week. Shared further success using Class Dojo		Overall attendance to improve week on week and for this to be maintained. Date: Attendance: Comment e.g. A sustained improvement of 8% since the support plan has been in place. Complete Review and share findings with parents/carers.		Completed by school after three weeks of monitoring and support, identify next steps and notify parents. Next steps could include: - Sustained improvement in attendance so school to continue to monitor attendance - Further meeting with parents/carers to complete a second Attendance Support Plan - Liaise with Class Teacher and SENDCo (where applicable) - Seek external agency and /or Local Authority support and advice in terms of next steps

Barrier to Attendance	Strategies	Person(s) Responsible	When (Daily/Weekly/Monthly)
Example: Feeling overwhelmed by the amount of work that has been missed and not doing well in the Y6 SATs tests	Daily pre teach prior to English and Maths to develop confidence and understanding	Class TA	Daily (5 minutes before the start of each lesson)
	After school 2:1 catch up boosting sessions in Reading and Maths	Y6 Teacher	Every Tuesday for six weeks (3:30 – 4:30pm)
	Free Breakfast Club and support with homework missed	Breakfast Club Leader	Three times per week (8:15am until 8:45am)
	Identified buddy system in classroom to support with learning	Identified peer group of XX and XX	Daily in all lessons
	Additional adult directed support as part of lessons	Y6 Teacher and TA to support learning and check understanding after modelling to the class	Daily in all lessons
	Teacher to focus on reactivating prior learning before introducing new learning	Y6 Teacher and PPA Teacher to follow the lesson design model for all subjects	Daily in all lessons

Appendix 4:

Elective Home Education Statutory School Process

Elective Home Education (EHE) is when a parent or carer chooses to take full responsibility for their child's education by educating them at home rather than securing regular attendance at school. While education is compulsory, attendance at school is not, and when EHE is chosen the school must follow a statutory process to notify the local authority, share relevant safeguarding and SEND information, and remove the child from roll appropriately.

Elective Home Education must be managed in line with Children Missing Education (CME) duties to ensure no child becomes missing from education because of deregistration. While a child electively home educated is not automatically missing education, schools have a statutory duty to notify the local authority promptly of the parent/carers' decision so the local authority can satisfy its duty under section 436A of the Education Act 1996 to identify children not registered at a school and ensure they are receiving suitable education. Accurate and timely notification, lawful removal from roll, and appropriate information sharing prevent gaps in education, support safeguarding oversight, and protect against unlawful off-rolling or CME status arising through delay or error.

Flexi-schooling is different from Elective Home Education and is a discretionary arrangement where a child is educated partly at school and partly at home while remaining on the school roll. There is no automatic right to flexi-schooling, and it can only take place with the agreement of the Headteacher (in collaboration with the Flying High Partnership), who retains responsibility for the child's attendance, safeguarding and educational provision during school sessions.

For the purposes of Elective Home Education, "parent/carers" means a person with parental responsibility, as defined in section 576 of the Education Act 1996. National arrangements for children not in school are expected to evolve following implementation of the Children's Wellbeing and Schools Act 2026 and associated regulations.

STEP 1 – Parent/Carer Notifies the School

Parent/carers inform the Headteacher in writing that they wish to electively home educate their child. Verbal requests should be followed up in writing.

Key statutory points

- Education is compulsory; school attendance is not (Education Act 1996, s7)
- Elective Home Education (EHE) must be a parental decision – schools must not encourage or suggest it

School actions:

- Log the date the written request is received
- Acknowledge receipt (best practice)
- Offer a discussion with the Headteacher without delaying the process (best practice, not a requirement)
- School must not delay deregistration while trying to resolve issues
- The school should ensure the parent/carers understands the implications of Elective Home Education and signpost them to Local Authority EHE information and guidance. Any discussion must be impartial and must not seek to discourage or encourage EHE

- Where concerns exist regarding attendance, behaviour, anxiety, exclusion risk, unmet SEND needs or parental dissatisfaction, the school should record any support offered. However, the parent/carer's decision to electively home educate must remain their own and must not be influenced by pressure from the school
- Schools must not seek evidence of the suitability of the proposed home education, as this is a matter for the local authority

STEP 2 – Immediate Safeguarding and SEND Checks (Same Day)

Schools retain safeguarding responsibility until the child is removed from roll (KCSIE). Known safeguarding risks must be shared with the Local Authority.

School must check:

- Any current safeguarding concerns, Early Help, CIN, CP, or contextual risks
- SEND status, including SEND Support and EHCP (mainstream or special school). An important EHCP distinction is if the child has mainstream named on the EHCP, the parent/carer can deregister, but the LA must be notified by the school. If specialist school is named in the EHCP then LA **consent** is required before removal from roll
- Any attendance, behaviour, suspension, managed move, alternative provision, inclusion support, fair access or exclusion processes underway
- Consider whether the request for EHE may be linked to unmet needs, bullying concerns, emotionally based school avoidance (EBSA) / Anxiety Related Non-Attendance (ARNA) attendance difficulties, SEND concerns or recent safeguarding events. This consideration must not delay deregistration but should be recorded and shared with the Local Authority where appropriate

STEP 3 – Notify the Local Authority Promptly

School must inform the LA without delay once a parent /carer elects to home educate. The child should remain on roll until the school's Local Authority notification process has been completed and all required information has been submitted. Where safeguarding concerns exist, the Designated Safeguarding Lead should ensure relevant records are transferred securely to the Local Authority in accordance with information-sharing requirements.

LA-specific process:

- Nottinghamshire – [EHE referral / notification to EHE team](#) and have produced a [best guide for schools and professionals](#)
- Nottingham City – EHE referral to [EOTAS / Education Welfare](#) Educated Other Than At School (EOTAs)
- Leicestershire – [Inclusion / Home Education Service](#) and have produced a [LCC EHE Policy](#)
- Derbyshire – Mandatory digital deregistration form via Schools Net (sign-off required) and includes [Derbyshire's approach to EHE](#)

The information schools must share is as follows:

- Child and family details
- Date of deregistration
- Safeguarding information
- SEND information
- Last school attended

STEP 4 – Attendance Recording During the Process

Until the child is removed from roll:

- Continue to record attendance as normal
- Use existing attendance codes e.g. illness, authorised absence

STEP 5 – Remove the Child from Roll

When to remove from roll:

- On the date specified by the parent once LA notification is complete in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and associated DfE guidance

Authorisation:

- Headteacher. Some Local Authorities also require DSL/SENDCo sign-off e.g. Derbyshire

Record-keeping:

- Keep Parent's/Carer's written notification, Local Authority referral confirmation, Attendance records and Safeguarding checks made.

STEP 6 – Post-Deregistration Safeguarding Responsibilities

Once removed from roll safeguarding responsibility transfers to the LA. However, schools must still share any historical or emerging safeguarding concerns if new information becomes known (KCSIE information sharing duty).

STEP 7 – What Schools MUST NOT Do

- Encourage EHE to manage behaviour, attendance or SEND
- Delay deregistration due to attendance concerns
- Refuse deregistration (unless special school EHCP applies)
- Continue attendance enforcement after roll removal
- Suggest EHE as an alternative to suspension, exclusion, attendance intervention or SEND support
- Remove a child from roll before the statutory process has been completed
- Ask parents/carers to sign EHE paperwork to avoid formal attendance, behaviour or safeguarding procedures
- Use EHE as a mechanism to improve attendance data or performance outcomes

Ofsted may consider patterns of Elective Home Education, pupil movement and removal from roll as part of its evaluation of leadership, safeguarding, attendance, inclusion and the quality of education. Schools should be able to demonstrate that Elective Home Education decisions were entirely parent/carers led and that all statutory processes were followed.

STEP 8 – Governance and Quality Assurance

- The Headteacher should maintain oversight of Elective Home Education requests and ensure any emerging themes are reviewed
- Governors, Trustees or Local Governing Bodies should receive periodic anonymised reports on: Number of EHE requests, Children with SEND moving to EHE, Attendance profile prior to deregistration, Safeguarding themes and actions taken to prevent off rolling

This information should be used to support strategic safeguarding, attendance and inclusion oversight.

Key Statutory References

[Elective Home Education: Guidance for LAs and Schools \(DfE, updated Aug 2024\)](#)

[Working Together to Improve School Attendance \(DfE\)](#)

[Keeping Children Safe in Education \(current statutory guidance\)](#)

[Education Act 1996, s7](#)

[Education \(Pupil Registration\) Regulations 2006](#)

[Children Missing Education](#)