# Sherdley Primary School

# Attendance Policy
# 2026

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| **Date Published & Agreed:** | April 2026, reflective of DfE Guidance 'Working together to improve school attendance, 2024 |
| **Review:** | Spring 2027 |

**'Growing Together, Respecting Each Other'**

## Introduction

Sherdley Primary School recognises that good attendance, alongside good behaviour, is a central part of our vision, values, ethos and day to day life.

This document is designed to foster a spirit of teamwork, ensuring that everyone works together for the benefit of the children in our care. For our children to gain the greatest benefit from their education it is vital that they attend regularly and should be at school, on time, every day the school is open unless the reason for the absence is unavoidable. It is important therefore that parents ensure that their child attends regularly and that school takes all reasonable measures to ensure equality of access for pupils; and this policy sets out how, together, we will achieve this.

## The Importance of School Attendance

*'Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.' [p.8 Working Together to Improve School Attendance, Aug 2024]*

**Learning:**

Children are only able to access the quality learning opportunities offered at Sherdley Primary if they are in attendance. This includes provision for additional pastoral and emotional support to address any identified, child specific needs.

The pupils with the highest attainment at the end of Key Stage 2 have higher rates of attendance compared to those with the lowest attainment. At Key Stage 2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7% compared to 3.5% among those meeting the expected standard.
[Taken from p.8 Working Together to Improve School Attendance. Aug 2024]

Ensuring children's regular attendance at school is a parent's legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

**Safeguarding:**

A child may be at risk of harm if they do not attend school regularly. Safeguarding the interests of every child is everyone's responsibility.

Working together to improve school attendance, August 2024 p.9 states:

*'For the most vulnerable pupils. Regular attendance is also a protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms, including crime (the proportion of children that had been cautioned or sentenced for any offence that had ever been persistently absent was 81% and for serious violence offence was 85%)'*

Failing to attend school on a regular basis may be considered as a safeguarding matter. Home visits, Support from School Nurse / 0-19 Health Team, School based attendance support, Notice to Improve, Level 2 referrals for Early Help support, as well as Level 3 social care referrals to the Local Authority Safeguarding team could occur as a result of attendance concerns.
In line with KCSIE, patterns of absence, repeated removal from class, or the use of a part-time timetable may indicate underlying safeguarding concerns. Attendance issues will always be considered within the school's safeguarding procedures.

[SEE APPENDIX B]

## Regular Attendance

Working together to improve school attendance, August 2024 p.8 states:

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

The law in relation to the regular attendance of a child at school is strict in the application of this responsibility. We always seek to support our parents and carers in carrying out their legal responsibility.

A child's learning journey starts at the very beginning of their Early Years education, and this is an important time for parents and carers to embed good habits of attendance and punctuality with their child, which will follow them through school life and the wider world beyond school.

Parents and carers are expected to have good routines in place to ensure their children are prepared for school each day and are ready to learn by attending regularly and being in school on time. Once established, these routines help greatly in supporting children to become independent learners with fewer anxieties about expectations and the overall structure of the school day.

We also recognise that at times difficulties or changes may arise within a family or home life which can impact upon a child's learning and school attendance. In such cases it is very important for a child, parent or carer to speak to us so that we can listen and discuss the best possible way forward. Ensuring that a child's education is not interrupted or impacted by these situations is very important, and regular school attendance should always be seen as a positive and stable part of what can sometimes be a more disrupted home life (which can be for multiple reasons, of varying time scales.)

Please speak to your child's class teacher or call or contact school and speak to Mrs C Eccleston, our Attendance Support Officer if you have any queries or concerns.

## The Law Relating to Attendance and Safeguarding

Section 7 if the Education Act 1996 states that *'the parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable: -*

*(a) To age, ability and aptitude, and*
*(b) To any special educational needs he/she may have*
*Either by regular attendance at school or otherwise.'*

The September 2024 document entitled 'Keeping Children Safe in Education' refers all schools to Section 175 of the Education Act 2002 which places a duty on local authorities and governing bodies to have regard to guidance issued by the Secretary of State with regard to safeguarding and promoting the welfare of children and students under the age of 18.

## Attendance Registers

The law requires all schools to have an attendance register. All pupils (regardless of their age) must be placed on the register. The attendance register is taken twice daily and on each occasion a record is made as to whether a pupil is:

- Present
- Attending an approved educational activity (such as a planned school visit)
- Absent due to illness or another verified and previously known reason (such as a pre-arranged medical appointment)
- Not in school without a reason supplied

School will follow up any absences in order to:

- Ascertain the reason for absence if the reason has not been previously supplied
- Ensure correct safeguarding procedures are followed if necessary (see Absence and First Day Response

Procedures for further information)

- Identify, and if necessary, amend codes used on the official register based on new or previously inaccurate information
- Ensure the most accurate information is recorded so that the School Census and other reports based on attendance data are as accurate as possible

### Close of Registers

Registers close at a set time in order to maintain the required level of curriculum provision for children, and also to establish a suitable point for monitoring each day. The standard close of registers is 9.10am for all age groups. Repeated lateness is not acceptable and causes disruption to the curriculum and learning of children, as well as negatively impacting upon children's mental well-being and feelings of anxiety. Children who arrive late for school miss the important opportunity to 'catch up' with friends, may miss important information about the plan for the day and are often not in the best frame of mind for learning. This often manifests itself in children feeling left out, confused, anxious and eventually not wanting to come to school.
Arrival of pupils after the official closure will result in an unauthorised 'U' code being applied, which can impact negatively on children where we are monitoring and seeking to improve attendance and could result in a Fixed Penalty Notice being issued.

## Understanding Types of Absence

Every half-day absence from school has to be classified by the school (not by the parents), as either AUTHORISED or UNAUTHORISED.

**Authorised Absence:** When a child has been away from school for a legitimate reason and the school has received notification from a parent or carer which fits this description. For example, if a child has been unwell and the parent/carer has used the online APP facility to inform the school, or a request has been made for an absence due to a medical appointment.

**Unauthorised absence:** When a child is away from school without a valid reason, even if the parent supports the absence. Absence without a valid reason or explanation is recorded as Unauthorised. For example, a holiday taken in school time, keeping a sibling away from school due to one child being ill, or repeated absences for illness which are not supported by evidence of medical treatment being sought.
APPENDIX B will be followed in relation to the level of support required in each case.

## Absence and First Day Response Procedures

**Parents, If your child is absent, you must:**

- Contact school before 8:30am or as soon as possible, on the first day of absence. This should be done using the school APP which means the information can instantly be added onto the registers and often means further contact is not required.
- This can also be done via a phone call to school 01744 678683.
- Make contact with school <u>every day either by the school APP or telephone</u> to keep us updated.
- Alternatively, you can call into school and report the reason for absence to the school reception team.
- THIS IS ONE OF OUR WHOLE SCHOOL SAFEGUARDING PRODECURES – TO ENSURE THAT ALL CHILDREN ARE SAFE.

**If your child is absent, we will:**

- Update our register with the information you have provided for us, and if necessary, follow up to ascertain further details so that we use the accurate coding.
- Review and monitor returns to school, including amending any codes on the register – for example authorising an absence for illness if a child returns with antibiotics, or unauthorising an absence if we have reason to believe that a holiday has been taken in term time without seeking the relevant permission.
- In the case where a reason for absence has not been provided by the parent/carer and the explanation cannot be ascertained by school, we will initiate safeguarding procedures and the DSL/DDSL will decide on the best course of action to ensure the safety of the pupil. This could result in communication with siblings' school, a

home visit and/or advice from social care where appropriate.

- Contact with Social Worker - Where a pupil has an allocated social worker, school will notify them of any unexplained absences or emerging patterns of concern, in line with statutory safeguarding expectations.
- APPENDIX B will be followed in relation to the level of support required in each case.

### Telephone Numbers and Contact

There are times when we need to contact parents for many reasons, including absence. Parents must ensure the school always has an up-to-date phone number, email address and home address – if we don't then something important may be missed. It is VITAL that one member of the household has access to the school online APP facility as this is the main, and most secure method of communication between home and school.

**Data Sharing with the Local Authority**

School will share required attendance and pupil information with the Local Authority, in line with statutory duties and *Working Together to Improve School Attendance*. For example:

- **Children Missing Education (CME):** the Local Authority is notified where a pupil has 10 or more consecutive sessions of unauthorised absence.
- **Elective Home Education (EHE):** children are **not removed from the school roll until the Local Authority has confirmed that the EHE notification has been accepted**.
  The Local Authority uses this information to support safeguarding, ensure appropriate enquiries are made, and fulfil its statutory responsibilities.

## Punctuality

We know that there are some occasions when a child or family may be running a little late. This should be rare. Persistent poor punctuality is not acceptable. If a child misses the start of the day, they will miss work as lessons start promptly each day. This includes crucial information to support their learning. Children who are late also do not spend time with their class teacher getting vital information and news for the day, and they disrupt lessons for others; this can be embarrassing for the child and can also encourage further absence.

### How we manage lateness

The standard school day starts at and **8.40am** for Reception and Key Stage 1, doors will close and registration takes place at **8:45am**. Key Stage 2 school day starts at **8:45am** with doors closing and registers being taken at **8:50am**. **If your child arrives later than this, they will need to come into school via the main entrance.**
Teaching staff will be available for 5 minutes at the beginning of the school day so that parents and carers can quickly inform staff of any important information. If an extended meeting with the class teacher is required, this can be requested on the school app. It is important that discussions at the beginning of the school day are swift, in order to complete the school register and to start the morning learning activity. This is in line with whole school Safeguarding Risk Assessments.

At **9.10am** the registers will be closed. In accordance with the Regulations, if a child arrives after that time, they will receive a 'U' mark that shows them to be on-site, but does **not** count as a present mark and it will result in an unauthorised absence. This may result in a Fixed Penalty Notice if the problem persists and specific threshold is met.

## Leave of Absence Request for Exceptional Circumstances

Sherdley Primary School is committed to ensuring high levels of attendance to support student achievement and well-being. Parents and carers are legally required to ensure their child attends school regularly. In line with The Education Act 1996 (Section 444), failure to do so without acceptable reason may result in legal action.

### Requests for Leave of Absence During Term Time

Leave of absence during term time will only be authorised in exceptional circumstances. Parents/carers must submit an application in advance of the period of absence to the headteacher via the school app.

**Parents/carers must complete a 'Exceptional Leave of Absence Request'** form, which is available on the school APP. The request should detail the reason for the absence and include any relevant supporting documentation. The Headteacher will consider the individual circumstances, but family holidays, trips, or events such as birthdays or weddings are not considered exceptional circumstances.

The final decision on whether an absence is authorised rests with the Headteacher, in line with statutory guidance from the Department for Education (DfE).

### Part-Time Timetables

Part-time timetable (NIROFTE – Not In Receipt of a Full Time Education) will only be used in very exceptional circumstances, never as a behaviour management tool. They must be agreed with parents, time-limited, include regular review dates, and form part of an appropriate support or reintegration plan.

### Penalty Notices for Unauthorised Absence

If a parent decides to take a leave of absence without authorisation from the Headteacher and the unauthorised absence meets the LA Code of Conduct Penalty Notice criteria of 10 sessions absence (5 school days) within a 10 school week period, the Local Authority will issue a Penalty Notice fine. Penalty Notice fines are £160 to be paid within 28 days, reduced to £80 if paid within 21 days. If unpaid after 28 days the fine is withdrawn. Parents are then at risk of prosecution for the original offence of failing to secure regular attendance at school (Section 4441 of the Education Act 1996). This offence carries a maximum fine of £1000.

If a second Penalty Notice is issued to the same parent for the same child within a rolling 3 year period the fine will be £160 with no option to pay the lower rate of £80. A limit of 2 Penalty Notices can be issued to the same parent for the same child within a rolling 3 year period.

At the third or subsequent offence the Local Authority will consider a prosecution or other Attendance Legal Intervention.

**Penalty Notices are issued individually to each parent for each child.**

**We encourage parents and carers to prioritise attendance and work in partnership with school to ensure that every pupil has the best opportunity to succeed.**

## Pupils at risk of Persistent Absence (PA) Below 90% Attendance

Sherdley Primary School will ensure it provides support to pupils at risk of persistent absence (PA).

School will:
• Establish and implement a range of interventions to address barriers to attendance.
• Monitor the implementation and quality of escalation procedures.
• Attend or lead attendance reviews in line with escalation procedures.
• Establish robust escalation procedures which will be initiated before absence becomes a problem by:
- Implementing a Graduated approach to monitoring and supporting attendance issues (See Appendix B)
- Sending letters to parents.
- Supporting the child and family to remove barriers to good attendance.
- Having attendance meetings.
- Referral to the pastoral team.
- Engaging with LA attendance team.
- Using fixed penalty notices.
- Creating opportunities for attendance discussions with parents/carers.

Whereby a pupil has been identified as Persistently Absent, school will:
• Welcome pupils back following any absence and provide catch-up support to build confidence and bridge gaps.
• Meet with pupils to discuss patterns of absence, barriers to attendance, and any other problems they may be having.

• Establish plans to remove barriers and provide additional support.
• Perform weekly tracking to review progress and the impact of support.
• Make regular contact with families to discuss progress.
• Consider what support for re-engagement might be needed, including for vulnerable groups.

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's safeguarding responsibilities.

## Children Missing from Education (CME)

Sherdley Primary follows statutory Children Missing Education (CME) procedures. A pupil who has 10 or more consecutive sessions of unauthorised absence triggers a requirement for school and the Local Authority to undertake reasonable enquiries to establish the child's whereabouts before any deletion from roll is considered.

## School Attendance Targets and Rewards

The DfE sets attendance expectations for all schools to help identify and address emerging patterns of concern; for example, Friday attendance at Sherdley has been highlighted as an area requiring improvement, and in response we have introduced a Friday home-visit strategy whereby, if a child is absent on a Friday, there is a possibility that a member of staff may carry out a home visit to check on their wellbeing, explore any barriers to attendance, and offer appropriate support such as pastoral referrals or early help where needed.

At Sherdley, our whole school aspirational attendance target is 96%. We encourage ALL children to aim for this, whilst continuing to aspire for 100%. We celebrate when individuals, classes and the whole school meets 96% or better.

Through the school year, we regularly monitor absences and punctuality to show us where improvements need to be made and also to reward children for consistent, positive attendance and punctuality. Parents receive updates on their child's attendance at the end of each half term.

Some examples of positive ways we celebrate good attendance:

We share via the school intercom system when we reach our whole school attendance target of 96% in order to celebrate the achievement as a whole school.

We have a weekly class attendance league which is shared with the children together with a class certificate and individual sticker. This enables children to work towards a WEEKLY reward.

We have class winners of the 'Punctuality Clocks' that are shared during our celebration assembly. 2 winners in Key Stage 1 and 2 winners in Key Stage 2.

There is then a HALF TERMLY reward which can be worked towards – individual pupils receive 100% stickers. Following on from this a TERMLY certificate and attendance prize is available.

All positive attendance news is shared regularly with parents on the school app.

## Responsibilities for Attendance

**Senior Attendance Champion**

The school's **Senior Attendance Champion** is **Mrs Katie Bennett, Deputy Headteacher**. In line with the *Working Together to Improve School Attendance* guidance, she provides strategic leadership for attendance, oversees whole-school attendance systems and data, ensures early identification of patterns and emerging concerns, leads multi-agency work where appropriate, and ensures that attendance remains a key priority across the school.

**Sharing Daily Attendance Data**

In line with national requirements, school shares daily attendance data securely with the Department for Education through our MIS system. This allows access to the View Your Education Data tool to support early identification of attendance concerns.

Regular school attendance is a shared responsibility that involves the whole school community, including pupils, parents, senior leaders, governors, school staff and the local authority. The Department for Education's guidance, *Working together to improve school attendance (August 2024)* emphasises that 'attendance is everyone's business'. At Sherdley, we communicate regularly with pupils, parents, school staff and the governing body regarding attendance.

In addition to this, all class teachers and class based LSAs have a responsibility for monitoring the attendance of pupils in their class, linked to their attainment and also as a part of basic Safeguarding principles. Staff are expected to monitor attendance and record concerns on the CPOMS system, using the appropriate Attendance category. Staff are expected to discuss these concerns with parents/carers and pupils in order to quickly identify the reasons for absences and for support to be put in place and monitored. We have a **Pastoral & Safeguarding Manager - Mrs C Eccleston**, if you require any further advice or support regarding your child's attendance, please contact via the main school office on 01744 678683.

Mrs Eccleston will identify pupils requiring additional support and aims to build strong relationships with families, including listening to and understanding any barriers to attendance, and will work with families to help remove them.

SEE APPENDIX B for more details.

Any identified concerns will also be monitored and actioned by the following, using the Graduated Approach to Attendance:

**Mr Tom Gawne** **Headteacher**

**Mrs K Bennett** **Deputy Headteacher, Attendance Champion and Designated Safeguarding Lead**

**Mrs J Stroud** **Assistant Headteacher and SENCO**

**Mr M Davies** **Assistant Head Teacher**

**Mrs C Eccleston** **Pastoral and Safeguarding Manager**

## Summary

Attendance is the essential foundation to positive outcomes for all pupils and is therefore seen as everyone's responsibility at Sherdley. We have a continuing responsibility to proactively manage and improve attendance across the school community, working with parents and carers, who have a legal responsibility to ensure that their child/ren attend regularly.

The school has a legal duty to publish its absence figures to parents and to promote attendance.

## Equality Statement

At Sherdley Primary, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs. We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

## Date of Policy & Reviews

**Reviewed:**

March 2026 – Updated and amended to comply with KCSIE 2026 and Working Together to Improve School Attendance August 2024
February 2025 - Updated following Working Together to Improve School Attendance August 2024
January 2023 - Updated and amended with Appendix B Graduated Response Stages to Attendance
July 2022 - Updated following Working Together to Improve School Attendance May 2022
January 2022 and updated in line with current COVID situation nationally.
September 2014 and updated May 2015, November 2015, September 2016, Sept 2018 and Feb 2021

**To be reviewed:** Spring 2027 or sooner if Government expectations change.

**APPENDIX A**

**WORKING TOGETHER TO IMPROVE ATTENDANCE FLOW CHART**

The following flow chart is taken from p.10 of Working Together to Improve Attendance in Schools. August 2024

The Sherdley Attendance Flow Chart (APPENDIX B) has been designed to reflect this graded approach to attendance.

**EXPECT**

**Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.**

**MONITOR**

**Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.**

**LISTEN AND UNDERSTAND**

**When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.**

**FACILITATE SUPPORT**

**Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.**

**FORMALISE SUPPORT**

**Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.**

**ENFORCE**

**Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.**

**APPENDIX B**

## GRADUATED APPROACH STAGES TO ATTENDANCE

In order to ensure that all attendance concerns are responded to efficiently, a graduated approach has been implemented at Sherdley Primary School. The following 5 stages describe how we will respond to attendance concerns.

### Attendance Concerns

- Attendance below 94% is considered an attendance concern
- Persistent Absentee below 90% Attendance
- Entrenched poor attendance significantly below 90%
- Absence patterns
- Lateness
- Lateness after the register closes
- School anxiety that requires pastoral support
- Family circumstances that impact on attendance

### Stage 1 – Class Teachers and/or Support Staff

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| An attendance concern is identified either by attendance data monitoring or by class teacher/support staff observations. | • Class Teacher and/or Support Staff to speak to pupil and parent/carer to identify the reasons for attendance concerns.<br>• Record actions on CPOMS.<br>• Support to be put in place and monitor.<br>• If no improvements are seen move to Stage 2. |

### Stage 2 – Pastoral & Safeguarding Manager

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| Escalation to Attendance Support Officer if no improvements are seen. | • Pastoral & Safeguarding Manager will contact parent/carer to discuss attendance concerns.<br>• Pupil voice to determine any barriers to attendance.<br>• Medical Evidence Requests to be sent if appropriate.<br>• Support to be put in place in order to remove barriers and monitor.<br>• If no improvements are seen move to stage 3. |

### Stage 3 – Attendance Support Officer Attendance Contract Meeting

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|---|---|
| Escalation to an Attendance Contract meeting if poor attendance continues and improvements are not seen. | • Communicate with parents/carers and arrange a meeting to discuss how to improve attendance.<br>• Clear expectations for improvements to be discussed and set out in an attendance contract and/or Notice to Improve.<br>• Home visits may occur if absence continues.<br>• Monitor and follow-up meeting to be arranged |



| **Stage 4 – Senior Leadership Team** | |
|---|---|
| Escalation to Headteacher and/or Senior Leaders if absence persists and support is not working or not being engaged with. | • Review previous stages.<br>• Attendance meeting to be arranged with a member of the Senior Leadership Team where concerns will be discussed, and next steps outlined.<br>• A Fixed Penalty Notice may be issued.<br>• Monitor and follow-up meeting to be arranged.<br>• If absence persists, move to stage 5. |



| **Stage 5 - Education Welfare and/or Social Care Referral** | |
|---|---|
| Escalation to Education Welfare and/or Social Care in order to protect the pupils right to an education. | • Review previous stages.<br>• EHAT (Early Help Assessment Tool) will be considered.<br>• Possible referral to social care and/or Education Welfare.<br>• Possible statutory intervention or prosecution. |

## APPENDIX C

**Attendance Update [insert date/half term]**

**Academic Year 26/27**

Dear Parent/Carer of [insert name]

Attendance percentage: [insert attendance percentage]%

As we reflect on the autumn term and look ahead to spring, we would like to take this opportunity to highlight the importance of regular school attendance.

Attending school every day is vital for your child's academic progress, social development, and overall well-being. Research consistently shows that good attendance is closely linked with academic success. Children who attend school regularly are more likely to stay on track with their learning, feel confident in class, and achieve their full potential.

At Sherdley, we monitor the attendance of every pupil in school closely, recording their attendance and setting targets for improvement if required. Our school attendance target is **96% or above**, with the aim of 100% attendance for all pupils, where possible.

To achieve Sherdley's target of 96% attendance over the course of the academic year, your child cannot be absent for more than 7 days (14 sessions, as each day consists of 2 sessions) in total over the three terms. Although we may be aware of reasons for absence, they will still be classed as statistical absences and therefore will impact on your child's attendance percentage.

**[Insert pupil name]'s Attendance to date is: [insert attendance percentage to date]**

**Please take a look at the table below to see which category your child's attendance falls into. If your child's attendance is 96% or above, they are meeting our attendance expectation and have the best possible opportunity to reach their full potential.**

| Attendance Category | What this means |
|---|---|
| **Attendance 100%** | No absences this year. This is an amazing achievement and gives your child the best possible chance at reaching their potential, please keep this up! |
| **Attendance 96% - 99.9%** | Currently meeting Sherdley's attendance expectations – Well done, Please keep this up! |
| **Attendance 93% - 95.9%** | Close to meeting Sherdley's expectations. We would ask you to limit any further absences or arrange appointments outside of school hours, where possible. |
| **Attendance 91% - 92.9%** | If your child falls into this category they are **at risk of becoming a persistent absentee**. A persistent absentee is classed by the government as a student who misses 10% or more of school. |
| **Attendance 90% and below** | If your child's attendance is below 90% they are classed as a **persistent absentee**. Depending on the type of absences your child has had, you could be at risk of a local authority fine or in some cases a local authority prosecution (this will apply the term following your child's 5th birthday.) |

Students make academic and personal progress when they are attending school regularly. Thank you for your continued support in our drive to improve attendance. Let's work together to help your child make the most of their primary school years by attending school regularly and arriving on time each day.

At Sherdley, we are extremely supportive of the needs and requirements of individual families and pupils.

**Our attendance, safeguarding and pastoral team will work with pupils and families on an individual basis if additional support is required.**

Yours sincerely

Mrs C Eccleston

Pastoral and Safeguarding Manager

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