ATTENDANCE POLICY

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Committee	**Governing Board**
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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on Working together to improve school attendance from the Department for Education (DfE).

At Deptford Green School, attendance is everyone's responsibility. We believe every lesson matters, every minute counts and every pupil deserve sthe opportunity to benefit from a full-time education. We work in partnership with pupils, families, staff and external agencies to remove barriers to attendance and ensure all pupils attend, achieve and thrive.

We aim to achieve this through our GREAT whole-school culture, which includes:

1. **Promoting excellent attendance**

To ensure all pupils attend school regularly and punctually so they can fully access learning opportunities. To ensure all stakeholders are aware of the benefits of great attendance and to ensure all pupils have access to the full-time education which they are entitled to.

2. **Improving pupil outcomes**

To support pupils in achieving their full academic potential by minimising absence and lost learning time.

3. **Creating a culture of high expectations**

To establish great attendance and punctuality as a priority for pupils, families, and staff, recognising its link to success and wellbeing.

4. **Reducing absences by identifying and addressing barriers early**

To quickly identify patterns of absence and provide appropriate support to pupils and families who are persistently or severely absent.

5. **Safeguarding children**

To ensure the safety and welfare of all pupils through accurate monitoring of attendance and timely responses to absence.

6. **Promoting strong partnerships with parents/carers**

To build strong relationships with parents/carers and work collaboratively with families to support good attendance and address concerns proactively.

7. **Ensuring consistency and fairness**

To apply attendance procedures consistently, transparently, and in line with statutory guidance.

8. **Meeting legal requirements**

To fulfil the school's responsibilities under national attendance legislation and guidance.

9. **Supporting vulnerable pupils**

To prioritise support for pupils at risk of persistent absence or disadvantage and reduce attendance gaps.

10. **Encouraging responsibility and positive habits**

To help pupils develop lifelong skills of commitment, routine, and reliability.

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on Working together to improve school attendance and School attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Maintained schools: Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- https://www.legislation.gov.uk/uksi/2006/1751/contentsThe Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

https://www.legislation.gov.uk/uksi/2013/757/regulation/2/madeIt also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2025 framework toolkit

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils, and parents.
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register and shares the required information with the DfE and local authority.
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate.
- Recognising and promoting the importance of school attendance across the school's policies and ethos.
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.
- Making sure the school has high aspirations for all pupils, but adapts processes and support, to pupils' individual needs.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs.
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance.
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:

- The importance of good attendance
- That absence is almost always a symptom of wider issues
- The school's legal requirements for keeping registers
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners, and keeping them informed regarding specific pupils, where appropriate

- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.
- Holding the headteacher to account for the implementation of this policy.
- Governors receive termly reports on whole-school attendance, persistent absence, severe absence, disadvantaged attendance, SEND attendance and attendance by year group. These reports are used to challenge leaders and monitor the effectiveness of attendance strategies.

Sid Hughes is the link governor for attendance, and the committee responsible for attendance, is the full governing body/school and community.

3.2 The headteacher

The headteacher is responsible for: The headteacher is responsible for:

- The implementation of this policy at the school.
- Monitoring school-level absence data and reporting it to governors.
- Supporting staff with monitoring the attendance of individual pupils.
- Monitoring the impact of any implemented attendance strategies.
- Issuing penalty notices, where necessary, and/or authorising the Deputy Headteacher, Emily Stanghon, to be able to do so.
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers.
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels.
- Sharing information from the school register with the local authority, including:
  - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times.
  - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days.
  - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness.

3.3 The designated senior leader responsible for attendance

The designated senior leader, also known as the 'Senior Attendance Champion' is Emily Stanghon (also Deputy Head and DSL) who is responsible for:

- Leading, championing and improving attendance across the school.

- Setting a clear vision for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- Having a strong grasp of absence data and oversight of absence data analysis.
    - Regularly monitoring and evaluating progress in attendance.
    - Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff.
    - Liaising with pupils, parents/carers and external agencies, where needed.
    - Building close and productive relationships with parents/carers to discuss and tackle attendance issues.
    - Creating intervention or reintegration plans in partnership with pupils and their parents/carers.
    - Delivering targeted intervention and support to pupils and families.

The designated senior leader responsible for attendance is Emily Stanghon and can be contacted via telephone on 0208-691-3236 or by email at estanghon@deptfordgreen.co.uk.

The Designated Safeguarding Lead, also Emily Stanghon, is responsible for:

- Identifying when absence may indicate **neglect, abuse, or exploitation.**
- Monitoring pupils with **persistent absence linked to safeguarding concerns.**
- Working with children's social care where needed.
- Ensuring attendance concerns are recorded in safeguarding systems.
- Leading safeguarding interventions linked to non-attendance.

3.4 The attendance officers (Jack Bannon & Amy Coffey, Ben Smith to cover this role one day a week from Sept 2026).

The school attendance officer is responsible for:

- Monitoring absence daily and follow up on first day absence procedures.
- Leading a daily absence meeting to ensure daily absence follow up is carried out daily.
- Maintaining accurate register attendance records and codes.
- Monitoring and analysing attendance data (see section 9) to identify early warning signs of absence.
- Using the View your Education Data (VYED) DfE service to benchmark attendance data to identify areas of focus for improvement.
- Tracking persistent and severely absent students.
- Benchmarking attendance data to identify areas of focus for improvement
- Liaising with external agencies (EWO, Virtual Schools, Social Services etc)
- Arranging calls and meetings with parents to discuss attendance issues.
- Providing regular attendance reports to school staff, parents, governors all stakeholders and report concerns about attendance to the designated senior leader responsible for attendance and the headteacher.
- Working with education welfare officers to tackle persistent absence.
- Advising the headteacher/DSL (authorised by the headteacher) when to issue fixed-penalty notices.

The attendance officers are called Jack Bannon and Amy Coffey and can be contacted via 0208 691 3236 or emailed at acoffey@deptfordgreen.co.uk or jbannon@deptfordgree.co.uk. Or bsmith@deptfordgreen.co.uk (one day a week from Sept 2026).

3.5 The Senco and Head of Inclusion

The SENCO and Head of Inclusion are responsible for:

- Identifying attendance issues linked to SEND.
- Adapting provision to support engagement.
- Liaising with families and external professionals when attendance becomes a concern.
- Attending a weekly meeting with the Safeguarding and attendance teams to monitor the attendance of pupils with EHCPs/SEND plans.

3.6 Senior Leadership Team (SLT)

SLT are responsible for:

- Tracking attendance data of the school and the year group they are linked to weekly, half-termly and termly.
- Knowing patterns and vulnerable pupils/groups.
- Meeting with families of persistently absent pupils and be the SLT link for identified PA/SA pupils.

3.7 Class teachers/Heads of Departments/Form Tutors

Class teachers

- Record pupil attendance, absence and punctuality in every lesson. Complete an accurate register within the first ten minutes of every lesson.
- Alert patrol and the attendance and pastoral teams immediately by pressing the 'missing pupil button' if a pupil is absent from a lesson but has been present in school.
- Log on sims pupils who arrive late to lessons, this report will be pulled off daily by the Pastoral Leader and a lunchtime or after school sanction will be applied.
- Ensure pupils who miss lessons are given time to catch up on missed classwork.
- Support pupils who are absent due to illness, enabling them to catch up work and understand content.
- Alert the pastoral and safeguarding teams if absence or poor punctuality are persistent problems.

3.8 Heads of Department

- Monitor attendance data for the students/classes in their subjects during department time termly.
- Discuss and agree how pupils who have missed learning will be provided work to catch up on.

3.9 Form Tutors

- Take **accurate morning registers** daily (legal requirement).
- Notice and report attendance concerns early.
- Build strong relationships with pupils to encourage attendance.
- Discuss all absences with pupils on return.
- Promote importance of being in school.
- Alert attendance staff/DSL to concerns (patterns, safeguarding issues).
- Support reintegration after absence.
- Share attendance data with pupils weekly, half-termly, termly to ensure they are aware of their attendance percentage, celebrate pupils with great weekly attendance by awarding positive points

3.10 School admin staff

School admin staff will:

- Take calls from parents [and pupils] about absence on a day-to-day basis and record it on the school system-SIMS.
- Transfer calls from parents [and pupils] to the Pastoral lead and attendance lead to provide them with more detailed support on attendance.
- Send text messages to the parent/carers of absent and late pupils every day.

3.11 Pastoral Leaders

Pastoral Leaders are responsible for:

- Ensuring all pupils in their year groups know the importance of good attendance-97%-100%.
- Attending daily absence meetings to ensure all absences are followed up with an action which is logged on sims.
- Attending weekly accountability meetings with the Attendance Officer to follow up will every pupil absence every week.
- Ensuring all pupils in their year groups are punctual to school and lessons. Ensure all students who are late to school and lessons attend a reflection.
- Awarding all students with 100% with a queue jump pass, chocolates, certificates and entry to the termly 100% attendance raffle.
- Awarding students who have significantly improved their attendance with certificates, positive communication home and reward lunches.
- Celebrating pupils with excellent attendance weekly- class charts/assemblies/tutor times, termly-certificates/letters home/rewards and annually through an end of year attendance celebration.
- Intervening and supporting pupils whose attendance or punctuality falls below our expectations, meet with them regularly, set targets, send letters, meet parents/carers, offer support/rewards and ensure interventions have impact.
- Ensuring all tutors in the year team are following up with absences and punctuality by going through the weekly tracker with tutees- celebrating 100% from the previous week, talking to students who were absent the previous week.
- Completing home visits with the safeguarding team if a pupil is absent for extended period or we are unable to communicate with parent/carer, or the pupil who is deemed a vulnerable pupil.
- Deliver attendance interventions to pupils who are persistently absent.

3.12 Parents/carers

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not.
- All those who have parental responsibility for a child or young person.
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them).

Parents are expected to:

- Make sure their child attends every day and every lesson on time (legal duty).
- Inform school promptly of absences on Study Bugs or call the school to report their child's absence before 8.30 on the day of the absence and each subsequent day of absence, and advise when they are expected to return. Provide evidence and reasons where required).
- Provide the school with more than 1 emergency contact number for their child.
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Avoid term-time holidays unless authorised.
- Engage with school support, meetings and interventions.

- Work collaboratively to address barriers.
- Keep to any attendance contracts that they make with the school and/or local authority.
- Seek support, where necessary, for maintaining good attendance, by contacting the Pastoral Leader, Attendance Officer who can be contacted via 0208-691-326 or Jbannon@deptfordgreen.co.uk or acoffey@deptfordgreen.co.uk or bsmith@deptfordgreen.co.uk

3.13 Pupils

Pupils are expected to:

- Attend every timetabled lesson/session on time.
- Inform staff of any concerns affecting attendance
- Engage with support offered.

4. Strategies for promoting good attendance

Attendance Description

97-100%	Excellent attendance
95-96.9%	Good attendance
92-94.9%	Attendance concern
Below 90%	Persistent absence
Below 50%	Severe absence

Good attendance is essential for academic success, personal development, and wellbeing. Pupils who attend school regularly are more likely to achieve their full potential, develop positive relationships, and build the skills needed for future education and employment.

We share our attendance and punctuality expectations with pupils every day and with parents/carers through our website, newsletters, letters, communications etc See appendix 2.

Great attendance leads to:

1. Improved Academic Achievement- Regular attendance ensures pupils can fully access the curriculum and make sustained academic progress. Pupils who attend regularly:

- Keep up with lessons and curriculum.
- Build stronger subject knowledge.
- Achieve higher grades.

2. Better Progress and Outcomes- Missing school = missed learning that is difficult to fully recover. Consistent attendance supports:

- Continuous learning (no gaps).
- Better performance in assessments and exams.

3. Stronger Social Development- Improves confidence and sense of belonging it allows pupils to build:

- Friendships.
- Teamwork and communication skills.
- Positive relationships with staff.

4. Improved Wellbeing and Mental Health- pupils feel more connected and supported. School gives pupils:

Routine and structure.
Provides stability.
Reduces anxiety and isolation.

5. Development of Good Habits-Regular attendance helps pupils development skills for adulthood such as:

- Responsibility.
- Time management.
- Reliability.

6. Preparation for Future Opportunities-Good attendance builds habits that are essential for future success. It reflects positively on records and references and prepares pupils for expectations in further education and employment.

7. Greater Engagement in School Life and a more engaging school experience. Pupils can fully participate in:

- Extracurricular activities.
- Trips and events.
- School community.

8. Reduced Risk of Falling Behind. Good attendance helps pupils to stay on track. Frequent absence can result in:

- Learning gap.
- Lower confidence.

9. Positive Behaviour and Attitudes. Regular attendance often leads to:

- Better classroom behaviour.
- Increased motivation.
- Stronger engagement.

We know the impact good attendance has on progress and attainment. We therefore ensure all pupils, parents and staff know our expectations. We ensure that attendance to high profile across the whole school. We celebrate good attendance in tutor time, with weekly emails and in assemblies at least every half term. We also send regular emails to parents/carers celebrating great attendance and punctuality.

We reward pupils with excellent attendance with certificates, class charts achievement points and reward trips/lunches. We share strategies which support good attendance with pupils and parents. We share the negative impact absences has on both personal and academic progress. We have lots of support and information on our website to remind parents about the importance of great attendance. We have a whole school approach to improving attendance, all staff play a critical part in this and we train staff annually on their roles and responsibilities when it comes to attendance.

5. Recording attendance

5.1 Attendance register

We will keep an electronic attendance register and place all pupils on this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present.
- Attending an approved off-site educational activity.
- Absent.
- Unable to attend due to exceptional circumstances.
- Any amendment to the attendance register will include:
    - The original entry.
    - The amended entry.
    - The date on which the amendment was made.
    - The name of person making amendments.
- Emily Stanghon / Attendance Champion to monitor registers half termly

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not.
- The nature of the activity, where a pupil is attending an approved educational activity.
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances.

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

- The school day starts at 8.35am and ends at 3pm.
- Pupils must arrive in school by 8.35 on each school day.
- The register for the first session will be taken at 8.50am and will be kept open until 9am. The register for the second session will be taken at 1.20pm and will be kept open for 20 minutes.
- Pupils will be marked 'L' (late) if they arrive late to tutor time or lessons.
- Pupils will be marked 'U' and absent if they arrive 30 minutes after 8.40 or 1.20pm.

PLEASE NOTE THESE TIMES CHANGE ON A WEDNESDAY DUE TO A SHORTER DAY FOR STUDENTS.

5.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30 or as soon as practically possible by recording this on Studybugs, emailing the attendance and pastoral team or by calling the school admin office.

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents will be notified of this in advance.

Parents/Carers can contact their childs Pastoral Leader on a daily basis for attendance support or the Attendance Officer or the Safeguarding Team, contact details are as follows:

Year 7 – Mr Sinclair - jsinclair@deptfordgreen.co.uk

Year 8- Ms Samms – lsamms@deptfordgreen.co.uk

Year 9- Mr Jacobs – jjacobs@deptfordgreen.co.uk

Year 10- Ms Mohammed – lmohammed@deptfordgreen.co.uk

Year 11 – Mr Charles-reid – kcharles-reid@deptfordgreen.co.uk

DSL- Ms Stanghon – estanghon@deptfordgreen.co.uk

Attendance Officer – Mr Bannon- jbannon@deptfordgreen.co.uk

5.3 Planned absence

Attending a medical or dental appointment will be counted as authorised if the pupil's parent/carer notifies the school in advance of the appointment.

If a parent requests a leave of absence, they should complete the **absence request form** for exceptional circumstances (see below), this goes to the attendance team and the Headteacher decides if it will be authorised. However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise. Click below for the link to apply for absence during exceptional circumstances.

https://www.deptfordgreen.lewisham.sch.uk/page/?title=Application+for+Absence+in+Exceptional+Circumstances&pid=264

5.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code (L).
- After the register has closed (more than 30 minutes late) will be marked as absent, using the appropriate code (U).

Pupils who arrive late will be given a lunch time school reflection. Parents/carers will be informed via Class Charts. The length of this will depend on the number of times the pupil has been late. It could be between 20-40 minutes. If a student is late more than 3 times in a half-term, they will be placed in a longer reflection, and parents/carers will receive a letter informing them of the time their child has missed.

5.5 Following up unexplained absence

Where any pupil we expect to attend school, does not attend, or stops attending, without reason, the school will:

- Text the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.

- The pastoral teams also try to ring the pupil's parent/carer on the first day of absence.
- If the school cannot reach any of the pupil's emergency contacts, the school will email the parent/carer.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session.
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer.
- Where appropriate, we will report the unexplained absences to Children Social Care or the LAC Team.
    - Where relevant, report the unexplained absence to the pupil's youth offending team officer.
    - Where appropriate, offer support to the pupil and/or their parents to improve attendance.
    - Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals.
    - Where support is not appropriate, not successful, or not engaged with, we will issue a notice to improve, penalty notice or other legal intervention.

Impact of missing learning

• **Attendance**	• **Days missed**
• 95%	• 10 days
• 90%	• 19 days
• 80%	• 38 days
• 50%	• 95 days

5.6 Reporting to parents/carers

Parents will receive written formal academic reports with attendance and punctuality figures on them twice a year.

Parents will also receive an attendance and Punctuality report every term. Parents of students with excellent attendance will see termly certificates, their child will be recognised in assembly, and their child will be entered into the Get into the Green reward experience (if their behaviour is also good).

Parents and students whose attendance is a concern will be made aware of this by their Pastoral Leader and by receiving letters. They will be offered support and interventions in order to improve. If a student has extremely poor attendance, parents will be informed of this, and they will work closely with our attendance and welfare officers. They will be offered support and interventions to improve.

If a student becomes a persistent absentee, their parents will receive a letter explaining this. If a child is absent during term time for an unauthorised absence such as a holiday, they will also receive a letter informing them of the correct procedures.

6. Authorised and unauthorised absence

6.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad.
- Attending an interview.
- Study leave.
- A temporary, time-limited part-time timetable.
- Exceptional circumstances.

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as:

Rare and unexpected circumstances which are unlikely to reoccur. Examples include:

- Medical emergencies.
- Family emergencies (e.g. death of a relative).

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail).
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart.
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision.
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made).

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school.

- Attending another school at which the pupil is also registered (dual registration).
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

7. Supporting pupils with poor attendance

Our school will make use of the full range of support and potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

We offer an extensive range of support and intervention to support pupils and their families if attendance and punctuality is a concern (see appendix 3 for more info). We will do anything we can to support our pupils to be in school every day. If all of the support and intervention we offer fails to have an impact and attendance and punctuality remains a concern we will follow more formal routes and sanctions to address our concerns.

SEND

The school recognises that attendance difficulties may sometimes arise from unmet SEND needs, anxiety, sensory needs, communication differences or difficulties accessing the school environment. In these cases, attendance concerns will be approached in a supportive manner and reasonable adjustments will be considered before enforcement action is taken.

Emotionally Based School Avoidance (EBSA)

We recognise Emotionally Based School Avoidance (EBSA) as a potential barrier to attendance and will seek to understand underlying causes, working collaboratively with families and external agencies to support reintegration.

7.1 Attendance contracts as a support intervention

We use attendance contracts as a form of attendance support.

An attendance contract is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents cannot be compelled to enter an attendance contract, and the school cannot agree an attendance contract in a parent's absence.

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

Where parents fail to comply with an agreed attendance contract, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

7.2 Education supervision order

In cases where voluntary early help plans and attendance contracts have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

7.3 Notice to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

A notice to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

It will include:

- Details of the pupil's attendance record and of the offences.
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far.
- Opportunities for further support or to access previously provided support that was not engaged with.
- A clear warning that a penalty notice may be issued, or prosecution considered, if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis.
- A clear timeframe of between 3 and 6 weeks for the improvement period.
- The grounds on which a penalty notice may be issued before the end of the improvement period.

7.4 Penalty notices

The headteacher or a Deputy (authorised by the headteacher), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, we will check with the local authority before doing so and send the local authority a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

Many pupils will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations or variable moods. It is important to note that these pupils are still expected to attend school regularly - in many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.

In developing this support, the school will:

- Understand the individual needs of the pupil and family.
- Work in partnership with the pupil and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available).
- Regularly review and update the support approach to make sure it continues to meet individual needs.

The support maybe for young carers, internal interventions such as Pastoral interventions, Place2Be Counselling, Mental Health Support Team, Team Around The Family Meetings, inclusion Support, Inclusion Outreach Programme, a reduced timetable, changes to curriculum, referrals to external agencies, Sign posting to Lewisham or other local authority's Family Hubs, Funding for uniform, Food banks, XLP mentoring programmes , provide letters of support regarding housing and other appropriate services and update a pupil passport.

8.2 Pupils absent due to mental or physical ill health or SEND

In cases of long-term physical or mental ill health we will facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible whilst supporting the underlying health issue. We will:

- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents.
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxious feelings about school attendance.
- Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of

school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

For students with SEN and disabilities we will:

- Work in partnership parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including, where applicable, ensuring the provision outlined in the pupil's education, health and care plan is accessed.
- Work in partnership families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Please see further details on SEN support.
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents.
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.

If a student has an education health and care plan, we will:

- Communicate with the local authority where a pupil's attendance falls, or they become aware of barriers to attendance that relate to the pupil's needs.
- Where possible, agree adjustments to its policies and practices that are consistent with the special educational provision set out in the education health and care plan in collaboration with parents.
- Where needed, work with the local authority to review and amend the education health and care plan to incorporate the additional or different attendance support identified.

Parents should consult the NHS guidance Is my child too ill for school? when deciding whether to keep their child home due to illness. We will share this guidance with parents, and provide support in understanding it, in order to promote school attendance wherever appropriate.

Pupils absent due to other barriers

Cases will be reviewed on an individual basis. We will make reasonable adjustments and offer interventions based on the reasons for absence. All support and interventions will be timely and appropriate, well-chosen and targeted based on the individual needs.

8.3 Part-time timetables

All pupils are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014. Time away from school to receive education in other ways will be recorded in the attendance register using the appropriate codes.

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for us to provide a pupil with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible. A part-time timetable will not be used to manage a pupil's behaviour.

A part-time timetable will:

- Have the agreement of both the school and the parent the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part- time timetable for a prolonged period.

Where the pupil has a social worker, we will keep them informed and involved in the process.

If the pupil has an education health and care plan, we will discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

In agreeing to a part-time timetable, we agree to a pupil being absent from school for part of the week or day and therefore must record the absence accordingly (C2).

9. Attendance monitoring

9.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) weekly, half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

The attendance officer and pastoral leaders monitor pupil absence on a daily basis.

Parents are expected to report their childs absence on Study Bugs every day or call the school in the morning if their child is going to be absent due to ill health (see section 3.2). If we receive no information and the child is absent, the parent is informed by text message.

We will still aim to call a parent/carer in the afternoon to 'check in' with their child if they have logged the reason on study bugs. If a pupil's absence goes above 2 days, we will ring the parents to discuss the reasons for this.

If after contacting parents a pupil's absence continues to rise, we will consider involving an education welfare officer.

The persistent absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee. These pupils will be given targeted support and intervention by the Pastoral Leader or the Attendance and Welfare Officer.

Pupil-level absence data is collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. We compare our attendance data to the national average and share this with governors.

9.2 Analysing attendance data

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance and use this analysis to provide targeted support to these pupils and their families.
- Look at historic and emerging patterns of attendance and absence and then develop strategies to address these patterns.

9.3 Using data to improve attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence.
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.
  - Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis.
  - Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below).
- Provide regular attendance reports to form tutors, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads).
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.
- Refer cases to the Local Authority for legal interventions when required. This includes, but is not limited to, school attendance panels, fixed penalty notices, court warning letters, local authority final attendance panels, prosecution and data returns.
- Refer cases to the Local Authority for further support, including, but not limited to, Hospital Outreach Programme (HOP), Access Inclusion and Participation (AIP), Lewisham Children's Social Care under educational neglect.

9.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence.
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education.
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant.
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence.
- Referrals to AIP
- Implement sanctions, where necessary (see section above)

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every year by Emily Stanghon (Deputy Headteacher and Designated Safeguarding Lead) . At every review, the policy will be approved by the full governing board. The governing board will also look at attendance data, for the following groups, once every term.

- Whole school attendance
- PA rates
- Severe absence rates
- Disadvantaged attendance
- SEND attendance
- CLA attendance
- Year group attendance

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy.
- Behaviour policy.

Appendix 1 – attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement

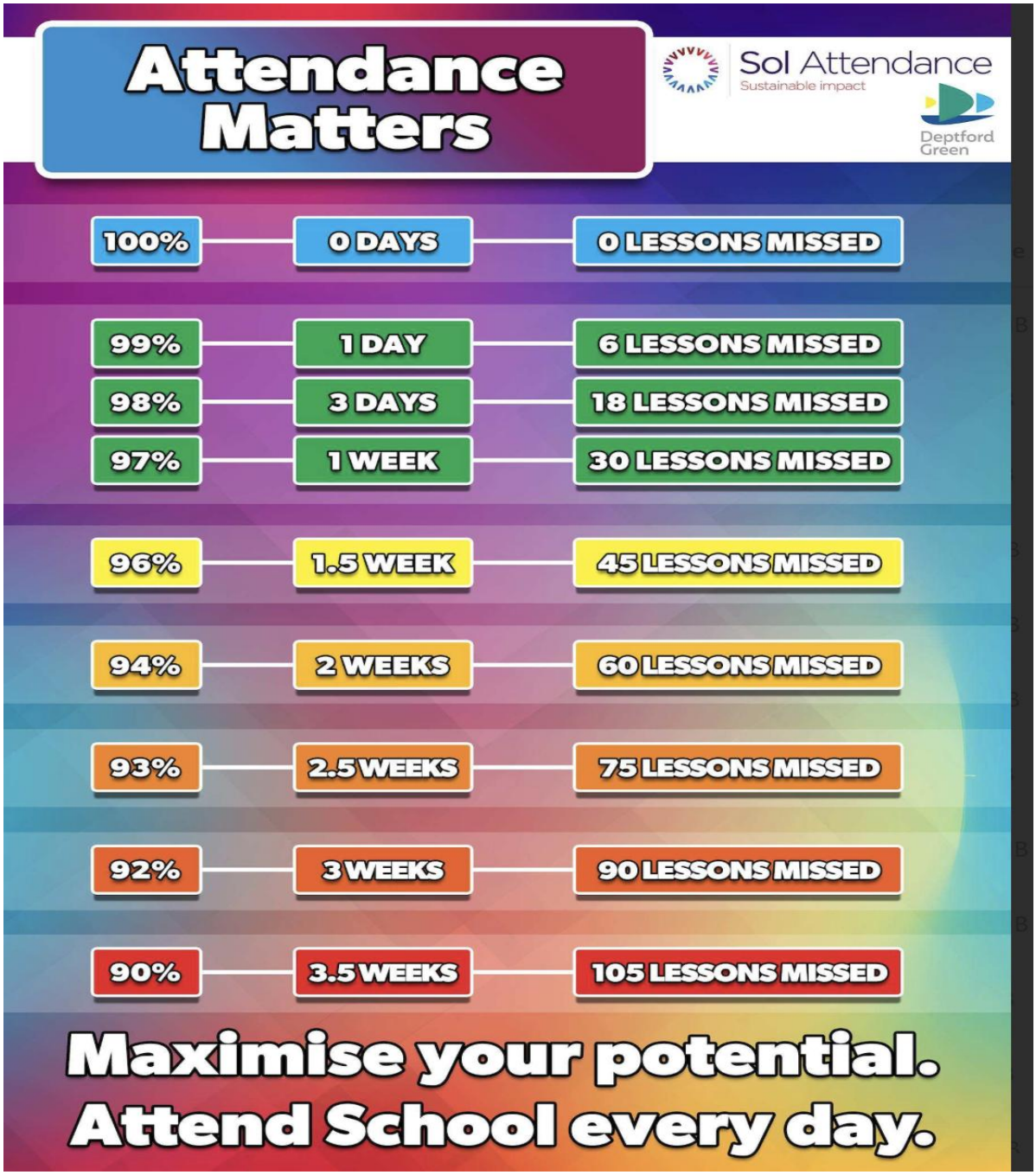
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination

X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been establishedbefore the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session

Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2- expectations and missed learning posters


Attendance Matters
Sol Attendance
Sustainable impact
Deptford Green
100% 0 DAYS 0 LESSONS MISSED
99% 1 DAY 6 LESSONS MISSED
98% 3 DAYS 18 LESSONS MISSED
97% 1 WEEK 30 LESSONS MISSED
96% 1.5 WEEK 45 LESSONS MISSED
94% 2 WEEKS 60 LESSONS MISSED
93% 2.5 WEEKS 75 LESSONS MISSED
92% 3 WEEKS 90 LESSONS MISSED
90% 3.5 WEEKS 105 LESSONS MISSED
Maximise your potential.
Attend School every day.

Appendix 3- attendance support and interventions

WAVE 1 – Universal Offer

Supporting excellent attendance for every pupil.

📢 Promote Good Attendance

• Attendance expectations shared at induction, on the website and through the Home School Agreement.

• Attendance promoted through assemblies, tutor time and lessons.

• Attendance awareness assemblies and tutor sessions delivered every half term.

• Escalated attendance procedures shared with all parents and pupils.

📊 Monitor & Communicate

• Weekly attendance data shared with pupils in DG News.

• Every absence followed up by the Attendance, Safeguarding and Pastoral Team.

• Weekly Attendance Accountability Meetings between the Pastoral Leader and Attendance Officer.

• Vulnerable pupil absences reported to relevant external agencies where appropriate.

👨‍👩‍👧 Working with Parents & Carers

• Daily text message for absence or lateness.

• Letter 1 issued below **97% attendance**.

• Termly attendance and punctuality reports.

• Half-termly missed learning minutes shared where punctuality is a concern.

• Attendance information shared regularly through newsletters.

🎉 Celebrate Success

• Fortnightly emails celebrating 100% attendance and punctuality.

• Termly certificates and raffle entries.

• Termly queue jump pass and treat for 100% attendance.

• Tutor groups with the best attendance rewarded with an early lunch.

• GitG reward where engagement data is positive.

🤝 Everyday Support

- Two trusted adults available for every pupil.
- Attendance concerns discussed promptly and support offered early.
- Consistent communication with pupils and families to encourage excellent attendance.

WAVE 2 – Targeted Support

Attendance 80–92%

More than 2½ weeks absent or 150+ lessons missed

💬 Meetings & Attendance Planning

- Letter 2 and parent/carer meeting with the Pastoral Leader.
- Letter 3 issued with missed learning information.
- Attendance Officer meeting and Attendance Contract.
- Tutor and Pastoral Leader attendance discussions.
- Weekly attendance reviews and target setting.
- Attendance and punctuality reports.
- Attendance targets with agreed rewards.
- Notice to Improve issued before attendance falls below **90%**.

💗 Wellbeing & Pastoral Support

- Weekly Pastoral Leader programmes on Wellbeing, resilience, confidence and motivation
- EBSNA support and SENCO screening.
- Behaviour mentoring.
- Key adult daily/weekly check-ins.
- Safe space access.
- Zones of Regulation.
- Social skills sessions.
- Restorative conversations and peer support.
- Loyalty card reward system.

🎓 Learning & School Support

- Catch-up sessions and study support.
- Supported transitions.
- Morning routines for persistent lateness.
- Careers Information, Advice and Guidance.
- Personalised timetable or timetable adaptations.
- Possible class or tutor change.
- Older student attendance buddy.
- Missed learning discussions with teachers, HoDs or SLT.

🧩 SEND & Specialist Support

- SENCO support and provision review.
- SEN assessments where appropriate.
- Referral to Place2Be or Mental Health Support Team.
- CAMHS referral.
- Inclusion Panel discussion.
- Outreach Inclusion referral.

👨‍👩‍👧 Family & Multi-Agency Support

- Home visits after 3 days' absence (earlier for vulnerable pupils).
- Early Help referral.
- Team Around the Family/Child meetings.
- Professional meetings with SEN, Virtual School or Children's Social Care.
- Discussion with the Local Authority Attendance Officer.
- Support with transport, uniform, equipment or financial barriers.

📊 Monitoring & Escalation

- Attendance monitored weekly.
- Progress reviewed regularly with pupils and families.
- Barriers identified and personalised support provided.
- Support adapted where required.

If attendance does not improve:

➞ Notice to Improve

➞ Fixed Penalty Notice

WAVE 3 – Specialist Support

Attendance below 80%

More than 7 weeks absent or 210+ lessons missed

👥 Leadership & Statutory Meetings

- Parent/carer meeting with the DSL and Deputy Headteacher to review support.
- Attendance meeting with Governors.
- School Attendance Panel referral with the Local Authority.
- Education Welfare Officer (EWO) involvement.

🩺 Specialist & Multi-Agency Support

- MASH referral.
- CAMHS referral.
- Place2Be or Mental Health Support Team referral.
- Educational Psychologist (EP) referral.
- Speech and Language referral.
- Access and Inclusion Panel referral.
- HOP referral.
- Weekly liaison with the Local Authority SEN Team for pupils with an EHCP.

🎓 Personalised Education Provision

- Personalised timetable.
- Reduced timetable.
- Alternative entrances and exits.
- Online learning offer (short-term only).
- Referral to Alternative Provision (Abbey Manor RESET or PRU).
- Off-site direction, where appropriate.

🛡 Safeguarding & Attendance Monitoring

- Daily absence follow-up by the Attendance or Safeguarding Team.
- Home visits every three days where there has been no contact.
- Child Missing Education (CME) referral if the pupil's whereabouts are unknown for five consecutive school days.

🤝 Intensive Individual Support

- Provision reviewed regularly and adapted to meet individual needs.
- Personalised support coordinated across school and external agencies.
- Continued close communication with families and professionals.

⚖ Escalation

Attendance is reviewed regularly to assess the impact of specialist support.

If attendance does not improve despite all interventions:

➞ Legal proceedings may be initiated through the Local Authority.

Examples of Common Attendance Barriers and Corresponding Support

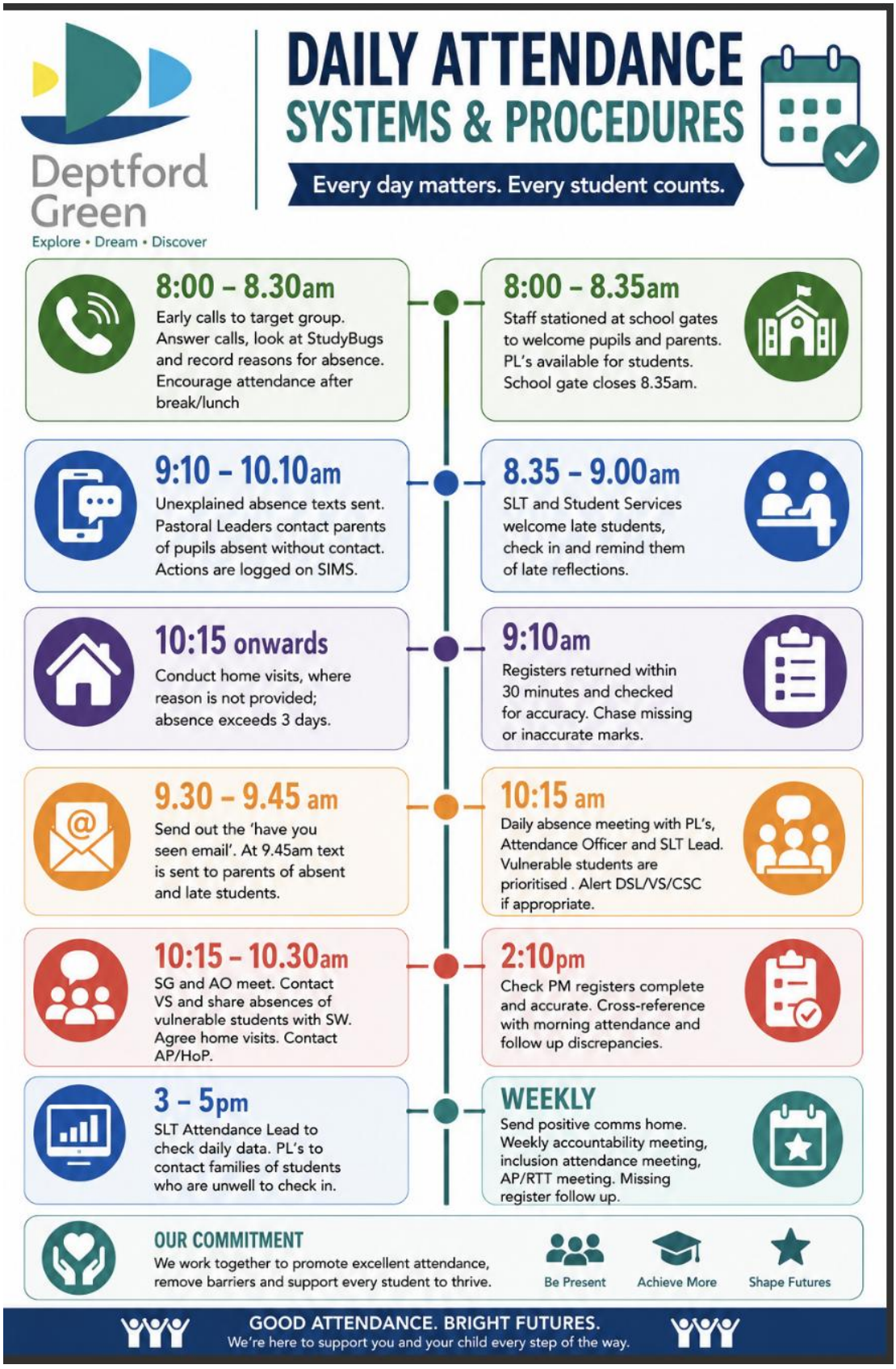
Barrier	Possible Interventions
Anxiety	Counselling, ELSA, phased return, safe space
Bullying	Anti-bullying plan, restorative work, pastoral support
SEND needs	SENCO review, adjustments, specialist referrals
Family difficulties	Early Help, family support worker, social care referral
Transport issues	Transport support, travel planning
Low engagement	Mentor, attendance targets, curriculum adaptation
Medical needs	Healthcare plan, school nurse, reasonable adjustments
Friendship difficulties	Social skills work, peer support, mentoring

Bereavement	Counselling, pastoral support, flexible arrangements
Persistent lateness	Morning routines support, breakfast club, home-school plan

DG graduated Response Model

1. Monitor
2. Identify barriers
3. Early support
4. Targeted intervention
5. Multi-agency involvement
6. Formal attendance plans
7. Local authority involvement
8. Legal intervention (last resort)

Appendix 4- daily attendance procedures



Appendix 5- Attendance letters explained

Appendix 6- Email addresses for key attendance staff

Attendance Lead and SLT Champion-	estanghon@deptfordgreen.co.uk
Attendance Officer -	jbannon@deptfordgreen.co.uk
Deputy DSL-	acoffey@deptfordgreen.co.uk
Year 7 team-	jsinclair@deptfordgreen.co.uk
Year 8 team-	lsamms@deptfordgreen.co.uk
	Skaseba@deptfordgreen.co.uk
Year 9 team-	jjacobs@deptfordgreen.co.uk
	Fboyefio@deptfordgreen.co.uk
Year 10 team-	lmohammed@deptfordgreen.co.uk
	Sburleyburton@deptfordgreen.co.uk
Year 11 team-	kcharles-reid@deptfordgreen.co.uk
	Jstamp@deptfordgreen.co.uk
Student Services admin team-	vspencer@deptfordgreen.co.uk
	Rpower@deptfordgreen.co.uk

Appendix 7- link to request absence for exceptional circumstances

https://www.deptfordgreen.lewisham.sch.uk/page/?title=Application+for+Absence+in+Exceptional+Circumstances&pid=264