



**OUR LADY
OF LOURDES**

CATHOLIC MULTI-ACADEMY TRUST

Pupil Attendance Policy – Annex B - SCHOOL-SPECIFIC ATTENDANCE INFORMATION AND ARRANGEMENTS

September 2026



Our Lady of Lourdes Mission Statement:

We are a partnership of Catholic schools.

Our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

By placing the person and teachings of Jesus Christ at the centre of all that we do, we will:

- Follow the example of Our Lady of Lourdes by nurturing everyone in a spirit of compassion, service and healing
- Work together so that we can all achieve our full potential, deepen our faith and realise our God-given talents
- Make the world a better place, especially for the most vulnerable in our society, by doing ***'little things with great love'*** St Thérèse of Lisieux

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ANNEX B - SCHOOL-SPECIFIC ATTENDANCE INFORMATION AND ARRANGEMENTS

This Annex forms part of the **Pupil Attendance Policy 2026** and should be read in conjunction with the main Policy.

The Pupil Attendance Policy sets out the Trust-wide statutory framework, expectations and approach to securing good attendance across all schools within the Trust. This Annex provides the **school-specific information and arrangements** required to support the implementation of the Policy at local level.

Each school is responsible for ensuring that the information contained within this Annex is accurate, kept up to date and published alongside, or clearly linked to, the current **Pupil Attendance Policy 2026** on the school website.

The main Policy and this Annex should therefore be read together as the school's published attendance policy framework.

B1. School and attendance contacts

School name	St Norbert's Catholic Voluntary Academy
Senior Attendance Champion	Jenna Withers
Senior Attendance Champion contact details	Jenna.withers@st-norberts.lincs.sch.uk
Day-to-day attendance enquiries	Katie Harrison
More detailed attendance support	Office Manager Katie.harrison@st-norberts.lincs.sch.uk

B2. School day, registration and punctuality

School day begins	8.45am
Morning register is taken	8.45am
Morning register closes	9.00am
Afternoon register is taken	1.00pm
Afternoon register closes	1.15pm
School day ends	3.15pm
Late-arrival arrangements	Pupils report to the main office and the lateness marked on Arbor by Office Staff.

B3. Reporting unexpected absence and requesting leave

Deadline for reporting absence	8.45am
How parents must report absence	01775 722889 or enquiries@st-norberts.lincs.sch.uk
Information parents should provide	Reason for absence and expected return date where possible
How to request planned absence or leave of absence	Leave of Absence form to be requested from the School Office

Where leave requests must be submitted	School Office or emailed to enquiries@st-norberts.lincs.sch.uk
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Requests for leave of absence will be decided in accordance with the Pupil Attendance Policy. Leave cannot be granted retrospectively.

B4. Following up unexplained absence

The school will follow the Pupil Attendance Policy and its safeguarding procedures whenever absence is unexplained, unexpected, repeated or otherwise concerning.

First-day response	Telephone call or email
Where contact is not secured or concern increases	Additional emergency contacts and appropriate safeguarding procedures will be used

B5. Promoting and recognising attendance

The school will promote the benefits of regular attendance and may recognise good or improving attendance. Any recognition will be inclusive, applied sensitively and will not disadvantage pupils with legitimate absence, medical needs, SEND or disabilities.

How the school promotes regular attendance	Weekly class attendance published in School Newsletter
How the school recognises good or improving attendance, where used	Termly Attendance Certificates

B6. Using data and supporting persistent or severe absence

The Pupil Attendance Policy sets out the Trust’s requirements for analysing attendance, providing support and responding to persistent and severe absence. The school-specific approach is summarised below without publishing identifiable pupil information or detailed internal procedures.

How attendance data is used to target improvement	At our school, we believe that regular attendance is essential for every child’s learning, wellbeing, and long-term success. To ensure all pupils receive the support they need, we regularly monitor and analyse our attendance data. Rather than just tracking numbers, we use this data as a proactive tool to target improvements and celebrate success. <u>How we use Attendance data to help our school community:</u> Identifying Patterns Early: We review daily and weekly attendance data to spot trends, such as frequent Mondays or Fridays off, or consecutive days of absence. Catching these patterns early allows us to reach out to families before a child's learning is severely impacted. Providing Targeted Support: When data shows a pupil’s attendance is dropping towards or below our school target, it acts as a signal for us to help. We work collaboratively with parents to understand the underlying causes—whether it is a health issue, anxiety, or routine challenges—and build tailored support plans to remove these barriers. Directing School Resources: By looking at data across different year groups and classes, we can see where additional resources are needed most. This helps us deploy our pastoral care, attendance champion, or family support workers effectively to the areas that need them. Evaluating Our Strategies: Data allows us to look backward as well as forward. We use it to measure whether our current interventions—such as ccess to Wrap Around provision or revised drop-off routines—are actually working to boost attendance. Celebrating Commitment: We don't just look at low attendance. We use data to identify and celebrate excellent and significantly improved attendance, rewarding pupils and classes to promote a positive, welcoming school culture.
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	Our goal is always to work in partnership with families. By using data responsibly and compassionately, we ensure that no child falls behind and every pupil has the opportunity to thrive. <u>How we support pupils with Persistent or severe absence rates:</u> At our school, we are deeply committed to ensuring every child feels safe, valued, and ready to learn. We understand that behind every low attendance percentage is a unique child and family who may be facing complex challenges. When our data highlights that a pupil is at risk of falling into persistent absence (attendance below 90%) or severe absence (attendance below 50%), we immediately step in with a supportive, non-judgmental, and structured framework to help them succeed.
How pupils at risk of persistent or severe absence are supported	<u>Here is how we actively support pupils and families facing significant attendance barriers:</u> Early, Empathetic Outreach: The moment a child's attendance triggers a concern, our pastoral or attendance champion makes direct contact with the family. Our priority is to listen, understand the root causes—whether they relate to illness, anxiety, routine changes, or external vulnerabilities—and reassure parents that we are here to help, not to punish. Co-Produced Attendance Support Plans: For pupils trapped in cycles of absence, a standard reminder is rarely enough. We invite parents and, where appropriate, the pupil, to a collaborative meeting to co-produce a tailored Attendance Support Plan. This plan identifies specific barriers and outlines practical actions the school and home will take together to rebuild a positive routine. Graduated Internal Adjustments: Returning to school full-time can feel overwhelming for a child facing severe absence. We implement bespoke internal support strategies to ease the transition, which may include phased return timetables, designated "safe spaces" in school, morning meet-and-greets with a favorite staff member, or access to our wraparound provision.

	Targeted Pastoral and Wellbeing Care: Pupils at risk of severe absence often experience underlying emotional or social anxieties. We deploy our internal pastoral care resources, such as drawing and talking therapy, mentoring, or emotional literacy support assistant sessions, to rebuild the child's confidence and sense of belonging at school. Multi-Agency Collaboration: When absence is driven by deep-seated challenges that extend beyond the school gates, we do not work in isolation. We act as a bridge to wider support networks, collaborating closely with local authority attendance teams, early help services, school nurses, and young carers' networks to ensure the family receives holistic, wrap-around care such as Team Around the Family. (TAF) Our overarching goal is to work in partnership with our community. By intervening early with compassion, patience, and clear communication, we aim to break down barriers to education and guide every child safely back to consistent, happy learning.
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B7. Relevant local authority code of conduct

The Pupil Attendance Policy explains the National Framework for Penalty Notices and the circumstances in which legal intervention may be considered. The school will also follow the current code of conduct of the relevant local authority.

Relevant local authority	Lincolnshire County Council
Current attendance code of conduct	Penalty notices - code of conduct – Introduction - Lincolnshire County Council