St Mary's CofE Primary School, Norwood Green

'Good Ground Grows Well'

Attendance and Absence Policy

Through our Christian ethos, we teach children to hear, understand and live the word of God, helping them to give back to the world as global citizens. As every child is uniquely created in God's image, we nurture their individual development through a holistic approach to all aspects of life.

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Vision

The vision of St Mary's is grounded in the Parable of the Sower.

The parable of the Sower inspires us to ground our children in the teachings of Jesus so that they can grow well in Love, Faith, Respect, Perseverance, and Service, flourishing in their learning to reach their full potential and give back to their communities hundred-fold. Through our Christian values, we teach children to hear, understand and live the word of God, growing to love and serve the world as global citizens. As every child is uniquely created in God's image, we nurture their individual development through a holistic approach to all aspects of life.

Values

We like to think of our school and community as a garden, and each of us is a seed growing within it. Every seed needs the right things to grow strong and healthy. In our garden, we have five very special values:

Love, Faith, Respect, Perseverance, and Service.

These values are like the sunshine, rain, and soil that help us grow. When we live by them, our garden becomes a beautiful, thriving place where everyone can flourish.

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1. INTRODUCTION

St Mary's is a successful school and your child plays their part in making it so. This policy is written with the above vision in mind and underpins our school ethos to:

- promote children's welfare and safeguarding
- ensure every pupil has access to the full-time education to which they are entitled
- ensure that pupils succeed whilst at school
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school, in order to grow and flourish.

We aim for an environment which enables and encourages all members of the community to strive for excellence and research has proven that good attendance has a positive effect on a child's academic and social skills. Children who are persistently late or absent soon fall behind with their learning. Children who are absent from school frequently develop large gaps in their learning which will impact on their progress and their ability to meet age related learning expectations.

A child whose attendance drops to 90% each year will, over their time at primary school, have missed two whole terms of learning. For your child to gain the greatest benefit from their education, including academic success, it is vital that they attend regularly. Your child should be at school, on time, every day the school is open, unless the reason for the absence is unavoidable.

This policy has been written to adhere to the relevant Children Acts, Education Acts, Regulations and Guidance from the Department for Education in addition to guidance from the Local Authority. This Policy sets out how we will achieve this together

WHY REGULAR ATTENDANCE IS SO IMPORTANT

Learning: Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence disrupts teaching routines so may affect the learning of others in the same class. There is also clear evidence of a link between poor attendance at school and low levels of achievement. Being in school is important to your child's achievement, wellbeing, and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason is an offence in law by the parent that can result in legal action by the Local Authority.

Safeguarding:

Section 175 of the Education Act 2002 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.

Your child may be at risk of harm if they do not attend school regularly. Safeguarding the interests of each child is everyone's responsibility and within the context of this school, promoting the welfare and life opportunities for your child encompasses:

· Attendance
· Behaviour Management
· Health and Safety
· Access to the Curriculum .
Anti-bullying

Failing to attend this school on a regular basis will be considered as a safeguarding matter. Your child may be at risk of harm if they do not attend school regularly.

The Government expects:

- Parents to perform their legal duty by ensuring their children of compulsory school age are punctual and attend school regularly.

Schools and Local Authorities to:

- Reduce absence, including persistent absence
- Ensure that every pupil has access to full-time education, to which they are entitled
- Act early to address patterns of absence

2. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (updated from July 2026), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence

- Building strong relationships with families to make sure pupils have the support in place to attend school
- We will also promote and support punctuality in attending lessons.

PROMOTING REGULAR ATTENDANCE
Helping to create a pattern of regular attendance is everybody's responsibility – parents, pupils and all members of school staff.

Each school has to agree an attendance target which all children should aim for, and at St Mary's our whole school target is 96% for attendance and 100% for punctuality.

To help everyone to focus on this, we will:

- Give you details on attendance in our newsletters
- Report to you twice yearly on how your child is performing in school and for children with low attendance we will share their attendance and punctuality rate and how this relates to their attainments
- Celebrate good attendance by displaying class achievements
- Weekly reward for classes with the best attendance
- Reward good or improving attendance through class competitions and certificates
- At the end of the year, children are recognised and presented with awards for 100% attendance.
- The school will monitor all attendance below 93% regularly. Families with low attendance will be informed by a reminder letter (see Appendix 3). A reminder letter will be sent if the attendance is below 93%. A reminder letter will also be sent out if the school has serious concerns in the first term regarding a child's attendance. This is in line with the school's attendance escalation plan (see appendix 5)
- If attendance does not improve, families will be invited into school by letter (see Appendix 2) to discuss strategies to improve attendance. A referral for (Early support or other agencies) may be required and an attendance officer from Ealing may also be involved. An 'Individual attendance Plan' may be started at this stage.
- Persistent absentees will be placed on a Record of Concern* and future absences will only be authorised with medical verification
- Attendance is reported in the child's report for the end of year.

3. Legislation and Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from July 2026) 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:

- Summary table of responsibilities for school attendance Statutory guidance for maintained schools, academies, independent schools, and local authorities
- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)

- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The School Attendance (Pupil Registration) (England) Regulations 2024

It also refers to:

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

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold. ***Persistent absence (PA) -*** *pupils are identified as a persistent absentee if they miss 10% or more of their possible sessions. 10% of sessions translates to around 7 days of absence across the autumn term.*

The table below gives an indication of the minimum number of sessions a pupil would miss by each half term to be classed as PA.

Half term	10%
Half Term 1	7 or more sessions
Half Term 1-2 (Autumn term)	14 or more sessions
Half Term 1-3	20 or more sessions
Half Term 1-4 (Autumn and Spring term combined)	25 or more sessions
Half Term 1-5	31 or more sessions
Half term 1-6 (full academic year)	38 or more sessions

We monitor all absence thoroughly. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and you will be informed of this immediately.

PA pupils are tracked and monitored carefully through our pastoral system and we also combine this with academic interventions where absence affects attainment. All our PA pupils and their parents are subject to an Action Plan and the plan may include allocation of additional support through local authority services and in school monitoring by members of the senior leadership team.

All PA cases are also discussed termly with the Education Welfare Officer (EWO).

4. Roles and Responsibilities

Parents have a responsibility to bring their children to school every day the school is open. In addition, schools have their own role to play. Members of school staff have a responsibility for identifying trends in attendance and punctuality. The following includes a more specific list of the kinds of responsibilities which individuals have.

4.1 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 head teacher to account for the implementation of this policy

4.2 The Head of School

The Head of School 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 fixed-penalty notices, where necessary, and/or authorising the attendance lead to be able to do so
- Working with the parents 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 through all available channels

4.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') 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 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 Eucharia Allen and she can be contacted by calling the school office at office@stm.tep.school.

4.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting 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 Head of School/designated senior leader responsible for attendance (authorised by the Head off school) when to issue fixed-penalty notices

The Ecclesia Partnership Attendance officer is Eucharia Allen.

4.5 The class teacher

The class teacher is responsible for:

- Accurately and promptly recording any absences on the class register

- Keeping an overview of class and individual attendance looking particularly for either poor overall attendance, anomalies in patterns of attendance and/ or unusual explanations for attendance offered by children and their parents/
- Informing the Senior Leadership Team where there are concerns and acting upon advice given
- Providing background information to support referrals
- Following up absences with immediate requests for explanation which should be noted on the register or through notes
- Emphasising with their class the importance of good attendance and promptness
- Discussing attendance issues at parents evenings where necessary or on a more regular basis
- Commenting on attendance in the annual report to parents

4.6 School office staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the attendance officer where appropriate, in order to provide them with more detailed support on attendance

4.7 Parents

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 on time
- Call the school to report their child's absence before 8:30am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- 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

Seek support, where necessary, for maintaining good attendance, by contacting Mrs Allen or Mrs Hale by phone at: 020 3693 0510 or via the office email: office@stm.tep.school

5. Recording Attendance

5.1 Attendance register

We will keep an electronic attendance register, and place all pupils onto 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.

In accordance with Chapter 8 'Contents of the attendance register' of Working together to improve school attendance. 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 reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.
We will also record:

- For pupils of compulsory school age, 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.

Pupils must arrive in school no later than 8:40am on each school day.
The register for the first session will be taken between 8:30 and 8.40am and will be kept open until 9:10am. Pupils will be marked as late 'L' code after 8:40am and as an unauthorised absence 'U' code after 9:10am.The register for the second session will be taken at 1:00pm.

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 calling the school staff 020 3693 0510 or via the office email: office@stm.tep.school (see also section 7).

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

Where the absence is longer than 3 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 in accordance with statutory guidance.

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.

5.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment and attendance is above 90%. Parents should request leaves of absence by calling the school on 020 3693 0510 or via the office email: office@stm.tep.school

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.

5.4 Lateness and punctuality

Poor punctuality is not acceptable. If your child misses the start of the day they can miss work and do not spend time with their class teacher getting vital information and news for the day. Late arriving pupils also disrupt lessons for others, can be embarrassing for the child and can also encourage absence.

How we manage lateness:
The school day starts with registration at 8.30am for all children. We expect your child to be in their class at that time. If your child arrives later than this, they will need to enter the school through the main office where s/he will be recorded as late. Registers are marked by 8.40am and your child will receive a late mark if they are not in by that time. At 9.10am the registers will be closed. In accordance with the Regulations, if your child arrives after that time they will receive a mark that shows them to be on site, but this will not count as a present mark and it will mean they have an unauthorised absence (unless an authorised absence has been agreed). This may mean that you could face the possibility of a Penalty Notice if the problem persists.

If your child has a persistent late record you will be asked to meet with the Head of School and/or Attendance Officer to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

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 will be marked as unauthorized absent, using the appropriate code (N). Should the child arrive after this, the code will be changed to (U) and the number of minutes late will be recorded.
- The school's *attendance escalation plan* (appendix 5) further details the school's procedure for handling lateness and punctuality issues.

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:

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may carry out a home visit (if the child's attendance is below 90% or there are welfare concerns).
- 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(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- 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: issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below.

5.6 Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels.

The school reports to parents/carers twice yearly during consultation evenings on how your child is performing in school and for children with low attendance we will share their attendance and punctuality rate and how this relates to their attainments.

Your child's end of year report will also record their attendance for the year.

Where there are concerns regarding a child's attendance or punctuality, we will follow the stages outlined in out *attendance escalation plan* (see appendix 5). Additional correspondence and/ meetings will take place in an attempt to improve this. Attendance for these pupils will be closely monitored closely by the attendance officer, the attendance lead and members of the leadership team.

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 Head of School 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 Head of school's discretion, including the length of time the pupil is authorised to be absent for.
We define 'exceptional circumstances' as an emergency or for genuine pastoral reasons (e.g. after the death of a close 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 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The Head of School may require evidence to support any request for leave of absence.
Requests for leave can be made by emailing the school office.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 5.2 and 5.3 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

6.2 Sanctions

Our school will make use of the full range of 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.

Penalty notices

The Head of School (or someone authorised by them), 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, it will check with the local authority before doing so, and send it 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

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).
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.

Notices 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.
Notices 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.

They 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 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. Strategies for promoting attendance

The aim at St Mary's is to have every child achieve 100% attendance throughout the year. However, the national average for any primary pupil is about 96%.
We understand and recognise however, that children do miss school due to sickness and/or the occasional appointment.

In school we encourage everyone to do their very best and come to school every day and on time.

St Mary's:

- Promotes the importance of attendance and punctuality with our attendance updates in our weekly newsletter, as well as during assemblies.
- Expects regular attendance, so that your child can take part in school activities for example, sporting fixtures and music performances
- Tells you about your child's attendance during parents meetings and through your child's annual report
- Works closely with parents/carers where a child's absence/punctuality is a cause for concern
- Supports our pupils through verbal conversations and reminder letters when attendance falls below 92% to achieve excellent attendance and punctuality
- We support children and their families to return to school after a prolonged absence

We promote good attendance further by:

- Celebrating high levels of attendance by displaying class achievements weekly
- Giving an attendance prize to the class with the best attendance half-termly
- Rewarding 100% attendance or improving attendance half termly, through certificates and prizes
- Rewarding pupils with 100% attendance or most improved attendance at the end of the academic year.
- On a case by case basis, we offer free breakfast-club, Dojo Points and a selection of other support and incentives to children and families who are working on improving attendance.

8. Supporting pupils who are absent or returning to school

The 2026 guidance is notably more explicit about schools' equality duties. It confirms that reasonable adjustments for disability must be actively considered, and that time-limited phased returns should be on the table before other interventions.

8.1 Pupils absent due to complex barriers to attendance

We recognise that there may be pupils who attend our school, who may have complex barriers to attendance including SEND.

Our start point however, is always a discussion with parents and other professionals involved, in the hopes of creating a plan to support the pupil to increase school attendance.

In some cases, the pupil may be experiencing Emotionally Based School Avoidance (EBSA).

EBSA is a broad umbrella term used to describe children and young people who have difficulty in attending school due to emotional needs. This can include decreases in attendance, patterns of non-attendance (for example Mondays), and prolonged absences from school. The onset of EBSA may be sudden or gradual. The literature suggests that there tends to be peaks in EBSA corresponding to transition between school phases and year groups (King & Bernstein, 2001).

We recognise that all behaviours are a communication of an emotional need that is either unmet, or being met elsewhere. It might not always look like an emotional need but our knowledge about trauma helps us see beyond what children and young people say and the externalising behaviours

they may present with. It is important to remember survival mode and how differently the fight, flight, freeze response can present.

As a Christian school, we strive to show the love of God to all who are part of our community.

Strategies we use at school (where needed) to support pupils to improve attendance or return to school:

Attachment Strategies	• Create a sense of belonging in school by greeting the child when entering school/class and giving them a role and responsibility • When the child is not at school, continue to communicate with them via email, notes, video calls etc. • Start and end the school day with protected quality time with a safe, consistent adult for 15 minutes • Ensure there is a clear transition between parent/s and a trusted staff member at the start of each day • Ensure the child sees positive interactions between home and school • Consider using transitional objects such as teddies, hair ties, photos, keyring that the child can take from home into school. Allow them to text or phone home during the school day if needed
Routine and predictability	• Ensure that the school day is predictable by creating a consistent routine that it outlined on a visual schedule. • Try to keep elements of the school day the same (e.g. entering school via the same route each day, having the same settling activity at the start of the day) • Send a copy of the school day schedule home, so that the child can look over it, especially over the weekend. • A reduced timetable can be used initially to encourage the child to attend school, then gradually increase this time.
Managing feelings	•Consider the safe spaces that pupils can go to, such as the ELSA room, work room or library, as these may be less stigmatising for some pupils than the learning support area • Encourage and positively affirm the child when they go to school (e.g. 'I'm really happy that you've come into school today') • Encourage the child to engage in mindfulness or other activities that may make them feel relaxed (e.g. mindful colouring)
Additional interventions	• Additional strategies may include: Anti-bullying programmes , buddying pupils, mentoring and teaching coping strategies • Support the child with peer interactions (e.g. circle of friends, social skills groups)

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

As in 7.1, our start point in supporting pupils is always conversations with pupils, parents and professionals involved. We strive for a rounded approach that caters to the needs of the child.

Below is a non-exhaustive list of the kinds of support and reasonable adjustments that we as a school have in place in order to support pupils with SEND, or pupils with social, emotional or mental health issues affecting attendance, and to help to reduce pupils' anxiousness about attending school.

The Department for Education makes recommendations on what are deemed to be reasonable adjustments that schools can make to support pupils with barriers to attendance.

Below are some reasonable adjustments we make as a school:

• Pupils can be provided with 1:1 support or named 'trusted adults' who can be of support in school

• Pupils lunch collected by the staff and distributed to them to eat in solace.

• Pupils are supported by staff members to integrate into the lunch hall to build their confidence with eating in the assigned area. This gives them the confidence to meet friends and make friendships that ease their anxiety.

• Activities at breaks and lunches can be provided to support with anxiety.

• Pupils can be withdrawn from lessons on a short-term basis and do work on emotional regulation, to build their resilience and alleviate anxiety about attending school e.g. ELSA.

• Pupils can be provided with opportunities to arrive later or leave early to avoid main transition times where there are larger crowds.

• Where required, a short period of phased timetabling to allow a transition back into school and to attend full-time, where the child is in school but does not attend all lessons, working with the pupil to support with any anxiety they are experiencing during time not spent in class.

• Some pupils will sit exams in smaller examination venues e.g. smaller rooms of 10 or 12 pupils.

• Ear defenders are provided to students who are particularly sensitive to noise. They wear these in and out of lessons as needed.

• Children with sensory difficulties are considered as part of the school uniform policy, such as allowing them to wear shorts instead of trousers, which helps to alleviate anxiety about attending.

• Some pupils are offered a "meet and greet" at the school gate to support transition back into school after period of absence.

• Pupils are made aware that they can speak with anyone they have confidence in, and staff know that, where they need help, they should contact a member of the trained mental health team.

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.

8.3 Pupils returning to school after a lengthy or unavoidable period of absence

Supporting pupils to return to school after a lengthy avoidable period of absence is crucial in ensuring they do not struggle to reintegrate or begin to display school avoidant behaviours.

To help with this, we offer:

- Support with learning (where needed including booster sessions)
- Additional opportunities to re integrate with other pupils e.g. social skills groups
- Additional meetings with the class teacher
- A reintegration plan.

9. Attendance monitoring

9.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) 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.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

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.

9.2 Analysing attendance

The school along with (the partnership attendance lead) 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 *NB. Young carers are now explicitly named in the statutory guidance as a cohort requiring targeted monitoring. Pastoral leads know how to identify young carers and link them to LA assessment pathways.*
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends as well as whole school monitoring grid which is updated weekly.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Report data and strategies to improve attendance to governors regularly.

9.3 Using data to improve attendance

The school will:

- 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 class teachers to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding leads and pupil premium lead)
- 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

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
- Implement sanctions, where necessary (see section 5.2, above)
- Send letters regularly to keep parents informed if there are concerns regarding the child's attendance.
- An Individual Attendance Plan will be created for pupils where attendance continues to be a concern.
- Where necessary, we will also seek advice from the local authority attendance team and invite them to a meeting with the parent.
- As a school, we will always endeavour to speak to parents regularly (in the first instance) as concerns arise in the hopes of a pastoral approach being effective in the first instance.

10. Monitoring arrangements

This policy will be reviewed if guidance from the local authority or DfE is updated, and as a minimum every two years by the attendance lead or the Headteacher. At every review, the policy will be approved by the full governing board.

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Ealing Council's AIM (Attendance Intervention Model) 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

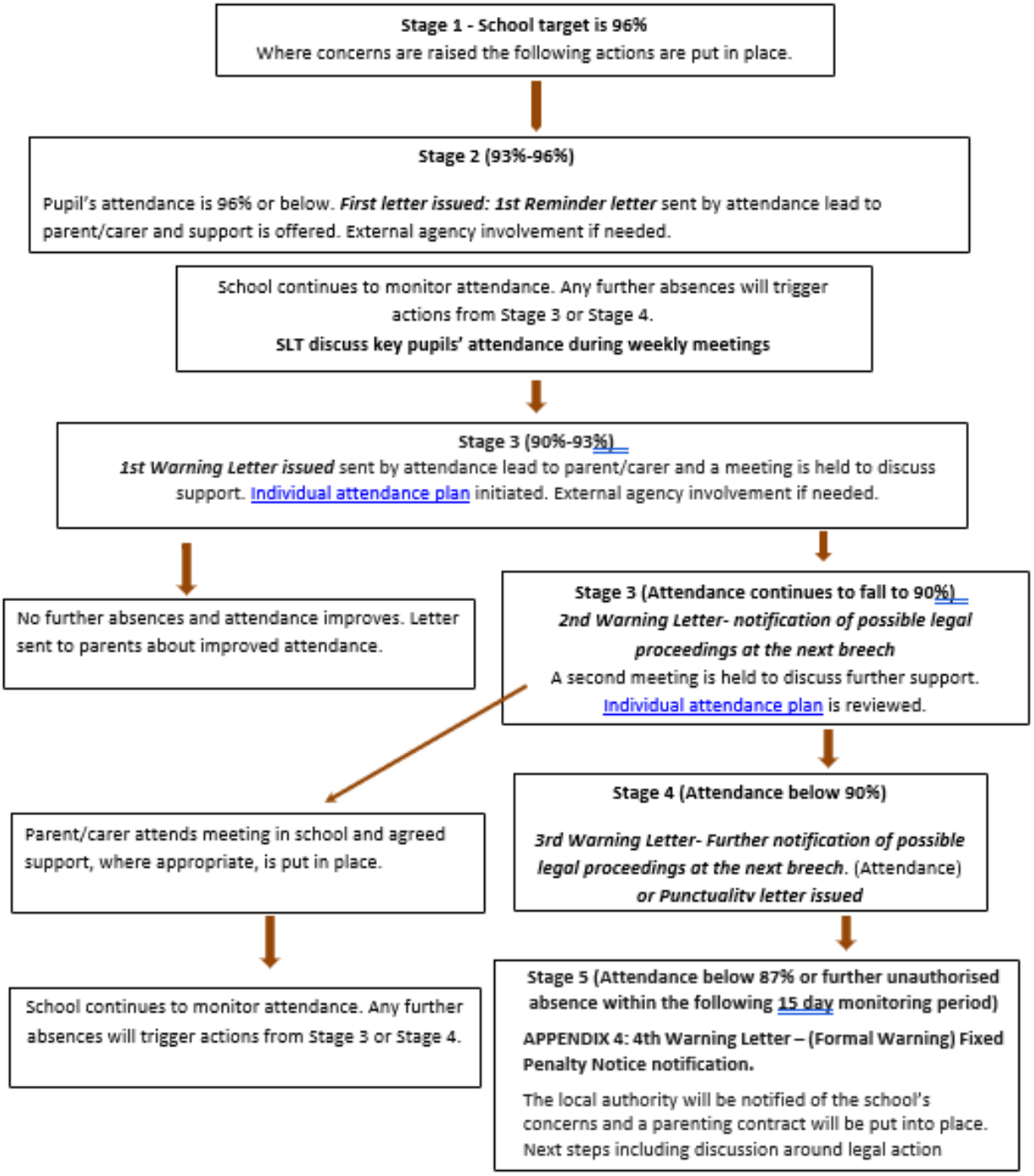
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	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 established before 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 2a - Attendance Escalation

Attendance Procedures Flow Chart

Although parents/carers have the legal responsibility for ensuring their child's good attendance, the Head teacher and Governors at our school work together with other professionals and agencies to ensure that all pupils are encouraged and supported to develop good attendance habits. The procedures below are followed to ensure that this happens. Attendance is monitored weekly by the admin staff and the Assistant Head teacher for Attendance.

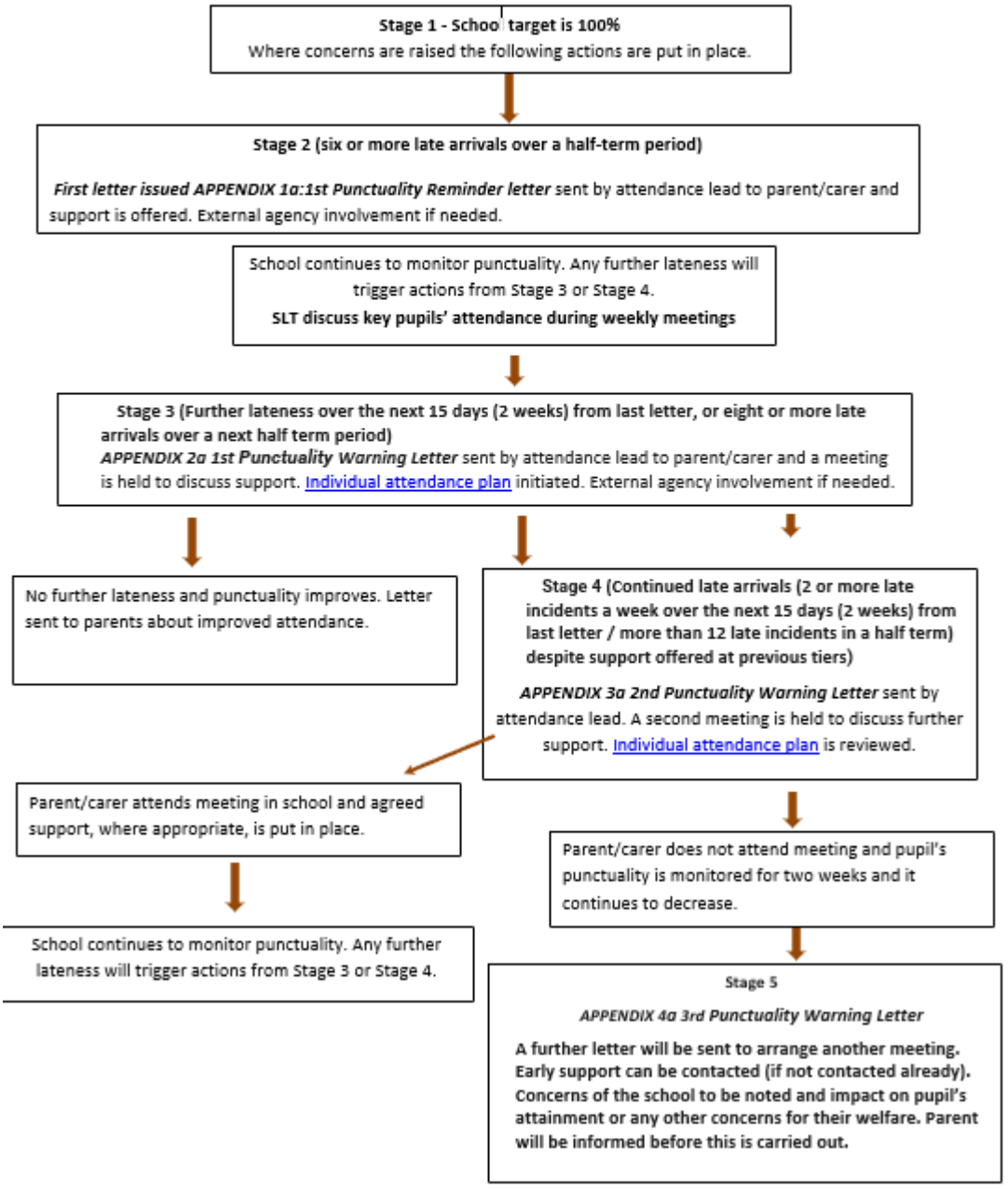
The Partnership Attendance Lead has over sight of attendance and monitors systems in use.



Appendix 2b - Punctuality Escalation

Punctuality Procedures Flow Chart

Although parents/carers have the legal responsibility for ensuring their child's good attendance, the Head teacher and Governors at our school work together with other professionals and agencies to ensure that all pupils are encouraged and supported to develop good attendance habits (including good punctuality). The procedures below are followed to ensure that this happens. Attendance and punctuality are monitored weekly by the admin staff and the Assistant Head teacher for Attendance.



Appendix 3: Attendance Letters

ATTENDANCE REMINDER LETTER *(attendance is still above 90%)*

Re: _____

ATTENDANCE REMINDER LETTER

I am writing to you to raise our concerns with _____'s attendance.

_____'s current attendance figure is _____which is below the national expected levels of school attendance of 95%. Whilst the school recognises that there have been significant periods of illness for some children and has accommodated the reasons for absence since September, as you can appreciate this attendance is a cause for concern and we have a duty by law, to highlight it to you.

Please note below in which bracket your child's attendance sits.

Attendance and Punctuality Comment	
Exceptional	Attendance is 99% or higher. Always in school on time.
Good	Attendance is 95% or higher. Very rarely late to school.
Room for Improvement	Attendance falls below 95% or occasionally late to school.
Cause for Concern	Attendance is below 90% or frequently late to school which has had a direct impact on their learning

Highlighting the importance of an excellent attendance record is something the school sees as essential. By working together we can improve your child's attendance. By law, all children of compulsory school age should receive suitable education, either by regular attendance at school or through other arrangements. If a child is registered at school, parents have a primary legal responsibility for ensuring that their child attends regularly.

Please inform the school of the reasons for any absences not yet provided.

A reminder also, that it is vital that you contact the school on the first day of absence and keep us updated if any absence is to continue for more than one day.
Please do contact the school if you would like to discuss this further or if the school can do anything to support you with a plan for improvement.
Yours sincerely

Mrs Hale
Head of School

Mrs Allen
Assistant Headteacher/ Attendance Lead

Appendix 3: Attendance Letters

Stage 3a

APPENDIX 3a- **FIRST ATTENDANCE WARNING LETTER** *(attendance is below 90%)*

Re: _____

Attendance - **FIRST ATTENDANCE WARNING LETTER**

I am writing to you to raise our concerns with [CHILD NAME]'s attendance.

[CHILD NAME]'s current attendance figure is ____% which is below the national expected levels of school attendance and is in fact below the 90% threshold. Your child is now in the 'persistent absence' category. Please note below in which bracket your child's attendance sits.

Attendance and Punctuality Comment	
Exceptional	Attendance is 99% or higher. Always in school on time.
Good	Attendance is 95% or higher. Very rarely late to school.
Room for Improvement	Attendance falls below 95% or occasionally late to school.
Cause for Concern	Attendance is below 90% or frequently late to school which has had a direct impact on their learning

You are receiving this letter as your child has either received more than four 'O' codes (an unauthorised absence) or a 'G' code (family holiday not agreed). Please be reminded that 10 unauthorised absence sessions (5 days) within a ten week period will result in a fine.

By law, all children of compulsory school age should receive suitable education, either by regular attendance at school or through other arrangements. If a child is registered at school, parents have a primary legal responsibility for ensuring that their child attends regularly. By working together we can improve your child's attendance.

Please inform the school of the reasons for any absences not yet provided. It is vital that you contact the school on the first day of absence and keep us updated if any absence is to continue for more than one day.

Please do contact the school if you would like to discuss this further or if the school can do anything to support you with a plan for improvement.

Yours sincerely

Mrs Hale
Head of School

Mrs Allen
Assistant Headteacher/ Attendance Lead

Appendix 3: Attendance Letters

Stage 3b

APPENDIX 3b - **SECOND ATTENDANCE WARNING LETTER** *(attendance is still falling further below 90%)*

Re: [CHILD NAME] – [CLASS]

SECOND ATTENDANCE WARNING LETTER

I notice that despite my reminder letter dated [DATE OF FIRST LETTER], [CHILD NAME]'s attendance continues to be of concern. [CHILD NAME]'s attendance is currently ____%.

You are receiving this letter as your child has either received more than four 'O' codes (an unauthorised absence) or a 'G' code (family holiday not agreed). Please be reminded that 10 unauthorised absence sessions (5 days) within a ten week period will result in a fine.

Non-attendance at school for any reason is an important issue and something we take very seriously. I would like to invite you into school to discuss the current situation on [DATE/TIME OF MEETING]. At this meeting, we will create an Individual Attendance Plan to address this situation.

Regular school attendance is the responsibility of parents/carers. There is a risk that if [CHILD NAME]'s attendance remains at the current level a referral may be made by the school to Ealing's Early Intervention Service (EIS) who may need to start legal proceedings.

I hope that we see [CHILD NAME]'s attendance improve dramatically. Please return the slip below to confirm you will be attending the meeting. If you are unable to attend but would like to re-arrange for an alternative date/time, please contact Mrs Allen or Mrs Hale through the school office.

Yours sincerely

Mrs Hale
Head of School

Mrs Allen
Assistant Headteacher/ Attendance Lead

- -

Slip to be returned to the school office by [return date]

ST MARY'S CHURCH OF ENGLAND SCHOOL

Re: [CHILD NAME] – [CLASS]
SECOND ATTENDANCE WARNING LETTER

Name of child: .... Class: ....

I/We will/ will not be attending the meeting regarding my child's attendance on [date and time for meeting].

Signature of Parent/Guardian:... Date: ....

Appendix 3: Attendance Letters

Stage 4

APPENDIX 3c – **Notice to Improve**

[Address Starts Here]

School attendance is hugely important. For your child to gain the full benefit from their education, for their learning, wellbeing, and wider development, they need to attend on time, every day possible. If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school or fails to attend regularly the child's parent may be guilty of an offence under s.444 Education Act 1996.
«FORENAME» «SURNAME» are a parent/carer of «Students_Name», (called in this notice "the pupil") who is a registered pupil at «School_Name».

The school have offered support to you and your family to try and help improve «Students_Name»'s attendance, including:

1. Telephone calls. The school contacted you every day your child was absent to understand why your child was absent and to offer their support with any issues your child may be having.
2. An Attendance Overview Letter. The school wrote to you, letting you know about «Students_Name»'s attendance, the impact of their continued absence, and inviting you to contact the school to discuss the situation further.
3. An Attendance Support Meeting Invite. The school invited you to a meeting to discuss your child's unauthorised absences and to offer support to ensure that their attendance improved. You were notified of the consequences should your child continue to have unauthorised absence and you did not effectively engage with the support offered.

Unfortunately, despite the support that was offered to your family, attendance remains a cause for concern. Between «WARNING_START_DATE» and «WARNING_END_DATE» the pupil failed to attend regularly at «School_Name», which resulted in 10 sessions (half days) or more of unauthorised absences being recorded. Please see the attached registration certificate for details.

You now have <> in which to improve your child's attendance. During this time your child must show significant improvements in attendance and avoid having any unauthorised absences from school during this period. Should we not see sufficient improvement and further unauthorised absences take place during this period, a Penalty Notice may be issued. A penalty notice is charged at £160 if paid within 28 days. There is usually the opportunity to pay a reduced amount of £80 if paid within 21 days.

NB – A Penalty Notice may be issued as soon as an unauthorised absence is recorded. More information regarding this notice can be found in the attached leaflet. If you wish to discuss this notice, or discuss what further support is available, please contact Ealing's Attendance team as soon as possible: Ealing Council Attendance Team attendance@ealing.gov.uk

Yours sincerely

(Name) (Job Title) (School Name)

Appendix 4: Punctuality Letters

APPENDIX 4a

Dear _____

CONCERNS REGARDING LATENESS – 1st Letter

It is with regret that I am writing to you about _____'s persistent lateness to school. He/she has been late _____ times since _____.

It is imperative that your child is in school for the start of our day at 8:40. Lessons start promptly and when pupils arrive late, they miss out on essential instructions given at the beginning of the lesson. This can significantly reduce achievement, regardless of academic ability. Your child may also feel awkward arriving to the classroom when everyone else is settled. Furthermore, when one pupil arrives late, it disrupts the entire class and the teacher – everyone's education is compromised. I would like to remind you that you have a responsibility to ensure that your child arrives on time every day.

Meanwhile, if anything can be done to support you in getting _____to school on time, please do not hesitate to contact me.

Please return the reply slip below to acknowledge receipt of this letter.

Yours sincerely

Mrs Hale
Head of School

✂----------

CONCERNS REGARDING LATENESS

Child's name…….. Class…….

I acknowledge that I have received the letter regarding my child's persistent lateness to school.

Signed…… Date…….

APPENDIX 4b

CONCERNS REGARDING LATENESS – 2nd Letter

It is with regret that I am once again writing to you about _____'s persistent lateness to school. He/she has been late _____ times since _____.

It is imperative that your child is in school for the start of our day at 8:40. When pupils arrive late, they miss out on essential instructions given at the beginning of the lesson. This can significantly reduce achievement, regardless of academic ability. Your child may also feel awkward arriving to the classroom when everyone else is settled. Furthermore, when one pupil arrives late, it disrupts the entire class and the teacher – everyone's education is compromised. I would like to remind you that you have a responsibility to ensure that your child arrives on time.

Persistent lateness is monitored by the Senior Education Welfare Officer attached to our school. I hope to see an improvement in your child's punctuality. If I do not, I will have no choice in referring _____ to the Senior Education Welfare Officer who will investigate and may arrange a meeting with you.

I would like to invite you into school to discuss the current situation on [DATE/TIME OF MEETING]. At this meeting, we will create an Individual Attendance Plan to address this situation.
Please return the reply slip below to acknowledge receipt of this letter.

Please return the slip below to confirm you will be attending the meeting. If you are unable to attend but would like to re-arrange for an alternative date/time, please contact Mrs Allen through the school office.

Yours sincerely

Mrs Hale
Head of School

Slip to be returned to the school office by [return date]

ST MARY'S CHURCH OF ENGLAND SCHOOL

Re: [CHILD NAME] – [CLASS]
CONCERNS REGARDING LATENESS – 2nd Letter

Name of child: ..... Class: .....

I/We will/ will not be attending the meeting regarding my child's lateness on [date and time for meeting].

Signature of Parent/Guardian:..... Date: .....

Stage Three: APPENDIX 4c

CONCERNS REGARDING LATENESS – 3rd Letter

It is with regret that I am once again writing to you about _____'s persistent lateness to school. He/she has been late _____ times since _____.

It is imperative that your child is in school for the start of our day at 8:40. Lessons start promptly and when pupils arrive late, they miss out on essential instructions given at the beginning of the lesson. This can significantly reduce achievement, regardless of academic ability. Your child may also feel awkward arriving to the classroom when everyone else is settled. Furthermore, when one pupil arrives late, it disrupts the entire class and the teacher – everyone's education is compromised. I would like to remind you that you have a responsibility to ensure that your child arrives on time.

I would like to invite you into school again to discuss the current situation on [DATE/TIME OF MEETING]. At this meeting, we will ***review*** the ***Individual Attendance Plan*** to address this situation. Please return the reply slip below to acknowledge receipt of this letter.

Please return the slip below to confirm you will be attending the meeting. If you are unable to attend but would like to re-arrange for an alternative date/time, please contact Mrs Allen through the school office.

Yours sincerely

Mrs Hale
Head of School

✂----------

Slip to be returned to the school office by [return date]

ST MARY'S CHURCH OF ENGLAND SCHOOL

Re: [CHILD NAME] – [CLASS]
CONCERNS REGARDING LATENESS – 3rd Letter

Name of child: ..... Class: .....

I/We will/ will not be attending the meeting regarding my child's lateness on [date and time for meeting].

Signature of Parent/Guardian:..... Date: .....