



Attendance Policy

September 2021

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Associated documents:
Links to:
<ul style="list-style-type: none">• Safeguarding Policy• Behaviour Policy• E-safety Policy• Anti-Peer on Peer Abuse Policy• SEND Policy• Pupil Premium Policy• Supporting Pupils with Medical Conditions Policy

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of intent

We are committed to providing education of the highest quality to our pupils. We recognise the clear link between attendance and the attainment of pupils. The aim of this policy is therefore to encourage the highest possible levels of attendance for individuals, groups and the pupil body as a whole. To achieve this, all members of our academy community have an important contribution to make.

We aim to

- ensure every pupil is safeguarded and their right to education is protected.
- promote a culture across our academy which identifies the importance of regular and punctual attendance.
- make attendance and punctuality a priority for all those associated with our academy including pupils, parents, teachers, support staff and governors.
- further develop positive and consistent communication between home and our academy.
- set targets to improve individual pupil and whole academy attendance levels.
- work with external agencies in order to address barriers to attendance and overcome them.

We support parents to perform their legal duty to ensure their children of compulsory school age attend regularly and in addition, to promote and support punctuality in attending lessons.

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

Our relentless approach to ensuring our pupils attend our academy and receive the education that they deserve and are, indeed entitled to, is central to our values.

The detail of how we put this policy into practice can be found in Appendix 1 – Attendance Procedures.

1 Legal framework and definitions

This policy meets the requirements of the [school attendance main guidance August 2020](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- [The Education Act 1996](#)
- [The Education Act 2002](#)
- [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2010](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2011](#)

- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2013](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2016](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the [school census](#), which explains the persistent absence threshold.

2 Scope of policy

- 2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.
- 2.2 For the purposes of this policy the reference to 'Teacher' includes all paid staff responsible for the supervision of pupils.
- 2.3 For the purposes of this policy the reference to 'pupils' includes all learners in our academies.
- 2.4 For the purposes of this policy and the procedures in Appendix 1 we refer to Section 576 of the Act which defines the 'parent' of a pupil or young person as including
- both of their natural parents, whether they are married or not
 - any person who, although they are not the natural parent, has parental responsibility for the pupil or young person, as defined in the Children Act 1989
 - any person who, although not the natural parent, has care of the pupil or young person i.e. with whom the pupil lives, irrespective of their relationship with the pupil.

3. Responsibilities

- 3.1 All children aged 5-16 years old must receive suitable education. (Section 7, Education Act 1996) A pupil of compulsory school age who is registered at an academy must by law attend regularly.
- 3.2 In law parents have the prime responsibility for ensuring that pupils of compulsory school age attend regularly. (Section 576, Education Act 1996).
- 3.3 The Local Authority (LA) must offer educational provision for all children of school age.
- 3.4 By law, all academies (except those where all pupils are boarders) are required to keep an attendance register, and all pupils must be placed on this register.
- 3.5 Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.
- 3.6 By law, all academies must keep an admissions' register, the contents of which includes all pupils, their personal details, (including at least **three telephone numbers for different safe adults**, to ensure that we can always contact someone in the event of an emergency) the date of admission (or re-admission), information regarding parents and details of the academy last attended.
- 3.7 Pupils will be removed from roll only when they complete their education stage, transfer to another school or academy, move out of the area or emigrate or following a parental request for elective home education. We follow statutory guidance for removing pupils from roll and notifying the local authority. Further information can be found in Appendix 5.
- 3.8 There is a clear link between attainment and attendance. The Education Act 1996, Section 444(1) states: ***If a pupil of compulsory academy age who is a registered pupil at an academy fails to attend regularly at the academy, his parent is guilty of an offence.*** We therefore enforce the use of statutory action to encourage and promote attendance. This

is done to encourage pupil attendance and to ensure that all pupils are able to benefit from their legal right to receive an education.

- 3.9 We have a framework (Appendix 2) to complement this policy that defines agreed roles and responsibilities for parents, pupils and staff.

4 Definitions

- 4.1 A pupil is classed as absent if they arrive after the register has closed or if they do not attend for any reason.

- 4.2 An authorised absence is when approval has been given in advance for a pupil of compulsory academy age to be absent for a specific (legal) purpose, or we have accepted an explanation offered afterwards as justification for absence from a parent or carer. This may include

- an absence for illness for which we have granted leave
- medical or dental appointments which unavoidably fall during the academy day for which we have granted leave
- religious or cultural observances for which we have granted leave (The day must be exclusively set apart for religious observance by the religious body to which the parents or pupil belong. Where necessary, we will seek advice from the parents' religious body about whether it has set the day apart for religious observance)
- an absence due to a family emergency.

- 4.3 An unauthorised absence is defined as one where we are not satisfied with the reasons given for the absence. Reasons may include

- parents keeping children from attending unnecessarily or without reason
- truancy before or during the academy day
- absences which have never been properly explained
- arrival after the register has closed
- day trips and holidays in term time which have not been agreed
- leaving our academy without authorisation during the day.

- 4.4 Persistence Absence is defined as: 10% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

- 4.5 Persistent lateness is defined as pupils who have five or more late marks recorded in a single half-term.

5 Monitoring and Reviewing Attendance

- 5.1 We recognise that early intervention can prevent poor attendance. We monitor attendance and punctuality throughout the year. We recognise that certain groups of pupils may be more at risk of poor attendance and will provide support and assistance wherever possible.

- 5.2 We set challenging attendance targets for whole academy attendance.

- 5.3 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. We compare our attendance data to the national average and share this with our local academy committee members.

5.4 Specific measures are taken to monitor attendance at an academy and trust wide level. These processes are embedded and regularly checked to ensure the effective safeguarding of all pupils through specific tailored interventions. Data on attendance is collected and analysed a minimum of once a half term. Key analysis is made of

- patterns of absence
- patterns of lateness
- patterns of medical appointments
- correct and consistent use of absence codes
- trends in reasons for absence for example-use of the C code, leave of absence and exclusions
- trends in particular groups (SEN, PP, vulnerable, ethnic groups, gender, year groups)
- the use of and impact of premia funding to support improving attendance of specific groups of pupils.

5.5 Attendance data informs action planning and supports the identification of key priorities in our academy development plan and future revisions of this policy.

6 Reviewing this policy

6.1 This policy will be reviewed every three years or in the following circumstances:

- Changes in legislation and / or government guidance
- As a result of any other significant change or event
- In the event that the policy is determined not to be effective.

Appendix 1 – Attendance Procedures

1. Key Personnel

<i>Academy Cluster Attendance Lead</i>		Lynn Vincent
Contact Details	Email	Lynn.Vincent@attrust.org.uk
	Telephone	01922 710357
<i>JAM Office Admin/JAM Attendance lead</i>		Tracey Hateley
Contact Details	Email	Tracey.Hateley@attrust.org.uk
	Telephone	01922 710357
<i>JAM Principal</i>		Kate Benton
Contact Details	Email	Kate.Benton@attrust.org.uk
	Telephone	01922 710357
<i>JAM DSL</i>		Joanne Westwood
Contact Details	Email	Joe.Westwood@attrust.org.uk
	Telephone	01922 710357

2. Maintaining an Attendance Register

2.1 The attendance register will be taken at the start of the first session of each academy day and once during the second session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

2.2 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

6.3 The academy day starts at 8:55am. All pupils should be in their classroom at this time.

6.4 The first (morning) registration session starts at 8:55am. Pupils will receive a late mark if they are not in their designated classroom by this time. The register closes at 9:30am. Pupils will receive a mark of absence if they do not attend before this time. Attendance after the register closes will receive a mark to show that the pupil is on site, (U) but will count as an absent mark.

6.5 Pupils arriving late should report to the main school office accompanied by a parent to sign in

6.6 The second (afternoon) registration session starts at 1:00pm and closes at 1:30pm.

- 6.7 If a pupil needs to leave our academy during the day they must sign out at the main reception with a parent once authorisation has been given from Senior Leadership Team.
- 6.8 Pupils educated off-site are monitored daily for their attendance at the off-site/alternative provision. Staff work closely with the staff at the off-site provision, the pupil and their parents to take action to support the pupil to maintain good attendance.

7. Recording Attendance

- 3.1 The national absence and attendance codes enable academies to record and monitor attendance and absence in a consistent way which complies with the regulations. They are also used for collecting statistics through the Census. The data helps academies, ATT, local authorities and the Government to gain a greater understanding of the level of, and the reasons for absence. See Appendix 3 for the DfE attendance codes.
- 3.2 There should be no pre-population of codes and individual academy tracking systems which monitor the whereabouts of pupils educated off-site, must be robust and quality assured regularly.
- 3.3 Where pupils are dual registered, are on voluntary service or are taking part in other approved educational activities, the register will be updated following regular discussion and information sharing with the other establishment.
- 3.4 All incidents when pupils receive an absence mark during the day should be checked by the attendance officer against the wider register information for that day. When internal absence is discovered, establishing the location of the pupil to safeguard them is our first priority.
- 3.5 Tracey Hateley will check the missing register report throughout the day and report any registers that have not been completed.

4 Reporting Absence

- 4.1 It is the responsibility of the parent to inform us of a pupil absence and also to inform us of any changes to contact details.
- 4.2 Parents are expected to inform us of their pupil's absence before **9.00 a.m.** on **each day of absence** providing the reason for absence and when their pupil will be returning to our academy. We will contact parents and/or other listed emergency contacts where no contact has been made. Where required, we may conduct reasonable enquiries with friends or neighbours and will carry out safe and well home visits as necessary. If no contact is made we may request a safe and well check from the police.

5 Reasons for Absence - Authorised

5.1 Appointments

- 5.1.1 As far as possible, medical and dental appointments should be made outside of the academy day. Where this is not possible, a note and appointment card should be sent to us prior to the appointment.
- 5.1.2 Pupils must attend before and after the appointment wherever possible. If the appointment requires the pupil to leave during the day, they must be signed out by an adult listed on the pupil's record. Should a pupil arrive late following an appointment, they should report to Tracey Hateley (office admin) or Katie Mason (office manager) in the main school office.
- 5.1.3 Absences for medical appointments will be recorded with a M code.

5.2 Religious Observance

5.2.1 Parents must inform us in advance if absences are required for days of religious observance. We will authorise absences where a reasonable request is made. **The day must be exclusively set apart for religious observance by the religious body to which the parents belong.** Where necessary, we will seek advice from the parents' religious body about whether it has set the day apart for religious observance.

5.2.2 Absences for religious observance will be coded as R.

5.3 Illness

5.3.1 In order to make informed decisions about their pupil's fitness for attending parents are encouraged to refer to the NHS guidance *Is My Pupil Too Ill for School?*.

[Is my pupil too ill for school? - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Any authorisation of absence through illness is done so at the discretion of the Principal or member of staff delegated to carry out this task.

5.3.2 In the case of an illness which lasts for five days or more (or four days in the event of an INSET day or Bank Holiday), parents are required to provide medical evidence which may enable us to authorise the absence. Where medical evidence is not provided, the absence may be recorded as unauthorised.

5.3.3 Where attendance is of a serious concern, we may require medical evidence to authorise any further periods of absence through illness. This will be determined on an individual basis. Parents will be notified of this by letter. Telephone calls and handwritten notes from a parent will not be accepted as medical evidence when attendance is a serious concern. For the purpose of this policy, 'serious concern' may be defined as: repeated unexplained/unauthorised absences or 3 x separate illnesses within a half term where no medical condition or underlying health issues have been identified.

5.3.4 Acceptable forms of medical evidence include:

- Medical card with one appointment entered with the pupil's name and surgery stamp included and signed by the Receptionist
- Letter from a professional such as hospital consultant
- Evidence of consultation with NHS 111
- Medication prescribed by a GP
- Copy of prescription
- Print screen of medical notes
- Letters detailing hospital appointments

Doctors or GP 'sick notes' are not required and we do not expect parents to request these from their GPs.

5.3.5 In some cases a pupil may be absent for long term due to an illness or injury. We will liaise with families in order to ensure children return to our academy quickly and that there are no safeguarding concerns. On occasions where this is not possible we will make a referral to Shepwell Centre via Shepwell school, which provides educational opportunities for pupils who are unable to attend their regular academy.

5.4 Traveller Pupils Travelling for Occupational Purposes

5.4.1 Traveller pupils travelling for occupational purposes covers Roma, English and Welsh Travellers, Irish and Scottish Travellers, Circus workers, 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 us but it is not known whether the pupil is attending educational provision.

6 Requesting Leave in Term Time

- 6.1. Absence for purposes of leave during term time can only be authorised by the Principal, within the boundaries set by the Education (Pupil Registrations) (England) Regulations 2006. **“Head Teachers may not authorise leave during term time except where the circumstances are exceptional.”** Under the Regulations, retrospective authorisation for leave in exceptional circumstances is not permitted.
- 6.2. The fundamental principles for defining ‘exceptional circumstances’ are that they are: **‘rare; significant; unavoidable and short’**. **Holidays during term time will not usually be considered as exceptional circumstances.** The following guiding principles apply:
- Term times are for education. This is the priority. Children and families have 175 days off a year including weekends and academy holidays. Principals will rightly prioritise attendance.
 - The decision to authorise a pupil’s absence is wholly at the Principal’s discretion based on their assessment and merits of each individual request.
 - If an event can be reasonably scheduled outside of term-time then it would be normal to authorise absence for such an event – holidays are therefore not considered ‘exceptional circumstances’. It is acceptable for the Principal to take a pupil’s record of attendance into account when making absence-related decisions.
 - We will take the needs of the families of service personnel into account if this prevents them from being able to take family holidays during scheduled holiday time.
 - We have a duty to make reasonable adjustments for pupils with special needs and/or disabilities.
 - We understand that families may need time together to recover from a trauma or crisis.
- 6.2. We will consider granting leave for a ‘once in a lifetime’ opportunity for pupils which will further enhance their educational and enrichment experience.
- 6.3. Parents are required to complete an exceptional absence form and return this to the school office for the attention of Kate Benton to obtain authorisation for leave under exceptional circumstances for taking pupils out of our academy during term-time.
- 6.4. Medical evidence will be required to authorise absence through illness directly following a period of leave in term-time absence.
- 6.5. Family emergencies need careful consideration before decisions about attendance are made. It is not always appropriate or in the best interests of the pupil to miss education for emergencies which are being dealt with by adult family members. Being at our academy with support from staff and peers can provide children with stability. The routine offers a safe and familiar background during times of uncertainty. Relevant members of staff will work with parents to decide what is in the best interest of the pupil.
- 6.6. When leave in term time is taken which involves foreign travel, we require parents to provide proof of booking time, flight information and contact information for the duration of the leave.

7 Persistent Absence

- 7.1. Pupils with 90% or less attendance are classified as Persistent Absence (PA). PA includes both authorised and unauthorised absences.
- 7.2. All PA pupils will have bespoke action plans to try to improve their attendance to above 90%. This will be monitored by Tracey Hateley. Pupils who are PA will be discussed as a potential concern at the weekly attendance meeting held between Tracey Hateley and Lynn Vincent – Academy Cluster EWO. DSL/DDSL also informed via Cpoms of any attendance concerns for safeguarding risk assessment.

8 Following Up Absence and Taking Statutory Action

- 8.1 We will follow up any absences to ascertain the reason. Any pupils who fail to attend regularly or who are absent for more than one week will be referred to the Designated Safeguarding Lead (Joanne Westwood)/Cluster Attendance Officer (Lynn Vincent) and a home visit will be undertaken.
- 8.2 Where it is appropriate, a member of staff may carry out a 'Return to Academy Interview' (RTAI) to discuss the absence and to offer any support. Following three separate periods of absence the RTAI will be carried out by a senior member of staff such as the Designated Safeguarding Lead/DDSL or the Academy Principal.
- 8.3 It may occasionally be necessary to inform parents that no further absences will be authorised for a particular pupil unless medical evidence is provided. This decision can only be made by the Lynn Vincent/Tracey Hateley following consultation with DSL/Principal.
- 8.3 It is a parent's legal responsibility to ensure their children receive appropriate education. Failing to send children to our academy regularly without good reason is a criminal offence. Academies can fine parents for the unauthorised absence of their pupil, where the pupil is of compulsory school age. The decision on whether or not to issue a penalty notice ultimately rests with the Principal, in line with the local authority's code of conduct for issuing penalty notices. This may take into account:
- A number of unauthorised absences occurring within a rolling academic year,
 - One-off instances of irregular attendance, such as holidays taken in term time without permission,
 - Where an excluded pupil is found in a public place during academy hours without a justifiable reason.
- 8.3.1 **Issuing penalty notices:** Each parent receives a penalty notice for each pupil who has unauthorised absence. If issued with a penalty notice, parents must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority. If the payment has not been made after 28 days, the local authority can decide whether to prosecute the parent or withdraw the notice.
- 8.3.2 **Taking parents to court for unauthorised absence:** Education Act 1996 Section 444 (1) – courts can fine each parent up to £1000 per pupil, order payment of prosecution costs and/or impose a Parenting Order.
- 8.3.3 **Taking parents to court for persistent unauthorised absence:** Education Act 1996 – Section 444 (1A) – courts can fine each parent up to £2500 per pupil, order payment of the prosecution costs, impose a Parenting Order and/or sentence parents to a period of imprisonment of up to three months.

9 Children Missing from Education (CME)

- 9.1 We have due regard to our statutory duty to safeguard pupils from CME. We follow the Local Authority's processes for reporting pupils missing from education. The DfE guide can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf
- 9.2 If a pupil fails to return following a period of absence, investigations will be made by staff to their whereabouts. If our investigations fail to make contact with the parents/pupil the case will be referred to the Local Authority Children Missing Education (CME) Team within 10 days.

10 Reporting to Parents

10.1 Pupils attendance is reported to parents by end of term attendance reports produced by Tracey Hateley (autumn and spring term) and the formal end of year written report produced by class teachers.

10.2 Unauthorised attendance is monitored and followed up. Weekly attendance meetings take place between Tracey Hateley and Lynn Vincent where unauthorised absences are looked at, all children with attendance below 94% is monitored and reviewed weekly. Poor attendance is then followed up with attendance letters, attendance meetings (face to face or virtual) and further monitoring.

11 Attendance Causing Concern

11.1 Specific measures to monitor attendance are embedded and regularly checked to ensure the safeguarding of all pupils through specific and tailored interventions.

11.2 Pupils attendance is recorded and stored on SiMs. SiMs attendance reports are run weekly to highlight attendance concerns. These are reviewed weekly by T Hateley and Lynn Vincent. Poor attendance, unexplained absences and patterns of absence are all considered when reviewing the reports. Attendance concerns are then logged on a spreadsheet for closer and continued monitoring. This spreadsheet monitoring quickly highlights where improvements are and where further support is needed.

During attendance reviews SiMs reports are half termly run to monitor for patterns of absence in both individual pupils and groups of pupils e.g year groups, pupil premium, SEND, gender. This data is stored securely onsite within the attendance file, along with records of intervention and support given. Information is shared with Academy Senior Leaders and the Local Academy Committee

11.2 Working closely with parents is a key to good attendance. Parents are aware that all attendance issues should be shared with Tracey Hateley, this includes reporting of absences and providing medical appointment information. All attendance concerns are communicated with parent's at the earliest opportunity, this maybe via class dojo, phone call and/letter. Attendance improvements are rewarded by certificates for the children concerned. Overall school attendance as well as each classes weekly attendance is also celebrated with parents via class dojo.

11.2 Where attendance is deemed to be a concern, we talk to the pupil using the signs of safety framework. From this, there may be one of three Early Help outcomes:

- Initiate simple reasonable adjustments to address the pupil's unmet safeguarding needs
- Develop an academy focused plan with the pupil and their parent as appropriate
- Initiate a multiagency Early Help Assessment (EHA)

11.3 If the conversation with the pupil indicates a serious safeguarding concern we will follow our safeguarding procedures as set out in our Safeguarding and Pupil Protection Policy.

12 Supporting Attendance of Every Pupil

12.1 We use a variety of strategies to encourage attendance:

- Verbal encouragement and praise
- Create personalised and achievable targets for pupils, based on their medical needs and on what is realistic and appropriate for each individual.
- Create safe spaces for pupils to thrive
- Make decisions on targets in consultation with families, while understanding that a medical condition can worsen suddenly and taking account of this.

- Create opportunities for dialogue with families about attendance, ensuring that they work in partnership with parents.
 - Use different methods to encourage attendance; for instance, explaining the links between attendance and outcomes.
 - Raise the profile of attendance with families, particularly when pupils start at the setting.
 - Teach and model a love of learning, helping families to see the value of the education that is offered.
 - Look at the effect on attendance of decisions made at academy level, for instance of ending terms on a Monday or Tuesday.
 - Be aware of the complexity of different contexts and the pressures that families might experience and which might contribute to poor attendance; for instance, in areas where many parents perform seasonal work and are unable to take holidays over the summer break.
- 12.2 We recognise that not all children, particularly those who are most vulnerable, are able to achieve 100% attendance through no fault of their own. At Jubilee Academy Mossley we ensure all children's attendance achieved are celebrated for being the best it can be, with any and all mitigating circumstances considered.
- 12.3 **Each pupil is supported and encouraged to achieve their individual highest possible attendance.** Pupil's will be provided with SMART (Specific, Measurable, Achievable, Realistic, Time bound) individual targets for their attendance which should be reviewed regularly and include parental consultation. Attendance effort awards will be awarded for pupils who have made a clear effort to improve or maintain their attendance and/or punctuality.
- 12.4 Our Behaviour Policy (Including Rewards, Sanctions and Exclusions) sets out the detail of how we reward pupils for attendance and punctuality, and what sanctions we apply for lateness and truancy.
- 12.4 Our Attendance Ladder (Appendix 4) sets out our expectations for attendance and is displayed in every classroom in our academy.

Appendix 2 – Framework of Responsibilities

Parents:

- Ensure pupils attend regularly, and punctually.
- Ensure that all medical appointments, are taken after the academy day where possible. Provide proof of medical appointments that can only be attended during the academy day.
- Contact us on first day of absence by either telephone, email or attending the main academy office (not the class teacher).
- Contact us each day for continued absence and provide suitable medical evidence in the event of an illness lasting for more than five days (or four days in the event of an INSET day or Bank Holiday).
- Understand that any leave of absence in term time will only be granted in exceptional circumstances.
- Requests for leave of absence to be submitted on the authorised form (available from school office)
- When leave in term time is granted which involves foreign travel, to provide proof of booking time, flight information and contact information for the duration of the leave.
- Make early contact with us when parents become aware of problems with attendance.
- Attend meetings if concerns are identified.
- Participate in Early Help Meetings as required.
- Support attendance contracts where appropriate.
- Support us in actioning agreed interventions/action plans.

Pupils

- Acknowledge behaviours needed outside of our academy e.g. early bedtimes to allow punctual attendance.
- Attend regularly and punctually.
- Adhere to our systems for late registration.
- Adhere to attendance contracts where appropriate.
- Aim for the highest possible attendance for their individual circumstances.
- Discuss concerns about their attendance or punctuality with a trusted adult within our academy.

Attendance Officer/Administrative Staff:

- Ensure messages are sent on the first day of absence, followed up by second day calling where required.
- Monitor absence of vulnerable children in consultation with the DSL/Cluster Attendance Lead and refer any absences as soon as possible.
- Build on a culture of challenge when addressing persistent illness absence with parents.
- Record absences on our academy register using the accurate coding.
- Liaise with alternative provision settings to track the daily attendance of pupils educated off site.
- Generate any attendance/punctuality letters as required.

- Refer Leave in Term Time requests to the Principal.
- Follow-up on any 'N' codes within the registers on a weekly basis.
- Escalate concerns where required as per the Safeguarding and Pupil Protection policy.
- Complete 'Return to Academy Interviews' with pupils where required.
- Participate in training in relation to attendance as appropriate.

Support Staff

- Understand that promoting pupil attendance is the responsibility of all staff.
- Assist in ensuring attendance has a high profile within the academy.
- Build on a culture of challenge when addressing persistent illness absences with parents.
- Challenge parents when no reason has been provided for absence.
- Complete 'signs of safety' and mentoring conversations with pupils where requested to do so.
- Complete 'Return to Academy Interviews' with pupils where required.
- Escalate concerns where required as per the Safeguarding and Pupil Protection policy.
- Participate in training in relation to attendance as appropriate.

Teachers:

- Understand that promoting pupil attendance is the responsibility of all staff.
- Ensure attendance has a high profile within the class.
- Display the Attendance Ladder poster in the classroom.
- Take registers electronically at the beginning of each morning and afternoon sessions.
- Build on a culture of challenge when addressing persistent illness absences with parents.
- Challenge parents when no reason has been provided for absence.
- Complete 'signs of safety' and mentoring conversations with pupils where requested to do so.
- Complete 'Return to Academy Interviews' with pupils where required.
- Escalate concerns where required as per the Safeguarding and Pupil Protection policy.
- Report annual attendance figures for each pupil to parents.
- Discuss attendance concerns with parents at parents evening.
- Participate in training in relation to attendance as appropriate.

Key Stage

- Understand that promoting pupil attendance is the responsibility of all staff.
- Ensure attendance has a high profile within their respective year groups
- Build on a culture of challenge when addressing persistent illness absences with parents.
- Challenge parents when no reason has been provided for absence.
- Monitor patterns of attendance in the year groups and take appropriate actions to pro-actively mitigate any periods in the academic calendar when attendance levels might dip.
- Complete 'signs of safety' and mentoring conversations with pupils where requested to do so.

- Complete 'Return to Academy' Interviews with pupils where required.
- Escalate concerns where required as per the Safeguarding and Pupil Protection policy.
- Liaise with Attendance Lead, DSL, Behaviour Lead and SENCo as appropriate to discuss attendance concerns for individual pupils.
- Participate in training in relation to attendance as appropriate.

Attendance Lead:

- Take the lead in ensuring attendance has a high profile within our academy.
- Monitor daily attendance and implement interventions as appropriate.
- Conduct Return to Academy Interviews where pupils have had 3 x absences or more.
- Provide rewards for improving attendance, punctuality and overall high attendance while not penalizing pupils with complex medical needs which impacts on their ability to attend academy regularly.
- Set annual targets in liaison with the Principal.
- Support all staff to monitor attendance and tackle attendance concerns effectively.
- Monitor pupils with attendance below 90% with regular communication with both the pupil and their parents, holding attendance meetings where required and agreeing individual action plans.
- Follow the LA Fast-Track procedure and support staff to offer Early Help where necessary. *amend as appropriate
- Work with Education Welfare Officers to tackle persistent absence.
- Advise the Principal when to issue fixed-penalty notices.
- Attend safe and well home visits where required.
- Escalate concerns where required as per the Safeguarding and Pupil Protection policy.
- Lead training in relation to attendance as appropriate.

Senior Leadership Team:

- Understand that promoting pupil attendance is the responsibility of all staff.
- Ensure attendance has a high profile across our academy.
- Build on a culture of challenge when addressing persistent illness absences with parents.
- Attend safe and well home visits where required.
- Escalate concerns where required as per the Safeguarding and Pupil Protection policy.
- Liaise with Attendance Lead, DSL, Behaviour Lead and SENCo as appropriate to discuss attendance concerns for individual pupils.
- Participate in appropriate training in relation to attendance as appropriate.
- Ensure there are designated staff with day-to-day responsibility for attendance matters.
- Ensure adequate, protected time is allocated to discharge these responsibilities.
- Take overall responsibility for ensuring our academy conforms to all statutory requirements in respect of attendance-deletion from academy roll is adhered to for example.

Principal:

- Ensure the attendance policy is implemented consistently across our academy.
- Ensure that staff understand that promoting pupil attendance is the responsibility of all.
- Ensure attendance has a high profile across our academy.
- Monitor academy level absence data and report it to the Local Academy Committee.
- Supports other staff in monitoring the attendance of individual pupils.
- Agree with the Attendance Lead when to issue fixed-penalty notices, where necessary.
- Make a decision whether or not to grant leave during term time for exceptional circumstances.

Local Academy Committee:

- Review the implementation of the Attendance Policy in our academy.
- Discuss the targets for attendance with the Principal and review progress towards these at ECSI and LAC meetings.
- Monitor attendance figures termly through documentation presented at ECSI and LAC meetings.
- Ask questions about attendance trends and what is being done to challenge and prevent persistent poor absence.

Appendix 3: Attendance codes

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

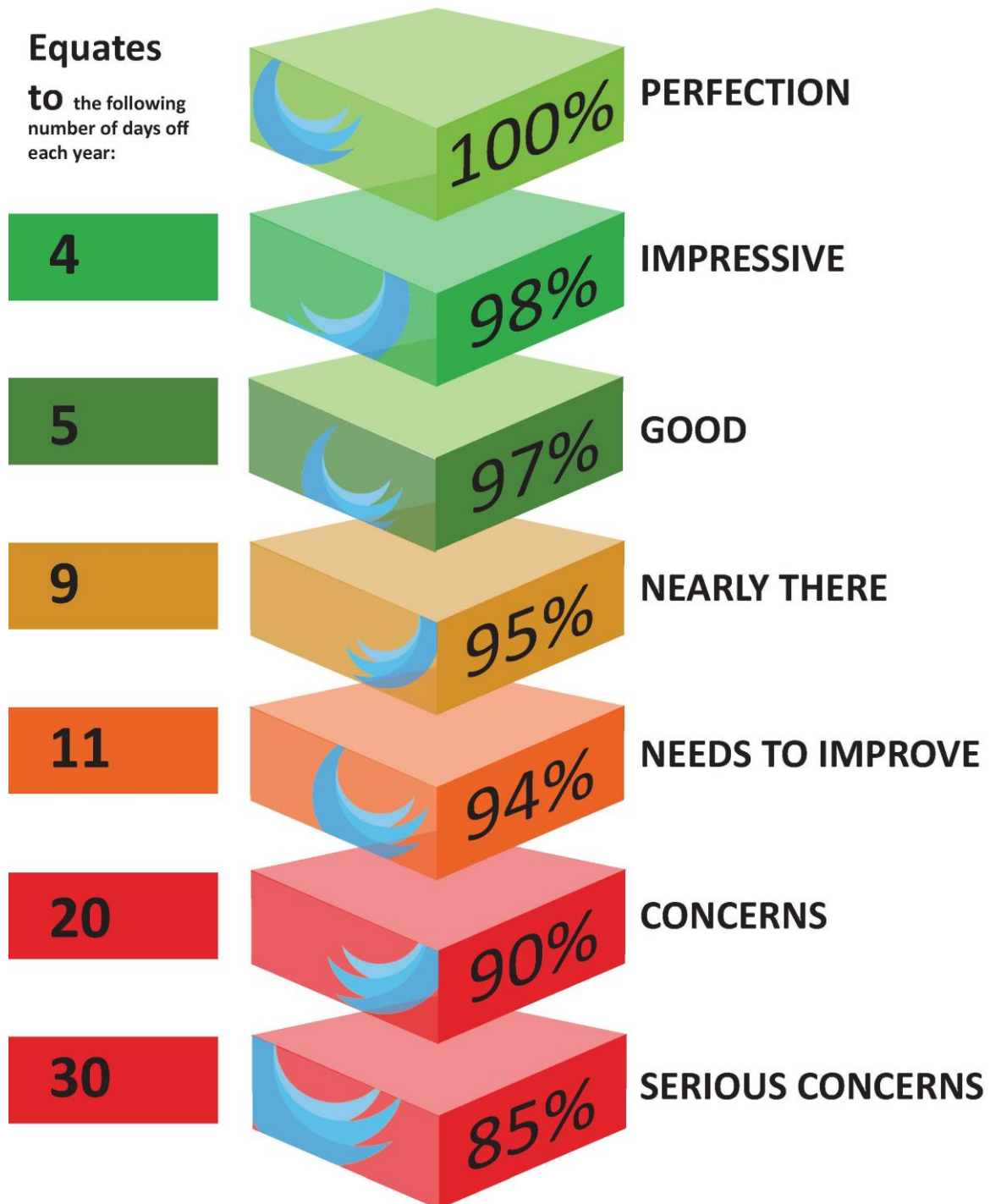
Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances

I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and Traveller absence	Pupil from a Traveller community is travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

ATTENDANCE



Appendix 5 Guidance for Removing Pupils from Roll

Best practice processes:

Elective Home Education: the Statutory Notification and the EHE form (if different in the academy's LA) must be submitted on the day of receiving the de-registration letter from the parent with a copy of the letter. The pupil should be taken off roll from the day the academy receives the letter or in cases where the parent is giving advance notice of the date requested. Do not backdate it to an earlier date than receipt of the letter even if the parent requests this. The academy should confirm that the pupil has been registered with the LA as EHE to ensure that they have assumed responsibility for the pupil. Do not just assume that because the academy has submitted the paperwork it has all gone through.

Pupil moves out of area - unreasonable distance to travel: submit the Statutory Notification as soon as the academy finds this out (some LAs will not allow academies to do this so follow the local procedure if it is different). Continue to track destination and liaise with LA admissions team. They will advise the academy when a pupil may be removed from roll if it has been established that the pupil/family have left the last known address and their new location is known. They may allow the academy to backdate the leaving date if they or the academy receives confirmation of the pupil starting at another school or within the care of a different LA. The academy must have written confirmation from the LA to backdate the leaving date. If the academy does not receive this and the academy has no other confirmation of where the pupil is the academy must keep them on roll for 20 days.

Pupil emigrates: The academy must follow the procedure above for moving out of area but also need to have ascertained from the parent the forwarding address, details of destination school and moving date.

Pupil transfers to a new school: Confirm the pupil's start date at the new school and that the pupil has actually started there. Submit the Statutory Notification on the day the academy has it confirmed that the pupil started at their new school. The academy can take the pupil off roll from the confirmed start date or the last school day if it precedes it e.g. a Friday and they started on a Monday. If the start date is the first day of a school term the academy can back date the leaving date for the academy's pupil to the last day of the previous term. If the academy has to do detective work in the new term to find out why the pupil is 'absent' keep them on roll until the academy gets a confirmed start date at the new school.

If there is a gap between the leaving date the academy has been given by a parent and the start date for a pupil, the pupil should remain on the academy's roll, marked absent, until the transfer school confirms the pupil has started there. If after ten days the pupil has still not started the academy should submit a CME form. In some LAs the academy has to complete a safeguarding referral/MAR after a pupil has been missing for ten days and cannot submit the statutory notification until after 20 days so follow the academy's local procedure.

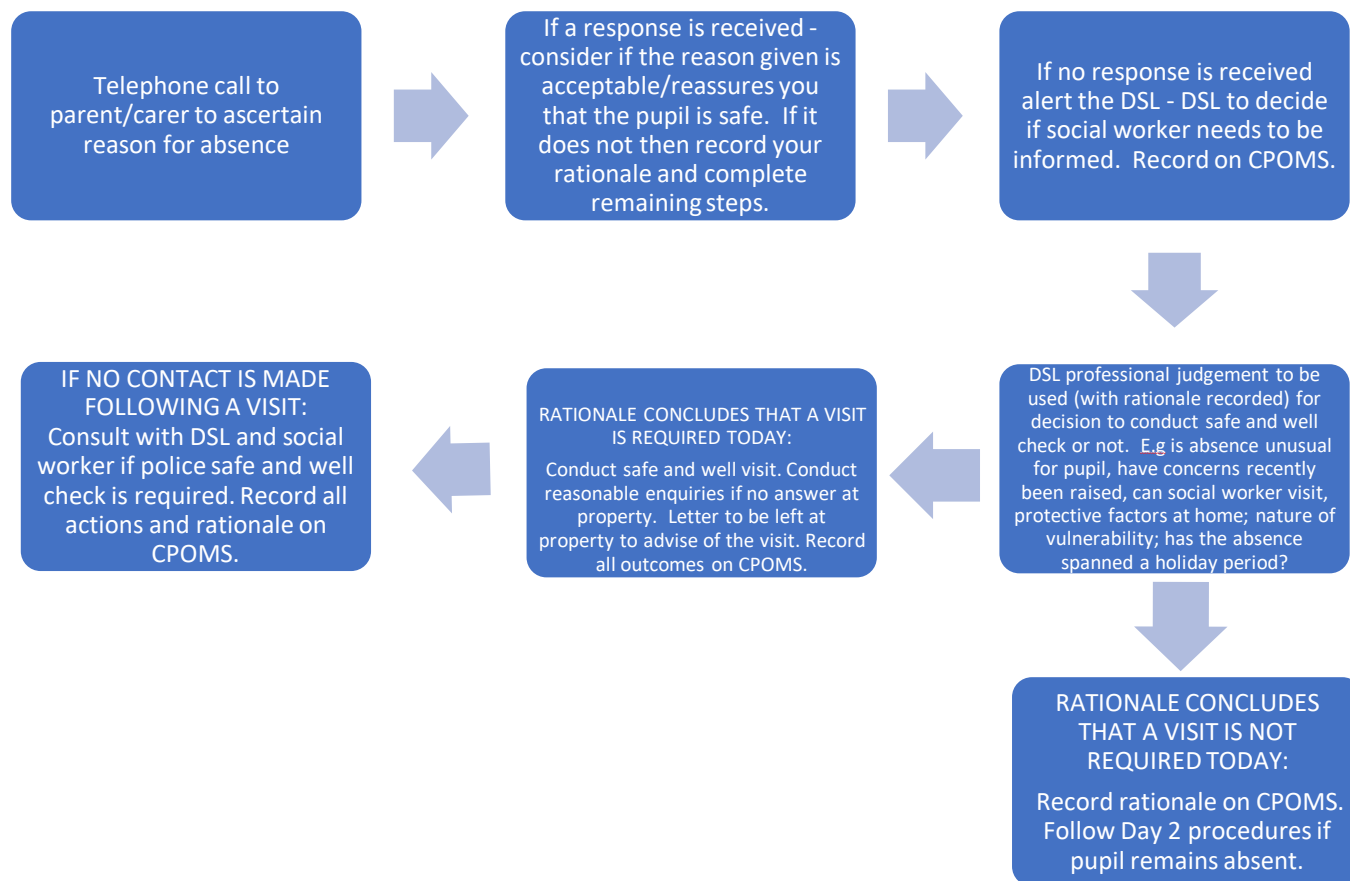
CME forms are usually the same form now as the Statutory Notification form. The academy cannot remove a CME pupil from the academy's roll for a further ten days from the initial notification or safeguarding referral (so 20 days in total from the first day of absence) unless the LA confirms where the pupil has gone.

	<p>Appendix Five</p> <p>Annex A: Grounds for deleting a pupil from the academy admission register</p> <p>(https://www.gov.uk/government/publications/children-missing-education)</p>
1	8(1)(a) - where the pupil is registered at the academy in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the academy and the proprietor of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the academy and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that he has ceased to attend the academy and no longer ordinarily resides at a place which is a reasonable distance from the academy at which he is registered.
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the academy within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the academy by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7	8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend the academy before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the academy the intention to continue to attend the academy after ceasing to be of compulsory school age.
8	8(1)(h) - that he has been continuously absent from the academy for a period of not less than twenty academy days and — (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the academy by reason of sickness or any unavoidable cause; and (iii) the proprietor of the academy and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.

9	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the academy at the end of that period.
10	8(1)(j) - that the pupil has died.
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the academy next meets and— (i) the relevant person has indicated that the pupil will cease to attend the academy; or (ii) the pupil does not meet the academic entry requirements for admission to the academy's sixth form.
12	8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school.
13	8(1)(m) - that he has been permanently excluded from the academy.
14	8(1)(n) - where the pupil has been admitted to the academy to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the academy.
15	8(1)(o) where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

Appendix 6: Safe and Well Home Visits Flowchart

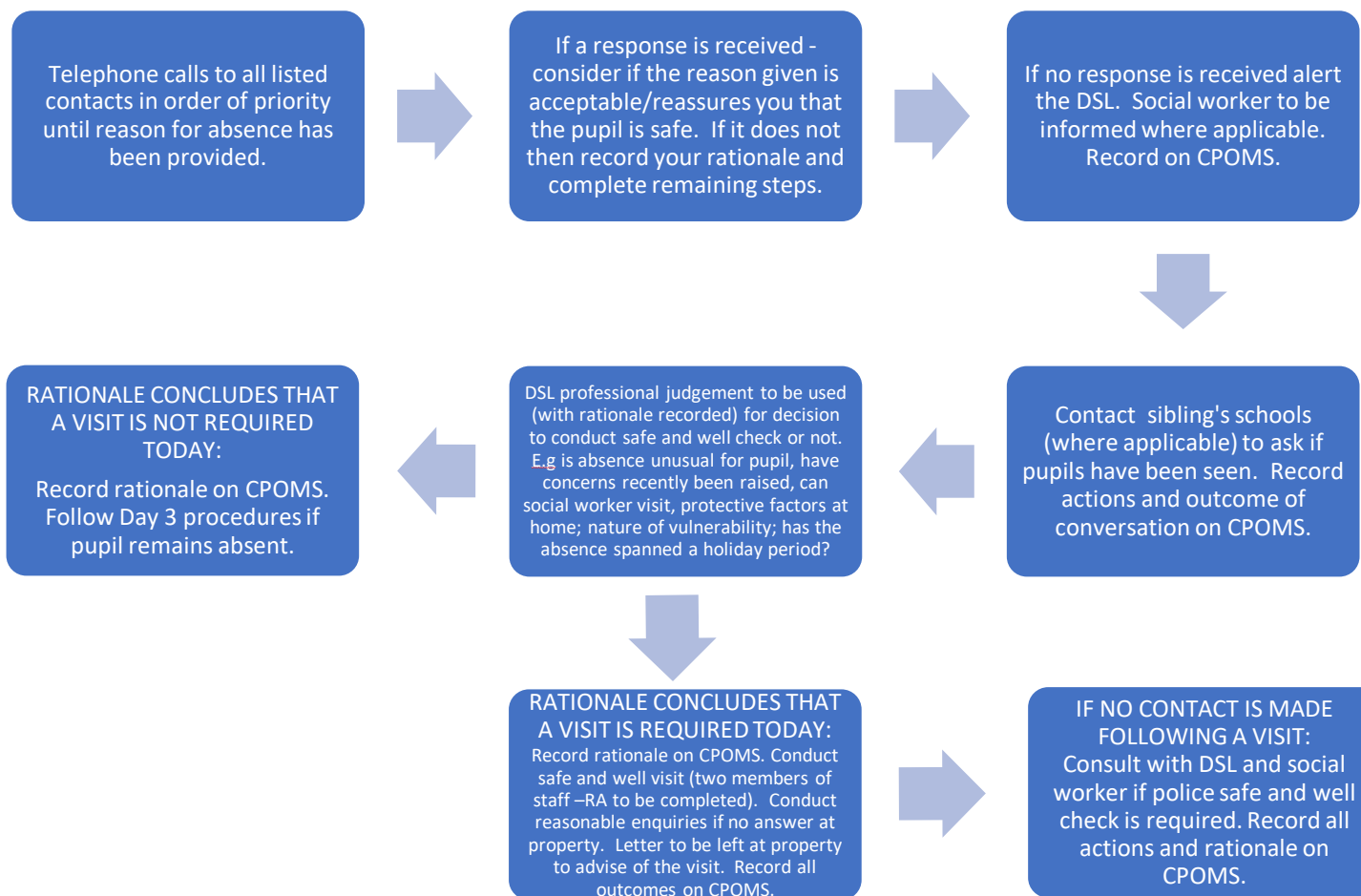
DAY 1: Pupil is absent and no reason has been provided. They are included on the regularly updated vulnerable list.



NOTE – A safe and well check should always be conducted within three days of a pupil absence with no contact from home. Professional judgement should be used to determine if a home visit is required, and how quickly, even if contact from parent/carer is made where there are known vulnerabilities. Where contact is not made or the reason given for absence is a cause for concern, the DSL/Attendance Officer should record clear rationale for the decision to conduct a home visit or not on that day. Outcomes of home visits must always be recorded on CPOMS along with information regarding to referrals to other appropriate agencies made where no contact is made with the pupil.

DSLs and Attendance Officers should have due regard to the Chadrack SCR which underlines the importance of adopting a safeguarding first approach and actively consider the wider context of a child's life. Contextualised professional curiosity can enhance our collective ability to safeguard and protect the young and vulnerable. <https://www.chscp.org.uk/wp-content/uploads/2018/03/CHSCB-Local-Review-Chadrack-Report-FINAL.pdf>

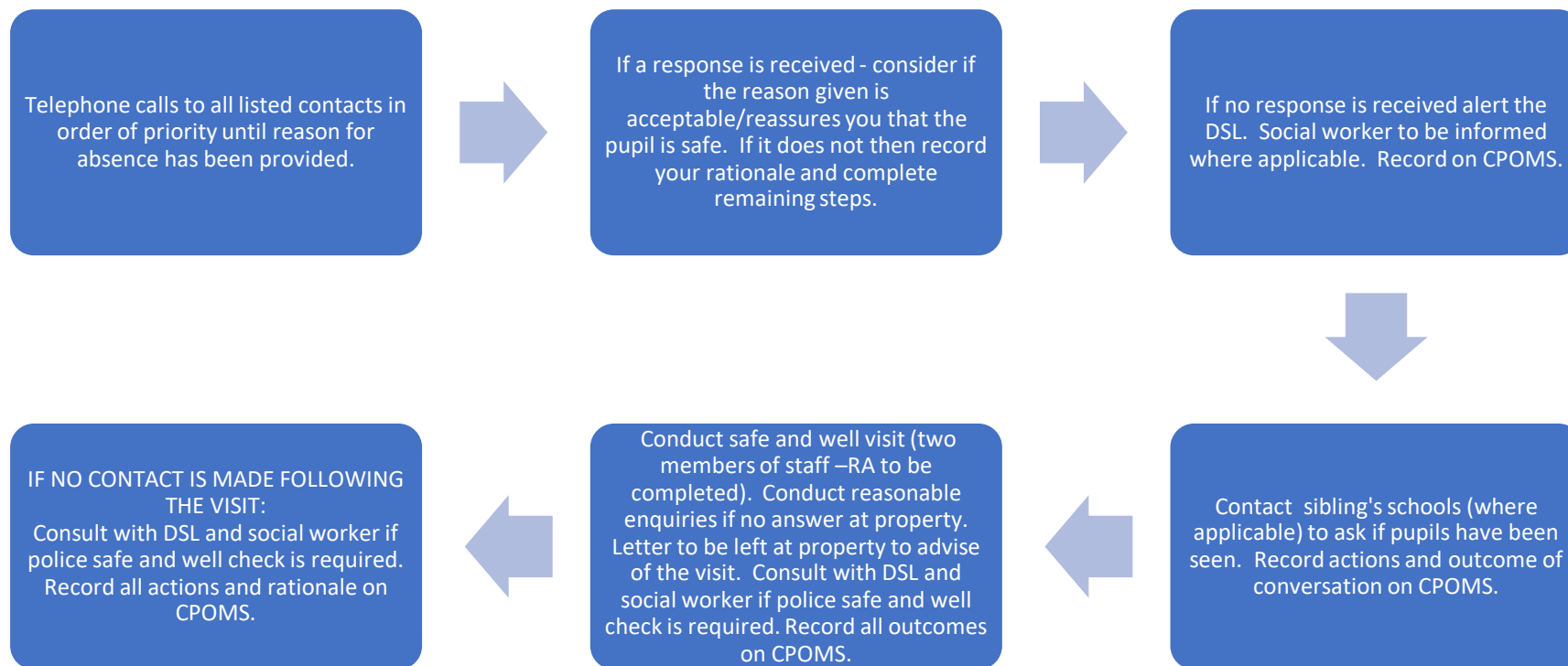
DAY 2: A safe and well check was not conducted on Day 1. Pupil is still absent and no reason has been provided (or you remain concerned and have noted your rationale on CPOMS).



NOTE – A safe and well check should always be conducted within three days of a pupil absence with no contact from home. Professional judgement should be used to determine if a home visit is required, and how quickly, even if contact from parent/carer is made where there are known vulnerabilities. Where contact is not made or the reason given for absence is a cause for concern, the DSL/Attendance Officer should record clear rationale for the decision to conduct a home visit or not on that day. Outcomes of home visits must always be recorded on CPOMS along with information regarding to referrals to other appropriate agencies made where no contact is made with the pupil.

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DAY 3: A safe and well check was not conducted on Day 1 or Day 2. Pupil is still absent and no reason has been provided (or you remain concerned and have noted your rationale on CPOMS).



NOTE – A safe and well check should always be conducted within three days of a pupil absence with no contact from home. Professional judgement should be used to determine if a home visit is required, and how quickly, even if contact from parent/carer is made where there are known vulnerabilities. Where contact is not made or the reason given for absence is a cause for concern, the DSL/Attendance Officer should record clear rationale for the decision to conduct a home visit or not on that day. Outcomes of home visits must always be recorded on CPOMS along with information regarding to referrals to other appropriate agencies made where no contact is made with the pupil.

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Appendix 7 Optional Templates for Letters

7.1: Attendance Support letter

«salutation»

«address_block»

«date_of_printing»

Dear «salutation»,

I am writing with reference to «chosen_forename»'s recent absence(s) from the academy and to take this opportunity to give you some information regarding the provision we are able to make for students, should «chosen_forename» feel unable to attend in the future:-

(Add/delete as appropriate)

If a student is feeling a little unwell in the morning, they may well improve during the day and therefore, it is usually better to send them to the academy and we can provide a quiet working area until they feel able to re-join their classes.

We also provide 'stationary' areas for students to work in, should mobility be an issue so that they do not have to move around the academy. We would also allow students to leave lessons early to avoid crowds should they have an injury.

We have a full time First Aider at (insert academy name) that can assess the condition and, with your authorisation, administer medication should «chosen_forename» feel unwell after arriving at the academy

We also have mentoring support for any students who have been absent due to sadness from a bereavement or other personal circumstances.

Heads of House and Assistant Heads of House are always willing to support students and therefore should «chosen_forename» have any problems or issues that may prevent «him_her» from wanting to attend, please contact (insert academy name) immediately so that these problems or issues can be resolved.

We have a strong network of staff here at (insert academy name), and I am sure you will agree that whatever problem «chosen_forename» may encounter, there is support available to «him_her», to ensure regular attendance to the academy.

Yours sincerely,

Appendix 7 Optional Templates for Letters

7.2: PA Letter

«salutation»

«address_block»

«date_of_printing»

Dear «salutation»,

Child's Name: Class:

Your child's current attendance percentage is xx%.

The Government expects all children to achieve at least 95% attendance and states that if a child achieves less than 90% they are considered a 'Persistent Absentee' (PA).

Absence at this level can do considerable damage to your child's education and may seriously affect their learning. *Insert name of academy* is committed to ensuring your child achieves their full potential and we recognise that this can only be achieved with your assistance and by your child's regular attendance.

The law is clear that it is parents/carers' responsibility to ensure their child attends school regularly. Please be aware therefore that your child's attendance will continue to be closely monitored. If your child's attendance continues to deteriorate the academy may consider taking legal action against you. This could result in you being prosecuted in court and/or a penalty notice being issued.

Insert name of academy want to work with you to help resolve any difficulties you may be having in ensuring your child's regular attendance. If you feel that there are currently barriers to your child's attendance and would like some support, please contact me to arrange a mutually convenient meeting. As a matter of course, you will be invited into the academy to discuss your child's attendance following any further period of absence.

Yours sincerely,

Appendix 7 Optional Templates for Letters

7.3: Initial Attendance Concern letter

«salutation»

«address_block»

«date_of_printing»

Dear «salutation»,

I'm writing to you to express concern about *Name of Pupil's* attendance. As you may be aware, it is the legal responsibility of parents to ensure children attend school regularly.

We work with parents to improve attendance. Good attendance will mean that your child is able to achieve the best grades for their ability and have real opportunity in further education and the world of work. Absence disrupts the education of the individual pupil and the whole class. Children who do not attend regularly may:

- not achieve well in exams
- find it difficult to maintain friendships
- miss out on social events
- be more likely to become involved in crime

If you feel that your child has ongoing or unresolved medical issues you are advised to approach your doctor urgently.

If you wish to discuss the contents of this letter or your child's attendance please contact us. If you call and there is no one available, please leave a message and contact telephone number.

Yours sincerely,

Appendix 7 Optional Templates for Letters

7.3

«salutation»

«address_block»

«date_of_printing»

Dear «salutation»,

Re: Telephone/online meeting to discuss attendance

I would like to arrange a meeting with you on at to discuss concerns regarding your child's current absence/attendance [*delete whichever to make appropriate*]. This meeting will take approximately 30 minutes [*amend as appropriate*] [*Include if anyone else will be in attendance*].

Due to Covid-19 restrictions, it is currently more difficult to meet in person, either at the academy or at home. Wherever possible, we would like to arrange meetings to take place either by phone or using Microsoft Teams (this is an online platform where we can hold a meeting via a video link). I have enclosed a stamped-addressed envelope for your reply or alternatively, you can phone, text or email me.

If you wish to proceed with a Microsoft Teams meeting, I will need confirmation of your email address and your verbal consent. You do not have to have Microsoft Teams downloaded on your device already in order to attend a meeting. I have attached the consent form with some further information and will discuss this with you at the start of the meeting.

I would like to assure you of the following information:

- I will be in a space where there will be no other people able to overhear this conversation.
- I will not be recording the meeting but will be taking some notes.
- I will send you a copy of my notes and an action plan (as agreed in the meeting).

I would ask that you let me know the following information beforehand:

- Any other people who will be present at the meeting.
- Any sensitive information that you would like me to be aware of.

Please feel free to bring your own list/agenda of things you would like to discuss in relation to your child's attendance. I am happy to discuss the options for the meeting further if you would like to email, phone or text me. I can also explain how Microsoft Teams meetings work.

Yours sincerely

Form - Example guidance and consent form for an online meeting

Verbal consent for telepractice

Verbal consent must be gained prior to embarking on an online meeting or direct work session. This should then be repeated at the start of each session.

Confirm that the parents/carers are able to access Microsoft Teams and the email address that the invite/link will be sent to.

Please discuss the following points with the parent/carer (and the child where age appropriate):

At the start of the session, explain what you will be doing in the session/meeting agenda and confirm they consent to go ahead. Whilst the parent can decline consent for direct work or a meeting in this format, it must be explained that they are required to engage in work to improve their child's attendance.

Confirm the parents have received a written agenda (sent in advance).

Where part of a formal process, explain the purpose and legal context of the meeting.

A parent must be present at home for the whole session.

The parent/carer or child must not video or audio record the session.

We will not record the session (a written record will be made, and any actions sent to the parent/carer).

Non-attendance will be documented and considered in an assessment of the next steps to be taken.

Parents and carers can change their mind at any point (including during) telepractice meetings/direct work. Discuss other options.

Tick as appropriate

Parent agrees to Microsoft Teams meeting/direct work session.