



Attendance Policy

**Cleeve Park School *an academy as part of*
The Kennal Academies Trust**

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Introduction

As part of the TKAT family, our shared and common purpose is to work together to ensure that every child, whatever their background, receives a high-quality education. We have a shared belief that excellent school attendance is a critical factor in your child's achievement at school and we are committed to helping every child and their family to achieve this.

Excellent attendance is the responsibility of the whole school community. For your child to gain the greatest benefit from their education they should be at school, on time, every day the school is open unless the reason for the absence is unavoidable. We will strive to make our school a place that pupils want to be and where they can individually experience success.

We recognise how important it is that pupils and families feel a sense of belonging to their school, and that it is a place where they can feel safe and listened to. The TKAT family of schools strongly believe in the values of a shared voice from our community, including the voices of our pupils and our families. We also believe that sharing a belief that everyone is valued and can be positively represented directly contributes to our shared success as individuals, and as schools. We want everyone to feel accepted and respected.

Attendance at school isn't just about academic success, although this is important. There is also key evidence that being at school helps with social skills, friendships, life-skills, managing routines, successfully negotiating change, and also with developing a sense of responsibility. Academic research has long held that such things are deeply protective factors for wellbeing and positive mental health, that extends well beyond school years and into later life. These are also factors supporting why we believe it is so important that children attend school regularly.

We appreciate that the barriers to accessing education can be wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Improving attendance is everyone's business: effective communication and joined-up working are paramount. We want to help our families and children if there are barriers that are making it harder to come to school.

This policy considers our obligations under the equality act 2010 and the UN Convention for the Rights of the Child. It is also aligned with the new Working Together to Improve School Attendance Guidance, Statutory from 19th August 2024.

The roles and responsibilities of the Trust, our School, parents and pupils, can be found in Appendix C and how we manage absences in Appendix D.

Our school commitment

Our School strives for 100% attendance for all pupils, however we appreciate that children can be ill or have rare unavoidable absences for other reasons. Therefore our overall school target is at least 95% attendance

All staff are made aware of how each of their roles impacts on attendance and punctuality and that every member of staff, regardless of their role, can make a difference (See Appendix C for 'Roles and Responsibilities'). All staff will receive training commensurate with their roles.

The school will listen to and support pupils and parents/carers to achieve good attendance and punctuality and will work closely with them where absence is a cause for concern.

We will report to you termly on how your son/daughter is performing in school, including what their attendance and punctuality rate is and how this relates to their attainment.

We will celebrate and reward good and improving attendance through class competitions, certificates and

other events.

Our Expectations of Parents / Carers

In line with government guidelines, we expect parents and carers to:

- Ensure your child attends every day the school is open except when a statutory reason applies.
- Notify us as soon as possible when your child has to be unexpectedly absent (eg: sickness).
- Only request leave of absence in exceptional circumstances and do so in advance.
- Book any medical appointments around the school day where possible.

Further information on understanding attendance can be found in appendix A

Absence Procedures

The school day starts at 8.30am and ends at 3pm. Students are welcome onsite from 7.45am where they can sit in the main canteen and purchase breakfast from the sixth form canteen. (School to write here about what time pupils can access the site / gates open etc.)

Schools are required to take a register twice a day. The morning attendance register will be closed no later than 30 minutes after the start of each day. A further register will be taken at the start of the second session. This shows whether the pupil is

- present
- attending an approved educational activity
- absent
- unable to attend due to exceptional circumstances

If a pupil of compulsory school age is absent, every half day absence has to be classified by the school as either **authorised** or **unauthorised**.

If an absence is authorised then this means the school has given approval in advance for a pupil of compulsory school age to be absent or has accepted an explanation offered afterwards as the reason for absence.

An unauthorised absence is where no reason is given. It may also be unauthorised if the attendance level is below target and no supporting information or evidence has been given.

This Attendance Policy includes procedural referral agreements that are designed to promote and safeguard the welfare of pupils. TKAT schools have a duty to refer to the Local Authority any child of compulsory school age who is

- continuously absent from school for 20 sessions (2 weeks) without explanation
- has irregular attendance
- is persistently late to attending school
- has an unauthorised leave of absence

Registers will be recorded according to the Department for Education Attendance and Absence codes and TKAT agreed operating procedures for coding and register management.

If your child is absent you must:

- Contact us before 9.00am on the first day of absence and every further day of absence until they return by phoning our absent line on 0208302-6418 or notify us using the Arbor app.
- Provide evidence if your son/daughter's attendance is below 90% and you have received a letter informing you that their attendance is a cause for concern.
- In such cases where the absences are a medical matter, the school may ask for additional medical information in order that we can better understand the needs of your child and support them with possible reasonable adjustments.

If your child is absent we will:

- Contact you on the day of absence if we have not heard from you.
- Contact you if your child has an attendance of less than 90% to discuss their return to school and how we can best support their return to school.
- Invite you in to discuss the situation with a member of staff if absences persist, to try and find solutions together.
- Complete a visit to your home if no contact has been made with the school regarding absences within the time period set out in our Home Visit Policy
- Refer the matter to the Local Authority Attendance Team if attendance is a concern.

Who to contact and where

Reporting an absence on the day: Louise Lawrence

Information regarding or evidence explaining absences should be sent to: enquiries@clevepark-tkat.org.

The senior leader and Attendance Champion responsible for attendance is: Carol Bonner and Louise Lawrence.

For more information on how we track and monitor attendance see Appendices A and B

Persistent Absence (PA)

In accordance with DFE guidance, your child becomes a 'persistent absentee' when they miss 10% or more schooling across the school year for whatever reason. This means 19 or more days of absence or nearly 4 weeks over the whole year.

We monitor all absences 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 Parents/Carers will be informed of this immediately.

In these circumstances we expect parents and carers to:

- Work with us and other agencies to help us understand your child's barriers to attendance.
- Proactively engage with the support offered which may include more formal support such as an Attendance contract and / or a voluntary early help plan.

We will:

- Put additional targeted support in place to remove any barriers, including working with other partners where necessary.
- Consider adaptations to the curriculum where accessing it presents challenges
- Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
- Hold more formal conversations with parents and be clear about possible future legal interventions where there is a lack of engagement.

- Intensify support through statutory children's social care if we have safeguarding concerns.

Severe Absence (SA)

In accordance with DfE guidance, your child is considered to be a 'severe absentee' if they are absent for more than 50% of their current attendance. This would mean over 95 days of absence over the whole year or 19 weeks. Any pupil who is at this level of attendance is deemed to be at serious risk of harm and this may constitute neglect. In such cases school will always consider if a referral to social care is appropriate, in line with the latest statutory guidance from the DfE.

In these circumstances we expect parents / carers to:

- Work with us and other agencies to help us understand your child's barriers to attendance.
- Proactively engage with the support offered which will include more formal support such as an attendance contract and / or a voluntary early help plan.

We will:

- Continue support as for persistently absent pupils.
- Fully consider the barriers for the pupil in light of the Equality Act 2010
- Agree a joint approach with the local authority and consider a whole family plan, EHCP, or alternative form of education provision.
- Consider, through the local authority, conducting a full children's social care assessment and build attendance into children in need and child protection plans where they exist, including holding more formal conversations with parents about possible future legal interventions where there is a lack of engagement.
- Work jointly with the LA, in line with the statutory actions outlined in Working Together to Improve School Attendance.

Term Time Leave of Absence and Holidays

The school will only consider a formal application (**See Appendix E**) for a leave of absence at least one month in advance of the dates requested. Only exceptional circumstances will warrant a leave of absence. We will consider each application individually and take into account exceptional circumstances. Our policy is **not to authorise any family holiday during term-time unless there are exceptional circumstances.**

The following factors will be considered:

- Can this event take place in the school holidays?
- What the current level of attendance is and unauthorised absence over the year to date.
- Any leave of absence taken previously.
- The time requested linked to examination / assessment period.
- Age and year group of the pupil.

The school will not consider

- The availability of cheaper holidays.
- The availability of the desired location.
- An overlap at the beginning or end of school term.
- The working pattern or availability of parental holiday entitlement.

Any period of leave taken without the authorisation of the school, or in excess of that agreed, will be classed as unauthorised and will be referred to the Local Authority to issue a Fixed Penalty Notice fine. Under the Education Regulations 2024 in regard to Attendance only two penalty notices can be issued to the same

parent in respect of the same child within a three year period and any second notice is charged at a higher rate. A third penalty notice will trigger legal intervention.

Vulnerable children

It is recognised widely that some groups of pupils are more vulnerable to poor attendance than others. Pupils with medical needs, SEN, Disabilities, Young Carers, Pupils with a social worker or in receipt of the pupil premium should receive more targeted support and reasonable adjustments in line with the Equality Act 2010. These groups will be carefully monitored and intervention targeted appropriately. In exceptional cases, schools can gain advice from the TKAT Central Inclusion team.

The school recognises that “all schools (including academies) must agree with the relevant local authority, the regular interval that the school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school’s permission for a continuous period of 10 days or more”, (DfE guidance 2023 and further updated in August 2024).

Where pupils have been absent continuously for 10 days and there has been no contact made with the school, the pupil is officially classed as a CME (Child Missing Education). Schools are obligated to report such cases to the LA immediately so that the whereabouts and wellbeing of the child can be investigated. If a pupil is absent and there has been no contact to explain the reason, the school will follow the steps in Appendix E of this document.

Long term absence and reintegration to school

Pupils with medical conditions, special educational needs and disabilities

If a student with a diagnosed medical condition has a period of long term absence, parents/carers need to contact the SENCo, who will work alongside the attendance staff to ensure a designated key worker is identified. The key worker will be responsible for collecting work, or checking it has been set on Google classroom and arranging for it to be collected and returned.

If a student is off school for more than two weeks, the key worker will arrange regular contact with the parents/carers to go through work that has been set and to discuss the next phase of support. If meetings are conducted in school, it is advised that the student should attend if at all possible, so that they can ask any questions about the work and so that they can maintain their contact with the school. In exceptional circumstances, where a student is unable to attend these meetings in school, home visits may be carried out by the key worker or another appropriate member of staff.

Following a period of long term absence due to health problems, reintegration will be supported to enable pupils to re-engage with their learning as smoothly as possible. Meetings will be held with the SENCo, a member of the pastoral team, medical professionals (as appropriate) and the parents/carers and pupil to ensure that the reintegration is structured to facilitate a smooth transition. Where appropriate, personalised timetables, part time timetables and supported lessons will be arranged, to allow for a phased return to school. Social time is also supported so that pupils who have been absent for prolonged periods can feel confident as they reconnect with their peers. More information on part-time timetables to support reintegrations from health related absences can be found in Appendix F.

Part-time timetables

In exceptional circumstances, a pupil's needs may require less than a full time timetable allocation for a short period of time. A part-time timetable will only be in place for the shortest time necessary and will not be treated as a long term solution. It will always be with a parent/carer’s consent.

Part-time timetables will have regular review meetings with a view to the pupil increasing their attendance and moving back to attending full-time as soon as is practicable. The risks and the benefits to the pupil of a period of reduced attendance will be fully considered.

There will be a full risk assessment for any pupil on a part time timetable and if there are concerns as to the risks of placing a pupil onto a part-time basis outweighing the benefits to their wellbeing, or if there are serious safeguarding concerns that reasonable adjustments cannot overcome, the school will not proceed and the pupil will be expected to attend full-time.

In agreeing to a part-time timetable, the portions agreed as times the child is not required in school will go down as absences authorised by the school. However, if the pupil does not attend at the agreed times on the timetable, these will be marked as 'unauthorised absences'. Pupils will never be placed onto a part time timetable for behaviour reasons. Please see Appendix F for a summary flow chart of the PTT process.

Legal Interventions

At all times, schools within the Trust will try and support parents/carers without the use of legal intervention. However, if parents/carers are not supporting good attendance, the school, via the local authority, may exercise its legal powers to address poor attendance in school with all parents/carers who have the day to day responsibility for the child. These interventions include:

- **Attendance Contract** - An Attendance contract is a voluntary formal written agreement between a parent and the school to support school attendance. It is intended to provide support and offer an alternative to prosecution. If there is non-compliance then an alternative course of action will be taken which may lead to fines and prosecution.
- **Education Supervision Order (ESO)** - When an attendance contract has been deemed to fail, LAs can request an ESO as an alternative to prosecution. There will be targets set for parents and carers to engage with and would be overseen by the high or Family Court. Non-compliance with the directions given in an ESO can lead to a fine of up to £1000 and to families being found guilty of an offence.
- **Prosecution:** The decision to prosecute solely rests with the LA as the last resort where everything else has failed to secure improved attendance. If a child fails to attend school regularly at which they are registered then the parents/carers may be guilty of an offence and may be prosecuted by the local authority. They have the power to prosecute parents/carers who fail to comply with a school attendance order under section 443 of the Education Act 1996 or fail to ensure their child's regular attendance at a school under section 444 of the Education Act 1996. The fines available to the courts if the parents/carers are found guilty could be between £1000 and £2500. The courts can also sentence parents/carers for imprisonment for up to 3 months.
- **Parenting Order** - An order is imposed as a result of a prosecution for non-attendance. The order requires a parent or carer to comply with the arrangements specified in the order by the Court which can include a requirement for parents to attend counselling or guidance sessions (e.g. parenting education or parenting support classes) where they will receive help and support to enable them to improve their child's attendance for up to 3 months. Any breach of the order can lead to a fine of up to £1000.

Fixed Penalty Notices (FPNs) - sit both within and outside of the prosecution structure. **FPNs are for unauthorised absence.** A FPN can be issued for several circumstances where there have been 10 sessions of absence within ten weeks of school time. This may be a combination of lateness, absence and/or term-time holiday, or for one of these reasons alone. It can be ten continuous sessions or a period of individual absences that total ten sessions.

Section 23 of the Anti-Social Behaviour Act 2003 allows penalty notices (fines) to be issued to parents/carers. They are an alternative measure to the prosecution of parents/carers who fail to ensure that their child attends school.

A penalty notice will be issued by the local authority in line with the National code of conduct when a child's absence has not been authorised by the school. This is issued to any adult with parental responsibility for each child. The penalty is £80 per parent/carer per child if paid within 21 days, increasing to £160 per parent/carer per child if paid between 21 and 28 days. If one or both parents/carers fail to pay the penalty notice in full, then the local authority may decide to prosecute the parents/carers. A second notice will be at a flat rate of £160 with no opportunity to receive a reduction for earlier payment.

Under the Education Regulations 2024 in regard to Attendance, only two penalty notices can be issued to the same parent in respect of the same child within a three year period. A third penalty notice will trigger legal intervention using the procedures outlined above.

[Legal Duties](#)

Section 7 of the 1996 Education Act places a duty on Parents and Carers to ensure that children of compulsory school age receive efficient full-time education suitable to the child's age, ability, aptitude and to any special needs that the child may have. Parents and Carers have a legal duty to ensure their child's regular attendance at the school where they are registered.

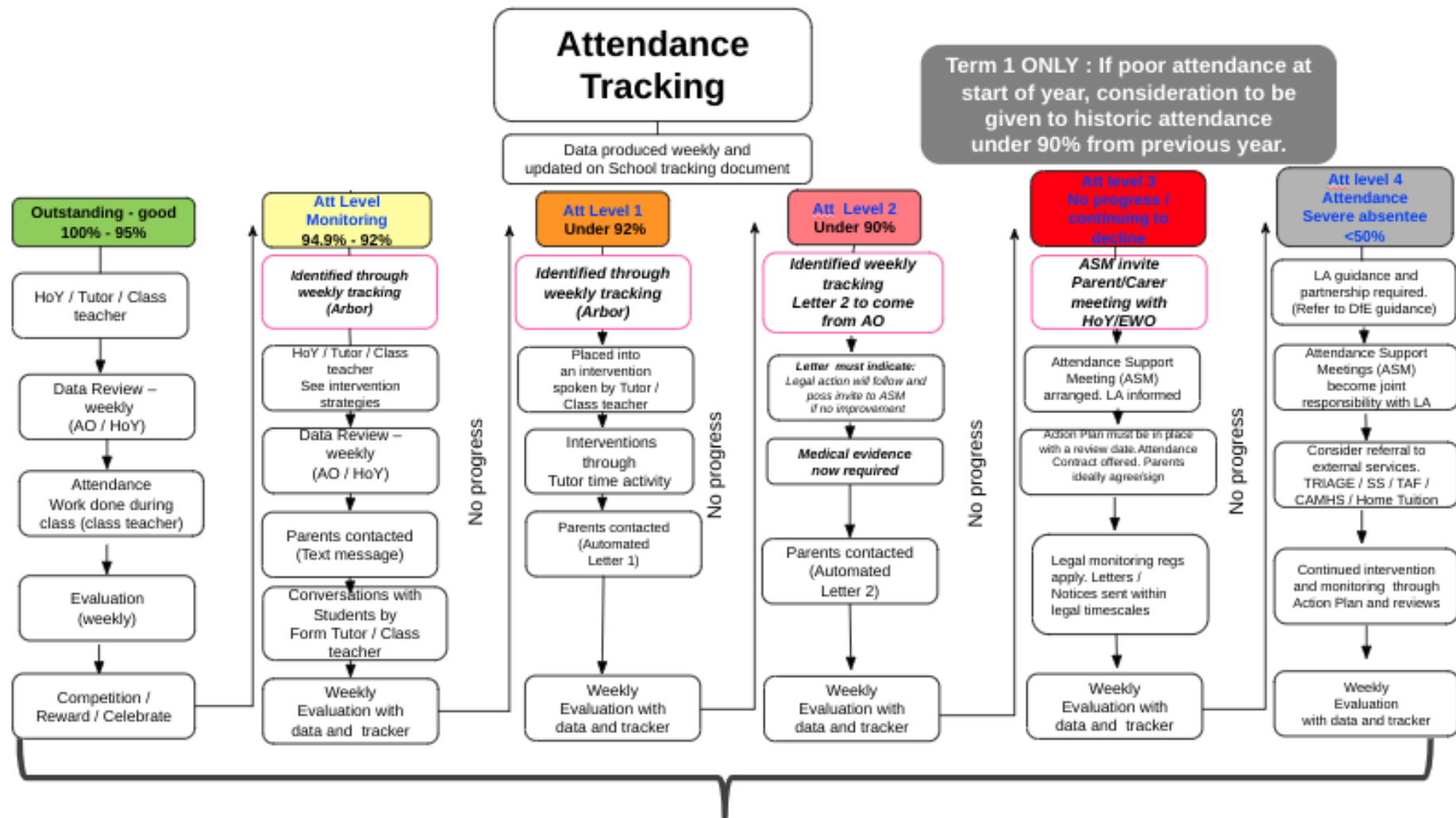
A Parent or Carer who fails to ensure that their child attends school regularly is guilty of an offence under section 444(1) of the Education Act.

The school has a legal duty to publish its absence figures to parents/carers and to promote attendance. Equally, parents/carers have a duty to make sure that their children attend.

[Links to other policies](#)

- Behaviour policy
- SEND policy
- Safeguarding policy
- Anti-bullying policy
- Complaints policy
- Equality statement
- Home Visit Policy

Appendix A - Summary of School Procedures



Across all levels of attendance:

- Conversations between staff and students on a daily basis: Subject teachers, Class teachers, Form Tutors, ACE tutors, Support staff, HoY, SLT
- Parent Events: Attendance data given to staff and to be a **significant feature of conversation** if below 96%

Appendix B

Attendance Roles and Responsibilities

The Kemnal Academy Trust (TKAT) will:

- Devise and review the Trust Attendance Policy.
- Take an active role in attendance improvement, supporting schools to prioritise attendance, and work with leaders to set whole school cultures.
- Set and review the Trust level targets for attendance and punctuality as part of the schools annual operating statement, strategic plan and target setting process.
- Advise schools on matters related to school attendance and support as required.
- Provide training for all colleagues to make an active contribution to improving attendance aligned to their role and responsibilities.

The school Governing body will:

- Ensure that strategies are in place to promote and implement the Attendance Policy throughout the school
- Ensure the school has a culture that supports positive attendance and pupil wellbeing
- Ensure that leaders fulfil their statutory duties and responsibilities in regard to Attendance
- Ensure that the Attendance Policy is accessible to Parents / Carers.
- Review the effectiveness of the implementation of the policy in light of the school's termly reports.
- Ask questions about the barriers to attendance faced by the school community and how the school plans to address these.

The Headteacher will:

- Develop and maintain a whole school culture that promotes and celebrates good attendance and punctuality.
- Ensure strategies are in place to promote and implement the Attendance and Punctuality Policy throughout the school.
- Undertake the role of 'School Attendance Champion' or appoint another member of SLT to take this role.
- Ensure the SLT Attendance champion has sufficient time to effectively discharge their role
- Monitor the school's offer to ensure the delivery of a curriculum which is engaging and personalised to the needs of the pupils.
- Monitor data on attendance and punctuality via reports from the senior leader responsible for attendance.
- Determine, in collaboration with the senior leader responsible for attendance, whether to authorise any proposed absences requested on the school's official request form.
- Provide the local governing body with termly reviews on attendance and punctuality, including data about pupils who are persistently absent (90% or below) or severely absent (50% or below).
- Set attendance targets during the appraisal process for the link senior leader, heads of year or other relevant members of staff directly associated with attendance performance measures.
- Ensure there are effective communication structures in place between colleagues that support aspects of pupil welfare that may affect attendance, such as Safeguarding, Special Educational

Needs, reasonable adjustments under the Equality Act 2010, and the work of the Attendance Champion .

The Senior Leader / Headteacher responsible for attendance (the Attendance Champion) will:

- Be a role model in promoting attendance and punctuality, encouraging excellent attendance and punctuality routines.
- Ensure the accurate completion of admission processes and have effective day to day processes in place to follow-up absence.
- Lead initiatives to promote the profile of attendance throughout the school, including a package of rewards that is valued by pupils responding to pupil voice.
- With the support of the attendance staff, monitor and analyse data on attendance and punctuality on a weekly, half termly and termly basis, preparing reports to share with relevant stakeholders to identify pupils or cohorts that require support with their attendance
- Lead other staff in putting effective strategies in place that address barriers to attendance, helping to identify and subsequently remove as many barriers as possible.
- Work with families to understand barriers to school engagement and how the school can support areas of need
- Quality assure action plans for attendance improvement, devised based on the data analysis and barrier identification outcomes.
- Be the person who authorises or provides reasons for the non-authorisation of pupil absences.
- Comply with the DfE Statutory Guidance on Children Missing in Education (CME) by adhering to each Local Authority's guidance, including for children missing from school following a leave of absence
- Be responsible for the addition and/or removal of pupil names from the roll of a school, following the explicit guidance from the DfE in 'Working Together to Improve School Attendance' and ensuring appropriate liaison with the LA.
- Comply with the requirement set out in the National Framework for requesting a legal intervention from their Local Authority where cases hit the prescribed trigger points.
- 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.
- Make timely referrals to the LA Attendance Support Team and work jointly with them for CME, complex cases and all SA cases.
- Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and ensure the school provides them with additional support.
- Engage in effective communication between colleagues that support aspects of pupil welfare that may affect attendance, such as Safeguarding, Special Educational Needs, etc.
- Have explicit regard to the safeguarding concerns around pupil poor attendance, working robustly with the school DSL to ensure school does all it can to champion the safeguarding of pupils with poor attendance. For example, checking staff are appropriately pursuing CME checks; conducting DSL liaison regarding safeguarding referrals for all SA cases.

Middle Leaders and Senior Leaders

- Be a role model in promoting attendance and punctuality.
- Encourage excellent attendance routines in their subject areas / Line management areas.

- Monitor the register taking in your areas of work in order to ensure that all registers are taken in the lesson and appropriate measures are taken if there are issues such as incorporating into performance management practices or contacting the IT support team.
- Ensure that feedback is provided to parents on the correlation between attendance and performance.
- Adopt a subject specific strategy and policy for 'welcoming pupils back' and teaching for the 'empty chair' to allow pupils who are absent to access the curriculum.
- See Attendance as a key part of their role, much like Safeguarding, and support the school in making the school as engaging, responsive and welcoming as possible, so that pupils can experience success and want to attend.

The Attendance Officer / Head of Year

- Be a role model in promoting attendance and punctuality, encouraging excellent attendance routines.
- Monitor attendance on a daily, weekly, half-termly, termly and annual basis, contacting parents / carers of pupils who have been identified as at-risk, to challenge absences and encourage an early return to school.
- Have a clear vision of the strategies necessary to ensure that appropriate interventions are put in place to promote good attendance.
- Work with families to understand barriers to school engagement and how the school can support areas of need
- Lead / support the year team and Form tutors in interventions with attendance and ensuring all processes are followed.
- Oversee the strategies for the attendance of pupils 95% or below including monitoring and mentoring pupils and working with parents/carers and external agencies where appropriate.
- Work with key staff both internal and external as well and parents/carers to lower the Persistent Absence rates.
- Ensure assemblies and tutor time activities support and celebrate attendance.
- Lead and manage the rewards and sanctions for good attendance and punctuality including organising and running incentive schemes at an individual, tutor group and year group level.
- Ensure a regular timetabled meeting with Attendance Officer/EWO or Local Authority Officer takes place to establish pupils of concern and to ensure appropriate actions are taken.
- Report to the Senior Lead : Attendance and safeguarding on the effectiveness of strategies undertaken.
- Meet with parents with EWO or Local Authority Officer to set action plans, monitor progress, review and either reward or issue fines.
- See Attendance as a key part of their role, much like Safeguarding and support the school in making the school as engaging, responsive and welcoming as possible, so that pupils can experience success and want to attend
- Engage in effective communication with colleagues, appropriate to their role to support aspects of pupil welfare affecting attendance, such as Safeguarding, Special Educational Needs, etc.

Staff responsible for registering morning and afternoon sessions will:

- Be a role model in promoting attendance and punctuality.

- See Attendance as part of their role, much like Safeguarding and support the school in making the school as engaging, responsive and welcoming as possible, so that pupils can experience success
- Ensure that the statutory attendance register using the School Management Systems (Arbor) is taken at the start of each am and pm session. In Secondary schools, for safeguarding purposes, this includes the taking of registers at the start of each lesson. Staff should only code / \ L or N.
- Register lateness with an 'L' every day and challenge pupils regarding punctuality.
- Close the register by no later than 30 minutes after the start of the morning and afternoon session
- Give pupil's absence notes or verbal messages to the relevant member of staff.
- Use a range of formal and informal communication strategies, including phoning and emailing home, to build relationships with parents, to support attendance, punctuality and therefore the well-being of their pupils.
- Reward good attendance.
- Inform attendance teams of any patterns or trends with absence which are a cause for concern.
- Fully support class time activities regarding attendance utilising the weekly attendance data with pupils.

Class teachers

- Be a role model in promoting attendance and punctuality.
- See Attendance as part of their role, much like Safeguarding and support the school in making the school as engaging, responsive and welcoming as possible, so that pupils can experience success
- Take the register at the start of the lesson, every lesson.
- Encourage excellent attendance and punctuality routines- challenge pupils re lateness.
- If electronic registration is not working during the recording of the register, send a written copy of absentees to relevant member of staff.
- Support whole school attendance by reporting to year teams and the mentor for any noticeable patterns or changes in attendance.
- Welcome back pupils who have not been attending but due to the actions of the school have returned to class.
- Plan for pupils who have missed lessons to 'catch up' or be able to access learning, whilst considering each child's context and needs.
- If pupil is not in class, having been previously marked in, alert relevant member of attendance staff immediately.
- Communicate with Parents / Carers how poor attendance may affect progress in a subject area.

Attendance Support Assistant / Asst HoY (Secondary Schools)

- Be a role model in promoting attendance and punctuality.
- Encourage excellent attendance and punctuality routines.
- Support the Head of Year in their role of:
 - Overseeing the attendance and punctuality of the year group and target groups within it.
 - Leading the year team in interventions with attendance and ensuring all processes are followed.
 - Ensuring assemblies and class time activities support and celebrate attendance.
 - Leading and managing the rewards and sanctions for good attendance and punctuality including advising on rewards for their year group.
 - Ensuring a regular timetabled meeting with the EWO to establish pupils of concern and to ensure appropriate actions are taken.

- Ensure feedback to and from staff and Head of Year is maintained.
- Oversee the strategies for the attendance of a specific cohort of targeted pupils whose attendance is of concern, including monitoring and mentoring pupils and working with parents/carers and external agencies where appropriate.
- Report serious concerns of repeated issues with Head of Year and ensure a strategy is in place to support attendance.
- Ensure that all codes in the register are correct at the end of the day.
- See Attendance as part of their role, much like Safeguarding and support the school in making the school as engaging, responsive and welcoming as possible, so that pupils can experience success

Parents / Carers will

- Be aware that it is an offence for their child to be absent from school without a valid reason.
- Be aware that only the school can determine if an absence from school is 'authorised'.
- Ensure their child arrives at school on time, dressed in full uniform, ready and equipped to learn.
- Inform the school if their child is unable to attend, including the reason for absence and the expected date of return.
- Ensure that all appointments, where possible, are arranged after school.
- Avoid arranging holidays/leave during term time except in exceptional circumstances.
- Ensure that all requests for leave during term time are made by completing the 'Leave of Absence During Term Time Request Form'(see Appendix D), where possible at least one month in advance.
- Be aware that for unauthorised absences, the local governing body reserves the right to apply to the local authority to issue a penalty notice (fine) or remove a child from the roll of the school.
- Ensure their child attends all intervention programmes agreed by the school
- When necessary, work collaboratively with the school to identify barriers that may be preventing their child from coming to school, and seek to work in partnership to overcome them.

Pupils will

- Aim to achieve maximum attendance and punctuality by arriving to school on time every day.
- Come to school well prepared, arriving at school on time, dressed in full uniform, ready and equipped to learn, and with the right attitude; to enjoy and achieve.
- Be proud of achieving excellent attendance and punctuality.
- Be punctual to all lessons.
- Ensure they are registered for all timetabled lessons and inform the relevant member of staff if they are not able to be registered.
- Ensure all notes/appointment cards are passed to the relevant member of staff.
- Speak to the appropriate member of staff if there are any problems that may affect attendance, punctuality and/or learning.

Appendix C

Managing absence and Lateness

Daily monitoring

Administrative staff / Attendance Officer will:

- Sign late pupils in at the main office.
- Update the attendance register with details of pupils who arrive late including pupils being marked as an unauthorised late if they arrive more than 30 minutes late without an acceptable reason. An unauthorised late can be used to support a legal intervention.
- Ensure details of pupils and the reasons for the late arrival are communicated to the relevant members of staff responsible for attendance.
- Ensure accurate details are noted in the register of parents/carers contacting the school about their child's absence – including the reason for the absence and the likely length of absence.
- Contact parents/carers by telephone who fail to notify the school of their child's absence no later than 90 minutes after the start of the school day on the 1st day of absence, ensuring that any follow up action required as a result of the contact with the parent/carer is flagged up to the attendance officer/head of year and senior leader responsible for attendance.
- Communicate to all parents/carers of pupils arriving late to school, informing them of their child's failure to arrive on time.
- Ensure no pupil is allowed to leave school for an appointment without the presence and/or permission of a parent/carer and appropriate school authorisation (eg slip).
- Send a daily email to the attendance officer and the senior leader responsible for attendance providing the percentage level of attendance and punctuality each day and the cumulative attendance for the term.

The attendance officer/head of year/allocated key adult will:

- Make follow-up phone calls to parents/carers of absent pupils who have been identified as at-risk, to challenge absences and encourage early return to school.
- Authorise appointments.
- Escalate any absences causing concern to the senior leader responsible for attendance. Where pupils have an allocated social worker, a CP plan, and/or a YOT worker these linked professionals will be informed of absences. Where pupils may be hitting CME thresholds the steps as explained in Appendix E must be followed.

Weekly monitoring

Administrative staff / Attendance Officer will:

- Produce weekly attendance and punctuality data for learning coordinators/form tutors/class teachers, the attendance officer/head of year and the senior leader responsible for attendance on attendance by class and by pupil using a tracking document eg Arbor.
- Display weekly data on attendance and punctuality in prominent place visible to pupils in the form of league table to engender a spirit of friendly competition amongst staff and pupils.
- Issue the appropriate letters of concern to parents/carers of pupils with attendance below 95%.
- Escalate any absences causing concern to the senior leader responsible for attendance, including those pupils with an allocated social worker, a CP plan, and/or a YOT worker. Where pupils may be hitting CME thresholds the steps as explained in Appendix E must be followed.

The attendance officer/head of year will

- review the weekly attendance and punctuality data and bring analysis to the weekly attendance

meeting with the SLT Lead.

- Issue an appropriate sanction (e.g., a detention) to a pupil who has been late more than once without appropriate reason and inform parents/carers if appropriate.
- Contact parents/carers by telephone to inform them of the school's concern regarding attendance or punctuality, particularly if there are patterns to absences or lateness.
- Contact parents/carers by text or phone if their child's aggregated attendance for the year to date falls below 95% for the first time. This excludes pupils who have an attendance below 95% for an authorised reason.
- Escalate any absences causing concern to the senior leader responsible for attendance, including those pupils who may be hitting CME thresholds as explained in Appendix E.
- Convene meetings with parents/carers when attendance issues emerge and draw up an Attendance Support Plan or Attendance Contract as appropriate when attendance levels fall below thresholds as in Appendix A. The details of this should be shared with appropriate colleagues who may have a part to play in supporting the pupil.

The senior leader responsible for attendance will:

- Keep an overview of weekly attendance across the school.
- Drive sustainable change in attendance by meeting weekly with the Attendance Officer/Head of Year
- Agree appropriate intervention strategies with the attendance officer/head of year.
- Ensure robust action is being taken by the staff monitoring attendance, particularly when pupils hit concern points such as SA or CME
- Convene meetings with parents/carers when complex attendance issues emerge and draw up an Attendance Support Plan or Attendance Contract as appropriate when attendance levels fall below thresholds as in Appendix A. The details of this should be shared with appropriate colleagues who may have a part to play in supporting the pupil.
- Manage appropriate joint working with the LA for complex cases, CME referrals and for all SA pupils, as outlined in the statutory guidance 'Working Together to Improve School Attendance'
- Provide an update to the senior leadership team.

Termly monitoring

Administrative staff / Attendance Officer will:

- Produce half-termly attendance and punctuality data for a range of staff including learning coordinators, form tutors, class teachers (in the case of primary phase), the attendance officer/head of year, SENCo and the senior leader responsible for attendance on attendance by class and by pupil.
- Display termly data on attendance and punctuality in a prominent place visible to pupils.
- Issue letters/certificates of praise and celebration to parents/carers of pupils who achieve 100% attendance and punctuality/significantly improved attendance/attendance above school target.

The attendance officer/head of year, in liaison with the senior leader responsible for attendance, will:

- Update the Attendance Risk Register or vulnerable pupil register / meeting and take the appropriate actions as agreed in Appendix A.
- Recognise, celebrate and reward pupils who achieve 100% attendance/significantly improved attendance/attendance above the school target each term in assemblies.

The senior leader responsible for attendance will:

- Keep an overview of Attendance Risk Register / vulnerable pupil register across the school.
- Agree appropriate intervention strategies with the Attendance officer/head of year.

- Agree list of pupils requiring pastoral review meetings.
- Provide the Headteacher and the Local Governing Body with termly data on attendance and punctuality, including data about pupils who are persistent/severe absentees and leave of absence requests and their outcomes.
- Ensure that regular meetings with external stakeholders such as LA Attendance Team are in place and that the LA is informed of and jointly supporting the school with all CME, SA and/or complex cases.

Appendix D

Leave of Absence During Term Time Request Form

Guidance Notes

- Please ensure this form is completed at least 1 month prior to requesting leave.
- Completing this form does not mean your request has been approved. – The Education (Pupil Registration) Regulations 2013 state that headteachers may not grant any leave of absence during term time unless there are exceptional circumstances (see below).
- If your leave of absence is either approved and you fail to ensure that your child returns to school by the agreed date or your child takes leave when your leave of absence request is not approved, then the absence will be marked as 'unauthorised' on the attendance register.
- For such 'unauthorised' absence, you may be liable to be issued with a penalty notice (fine). The fine is £160 per parent per child, reducing to £80 if paid within 21 days. If one or both parents fail to pay the penalty notice in full, then you may be prosecuted.

Exceptional circumstances:

The Headteacher / Principal will consider if the reasons are rare, significant, unavoidable and short and will also take into consideration the following:

- Can this event take place in the school holidays?
- What the current level of attendance is and unauthorised absence over the year to date.
- Any leave of absence taken previously.
- The time requested linked to examination / assessment period.
- Age and year group of the pupil.

Absence Request Form

Child's details			
Surname		First name	
DoB		Year group	
Address			
Parent / Carer's details			
Surname		First name	
Relationship to child			
Address (if different to above)			
Tel		Email	
DETAILS OF REQUEST FOR LEAVE OF ABSENCE			
Date of departure		Date of return	
Number of school days absent		Destination	
Please provide details and reasons for requesting leave of absence and in particular any exceptional circumstances. If necessary, please provide any documentary evidence in support of your request.			

Appendix E

Where pupils are deemed 'Children Missing Education/CME', School will follow the steps on this guidance form and refer to the LA link Attendance Team. A child is deemed CME if they have not attended school for 10 consecutive school days AND there has been no contact either prior to or during this period from home. School must take robust steps to ensure the child is safe.

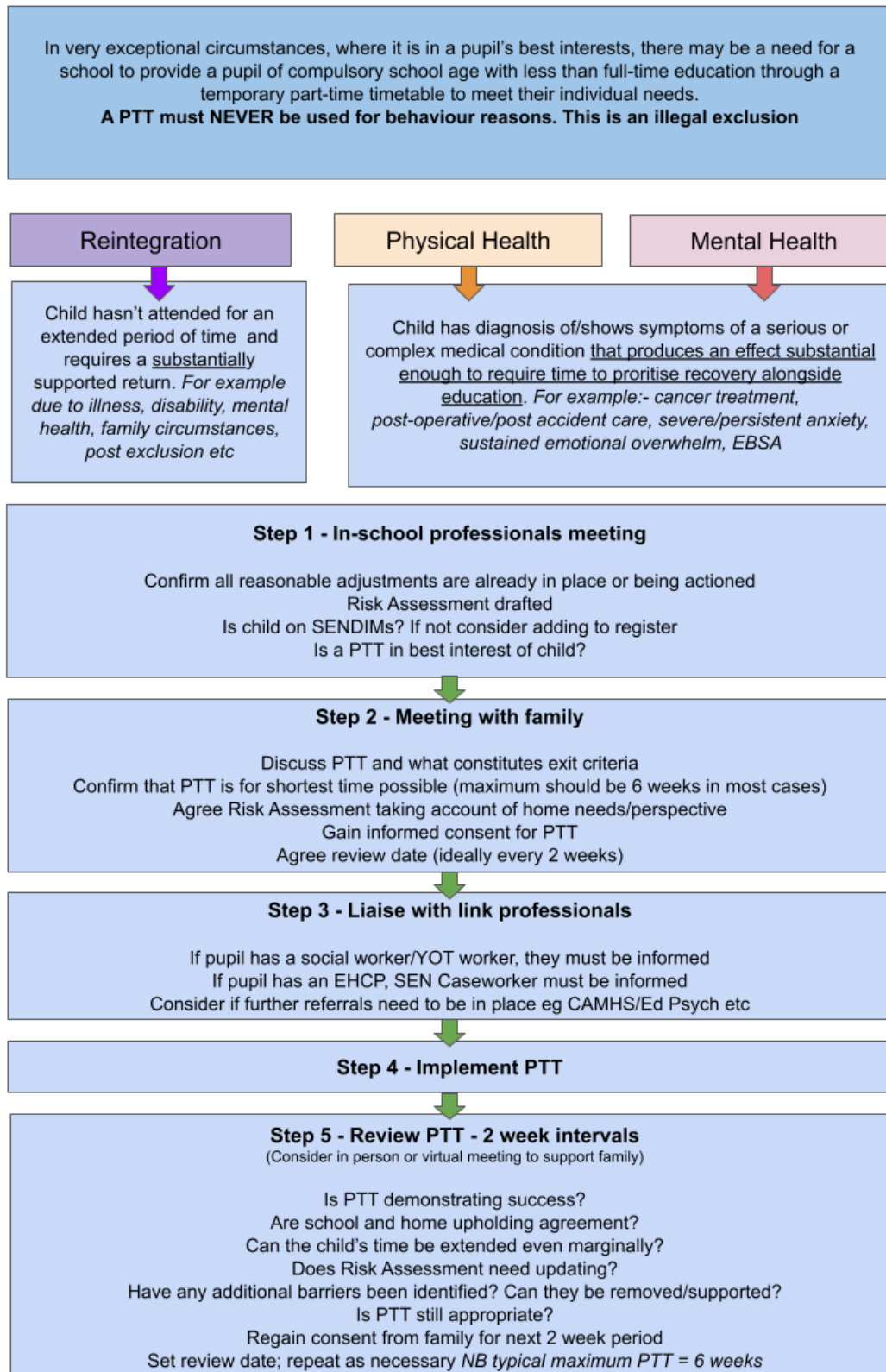
Checklist for Attendance Safeguarding - Unable to contact child/family.			
Name of Child		Date last seen	
Year Group		Date of Day 10	
Safeguarding Action for Unknown absence over 10 days - unable to make contact with the family	Date	Completed by (name)	Response Y/N Notes if appropriate
Day 1 - standard call made			
Day 2 - calls made, including to alternate contacts on School system if no answer from primary number			
Day 3 <ul style="list-style-type: none"> - Emailed the family/young person - checked school email accounts if no answers from calls in 1 & 2. <i>Ensure to check with all relevant school email accounts to see if a message has been received (office, SLT Absence lead senco, form tutor/class teacher etc)</i> - Text to numbers listed as contacts to request contact 			
Day 4 <ul style="list-style-type: none"> - Follow up calls to family members. Leave messages if no answer - Sensitive enquiries with close friends to find out if they have heard from or seen the child. - Where possible and able, check social media sites that you are aware the child might access? - Is the child engaging/contactable through the school's portal/website? 			
Day 5 Have you thoroughly exhausted every means of contacting the child remotely? If so, home visit. Consider <ul style="list-style-type: none"> - Does it look as though the family are still living at the address? - If no answer, put a letter through the door requesting contact. Date and time the letter. Scan the letter using a system such as Office Lens and attach the scan to the pupil's record when back at school 			
Day 6 <ul style="list-style-type: none"> - Where other known siblings attend other schools, check to see if the other school are having contact with the family. - Is there a social worker or SEN officer involved? Contact them directly to see if they have had any involvement with the child - Where other services (health etc) are known to be involved, check with them to see if they have had contact with the family. 			

<p>Day 7 - Text and email the family to say that 'contact is urgently required, and the school will need to escalate the concern to Social Services or if advised, the police if there is no response to the text and/or email within 24hrs'</p>			
<p>Day 8 - If you have safeguarding concerns, follow the school's safeguarding procedures and outline that all of the actions above have been completed to the DSL</p>			
<p>Day 9 - Where you are not able to locate their whereabouts following the above attempts and the school have exhausted every option to try to locate the child, then the child is a missing person and as such should be reported to social care in the first instance to risk assess their vulnerability and gain advice as to any further actions that will be taken.</p>			
<p>Day 10 School should complete a CME referral to the appropriate LA contact when the child's attendance cannot be confirmed after 10 days.</p> <p>The safety and wellbeing checks will remain the responsibility of the school and you should continue to try to do a selection of these at regular intervals in case the child/family returns to the property.</p> <ul style="list-style-type: none"> - Calls - Emails - Texts - checks with peers - checks with linked schools for siblings - Home visits (including visits at varying times and on varying days) <p>Ensure these are logged in the event of a serious case review.</p>			

Appendix F

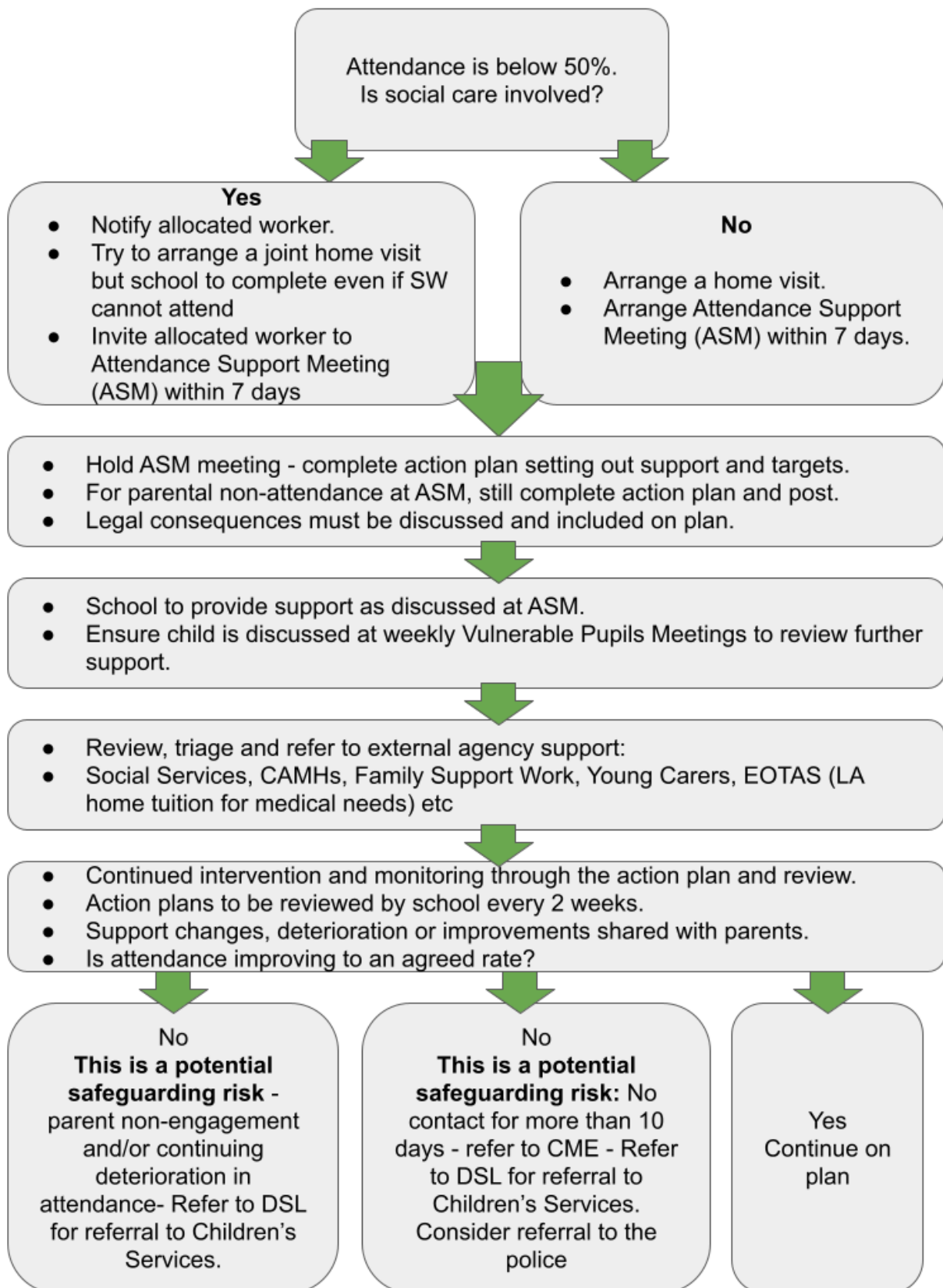
If School believes that a pupil may benefit from a temporary part-time timetable, the following procedures will be used. In some situations it may be necessary for school to engage the services of a translator to support parents in making informed decisions.

Does a child need a Part-time timetable?



Appendix G

If a pupil is below 50% Attendance, DfE guidance states the school must consider a safeguarding referral. In such cases, school will use the following procedures to safeguard Severely Absent Pupils. In some situations it may be necessary for school to engage the services of a translator to support parents in making informed decisions.



Appendix H - Attendance Support Plan/ Attendance Contract.

The document below will be used when Attendance has hit the Red or Grey zones in Appendix A. Where parents are offered the opportunity to have a formal 'Attendance Contract' and agree to this, the words 'Action Plan' will be deleted.

It is considered good practice by the DfE for families to be supported to understand and engage with the contract as a supportive measure. In some situations it may be necessary for school to engage the services of a translator to support parents in making informed decisions.

Where families do not agree, the school is required by the DfE Guidance 2024 to consider escalating their concerns. This would be by either informing the LA, who may consider if the matter meets the criteria for triggering more formal intervention, or by considering if the matter warrants a social care referral. In some cases both avenues may be appropriate.

Attendance Support Action Plan / Contract

Note: See information box and RED text at end of paperwork before recording on this document

Date/time of meeting:		School:	
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Pupil name:		Yr:	Current attendance:	
Parent/Carer name:			Parent DoB:	
Address:				
Present at mtg:				

Meeting discussion:

Attendance Action Plan:

Target:	By when:
Action required by School:	
Action required by Parent / Carer:	
Action required by Pupil:	

Assessment and Review Date:

Signed:.....(School)

Signed:.....(Parent / Carer)

Signed:.....(Pupil)

Review of Action Plan 1

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Attendance Action Plan 2 :

Target attendance:..... By when:.....
Action required by School:
Action required by Parent / Carer:
Action required by Pupil:

Assessment and Review Date:

Signed:.....(School)

Signed:.....(Parent / Carer)

Signed:.....(Pupil)

Schools to decide if it is appropriate to leave the section below on the paperwork for each particular meeting. However if it is removed it MUST be verbally discussed with parent/carer so they understand the potential ramifications of continued poor attendance. It should be left in place if the document is used as an Attendance Contract rather than an Attendance Support Action Plan.

This Support Meeting and the resultant Parenting Contract is aiming to improve attendance for the target pupil(s), thus avoiding the risk of potential prosecution under Section 444 of the Education Act 1996. Should a parent/carer be found guilty under such a prosecution it will lead to a criminal record. Criminal records may have the potential to negatively affect your life, for example employment status, and rental agreements. The School wants to work with you to help avoid such an outcome.