



Attendance Policy

We Care • We Challenge • We Commit

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Version	Date	Author	Note of revisions
V1	Sept 2022		Adoption of Policy
V2	July 2023		Update of HOY details
V3	May 2024		Complete Update due to changes in Working Together to Improve Attendance
V4	July 2025		Included attendance banding and specific support – Page 28 Updated CME reasons for removing from school – page 29 Updated attendance contacts – Page 4 Made support at each band explicit – Page 11
V5	July 2026		Full review against Working Together to Improve School Attendance, KCSIE 2025 and School Attendance Regulations 2024. Strengthened safeguarding links. Added Whole School Graduated Approach. Added Attendance Action Plans. Added EBSA guidance. Updated attendance monitoring and data review. Modernised terminology. Added Inclusion and Belonging framework.

Key Information

Senior Leadership Member responsible for Attendance	Penny Rimmer
Attendance Manager	Anna Reynolds
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School telephone number	01772 719060
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Time registers open in the morning	8.35am
Time registers close in the morning	9.15am
Registers are taken at the published registration times for all pupils and applied consistently across the academy. Morning registration opens at 8.35am and closes at 9.15am. Afternoon registration is taken at the published afternoon registration time.	

Introduction and Background

- Educational excellence, kindness, respect and community are the foundations for our approach to leading and managing attendance at the school, this is underpinned by our values; We Care, We Challenge, We Commit.
- We Care - We care about our pupils education and understand that good attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing and wider life chances. We will work with parents, pupils and our partner agencies to ensure pupils are in school, on time every day so they have the best opportunities to thrive and learn. We will ensure that good attendance in our most vulnerable pupils is an important protective factor to ensure they are safeguarding from harm.
- We Challenge - As a school everyone has a responsibility to challenge our students to be their best. Our pupils are expected to achieve attendance of 95% or above. The pupils and parents of pupils below this figure will be challenged on a daily basis to ensure each student and parents understands their responsibilities regarding attendance and the potential impact of poor attendance on learning and that of others. We will do this by rewarding excellent attendance with praise and rewards and by imposing consistent and clear sanctions for poor attendance. We will ensure that those students who struggle to attend are supported in overcoming barriers.
- We Commit - Fulwood Academy is committed to securing good attendance by creating a calm, orderly, safe, supportive environment, where all pupils want to attend school to thrive and learn. Raising awareness of the importance of good attendance and punctuality and ensuring that attendance is monitored effectively, reasons for absences are recorded promptly and consistently and interventions are put into place swiftly to address barriers to attendance.

Attendance, Inclusion and Belonging

- At Fulwood Academy, we believe that excellent attendance is fundamental to inclusion, belonging and educational success.
- We recognise that pupils attend well when they feel safe, valued, supported and connected to school. Our approach therefore focuses not only on improving attendance but also on creating a culture where every pupil feels that they belong within our school community.
- Attendance support forms part of Fulwood Academy's **Whole School Graduated Approach to Inclusion and Belonging**. Interventions are matched to the individual needs of pupils and become progressively more intensive as barriers increase. This ensures that support is timely, proportionate and centred around the needs of the child.
- Where attendance concerns are identified, we work collaboratively with pupils, families and external agencies to understand the underlying reasons for absence before agreeing personalised support plans. Interventions are regularly reviewed to ensure they remain effective and continue to remove barriers to attendance.
- By promoting inclusion, positive relationships, high expectations and a sense of belonging, we aim to ensure every pupil attends regularly, achieves their potential and feels part of the Fulwood Academy community.

Our Approach to Working together to improve attendance.

Leaders evaluate attendance alongside safeguarding, behaviour, inclusion and outcomes to ensure attendance improvement remains central to school improvement planning.

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:

EXPECT

- Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school. We will do this by promoting good attendance.

MONITOR

- Rigorously analyse attendance data to identify patterns of absence, benchmark performance against local and national data, monitor vulnerable groups (including young carers), and evaluate the impact of attendance interventions before absence becomes entrenched.

LISTEN AND UNDERSTAND

- When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

FACILITATE SUPPORT

- Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include early help or whole family plan where absence is a symptom of wider issues.

FORMALISE SUPPORT

- Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

ENFORCE

- Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

Responsibilities of Attendance

Attendance is Everyone's Responsibility

At Fulwood Academy, excellent attendance is everyone's responsibility. All staff play an active role in promoting attendance by:

- building positive relationships with pupils;
- noticing changes in attendance patterns;
- discussing attendance positively with pupils;
- reporting concerns promptly;
- supporting reintegration following absence;
- celebrating good attendance and improvement.

Attendance is considered at every level of school improvement and forms part of safeguarding, inclusion, behaviour and pastoral practice.

Poor attendance can be an early indicator of:

- abuse
- neglect
- exploitation
- criminal exploitation
- county lines
- mental health difficulties
- domestic abuse
- family breakdown
- contextual safeguarding concerns.

Attendance information is therefore considered alongside safeguarding information when assessing risk.

Everybody has a key role to play in supporting and promoting excellent school attendance. We will work to provide an environment in which all our students are eager to learn, feel valued members of the school community and look forward to coming to school every day.

The Department for Education has set out clear advice about the role of schools, Academy Trusts and parents when it comes to school attendance.

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Have a dedicated senior leader with overall responsibility for championing and improving attendance.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Ensure school staff receive training on attendance.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance. Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. Offer opportunities for all schools in the area to share effective practice.

A member of the Senior Leadership Team, will oversee, direct and co-ordinate the school's work in promoting regular and improved attendance and will ensure the Attendance Policy is consistently applied throughout the school. This person will also ensure that up-to-date attendance data is available and relevant issues are shared with the Senior Leadership Team. They will ensure that attendance issues are identified at an early stage and that support is put in place to deal with any difficulties. Parents will regularly be reminded about the legal requirement for, and the importance of good school attendance.

By law schools are required to take an attendance register twice a day; at the start of the morning session and once during the afternoon. Any child who is not present at this time will be marked as an unauthorised absence unless leave has been granted by the school in advance, or the reason for absence is already known and accepted by the school as legitimate. Where a reason for absence is given and accepted by the school at a later stage, the register will be amended. The decision about whether any absence should be authorised or unauthorised rests with the school and not with parents.

The Attendance Manager will ensure that all staff responsible for taking registers, including any temporary or supply staff, receive sufficient training to enable them to perform the task correctly. The school will ensure the attendance register is marked accurately. Classroom teachers and tutors are responsible for completing the attendance registers. Attendance staff will receive regular training to ensure attendance codes are applied consistently in accordance with DfE guidance, including guidance relating to dual registration, flexi-schooling, pupils with no fixed abode, examination access arrangements and the correct application of Codes D, Q, U and Y6.

Expectations of Trustees and Governors

Dunstone Academy trustees and governing bodies will;

- Recognise the importance of school attendance and promote it across the school.
- Ensure school leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discuss, and challenge trends, and help school leaders focus

improvement efforts on the individual pupils or cohorts who need it most.

- Ensure school staff receive adequate training on attendance.

Daily Absence Procedure

Parents are expected to inform the school at the earliest opportunity of their child's absence. This should be done by telephoning or emailing the contacts provided at the start of this policy. If parents have not contacted the school, the school will contact parents, and will continue to do so until contact is made. If school is unable to contact the parent, they will try all other contacts they hold on record, in order of priority until contact is established.

If an illness is prolonged, parents are asked to keep the school informed of progress and provide medical evidence. Where illness absence becomes frequent, prolonged or there are concerns regarding the authenticity or impact of absence, the academy may request appropriate medical evidence to support decision-making and ensure appropriate support is put in place. Parents are also requested to contact the school, in advance to request any arranged absences, such as a hospital appointment or dentist. However, we request that as many routine appointments as possible are arranged out of school hours.

After the morning registers are complete, school will run a report to show all missing pupils/students for whom no explanation of absence has been received from parent/carer. A continuous absence report will also be run to highlight any pupils/students who have 3 consecutive session absences or more.

1 st day of absence	Pupil recorded as absent from Register. Attendance staff send absence notification to parents/carers (telephone call or automated notification) If there is no response from parents, Pastoral Team to make decisions that may result in either direct telephone/email contact from school, or home visit (depending on level of risk). Possible home visit for any absent pupil on Blitz days.
2 nd day of absence	Pupil recorded as absent from Register. Attendance staff send Absence notification to parents/carers. Pastoral Team/DSL alerted those Pupils who have had a 2nd day of absence with no notification from parent/carer. Any Pupil who is deemed vulnerable or those under the PWO will automatically be visited by school staff on day 2 without contact, unless specifically advised not to do so by DSL. Some home visits may be conducted for any absent pupils with or without contact to support a speedy return to school.

3 rd day of absence	Pupil recorded as absent from Register. Attendance Team send Absence notification to parents/carers The Pastoral Team/DSL/Principal alerted those Pupils who have had a 3rd day of absence. Home visit is completed for all Pupils on 3rd day of absence with priority given to those who we have had no contact from parents/carers. Home visit form is completed and logged on My Concern. Discussion held with DSL/Vice Principal/attendance manager to agree further action. (This may include repeated home visits, request for welfare checks from Police, DSL/Principal contacting Police/MASH etc).
10 th day of absence	CME form completed Emailed securely to the Local Authority

Punctuality

Poor punctuality is not acceptable and can contribute to further absence. If a child misses the start of the day, they miss work and do not spend time with their class teacher getting vital information and news for the day.

Late arriving pupils also disrupt lessons, can be embarrassing for the child and can also encourage further absence. Good timekeeping is a vital life skill which will help our children as they progress through their school life and out into the wider world.

The registers will be closed at 9.15am. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site, but this will **not** count as a present mark, and it will mean they have an unauthorised absence (U code). This means that parents face the possibility of a Penalty Notice or Prosecution if the problem persists. If your child has a persistent late record, you will be asked to meet with the pastoral/attendance worker/ senior leader.

Any student arriving late will be issued with a 50-minute detention. The students will serve the detention in the Hall the same day. Pupils will be collected from lessons at the end of the day by the Senior Leadership and Pastoral Team.

Leave of Absence During Term Time

The Trustees, Governors and Principal do not support parents taking their children out of school for holidays.

Parents do not have a legal right to take children out of school, and the Principal may not grant any leave of absence during term time unless there are exceptional circumstances. Examples of exceptional circumstances include service personnel who are prevented from taking leave of absence outside term time at any point in the school year, or the terminal illness or bereavement of a parent or sibling if the absence is concurrent.

If parents do wish to request leave of absence or Holidays in Term Time for such exceptional circumstances,

they should make a request in writing, in advance.

Every request for leave of absence will be considered individually on its own merits. The academy does not operate blanket policies that automatically approve or refuse particular categories of leave. Decisions will take account of the individual circumstances of each application. and it is up to the discretion of the Principal to make a decision about whether a request may be considered an exceptional circumstance or not. The Principal will inform the parent in writing as to the decision made regarding the request.

If parents decide to take their children on holiday where the absence is unauthorised, the school will follow the Local Authority's Guidance for Schools on leave of absence during term time, and inform the Education Welfare Service who may, on behalf of the Local Authority, issue a fixed penalty notice. Information about fixed penalty notices is available below.

The Principal is advised to treat each application individually, and will consider the following factors when making a decision;

- The child's overall attendance record
- Whether the absence falls during a year when public examinations are due or government tests.
- The effect on the child's continuity of learning
- The family circumstances

Leaving School before the end of the day

It is not expected that children should need to leave early. However, in some exceptional circumstances, children may have to be collected early from school.

Parents/carers who wish to collect their children early must inform the school by telephone or in writing, stating clearly the reason why the child is leaving school.

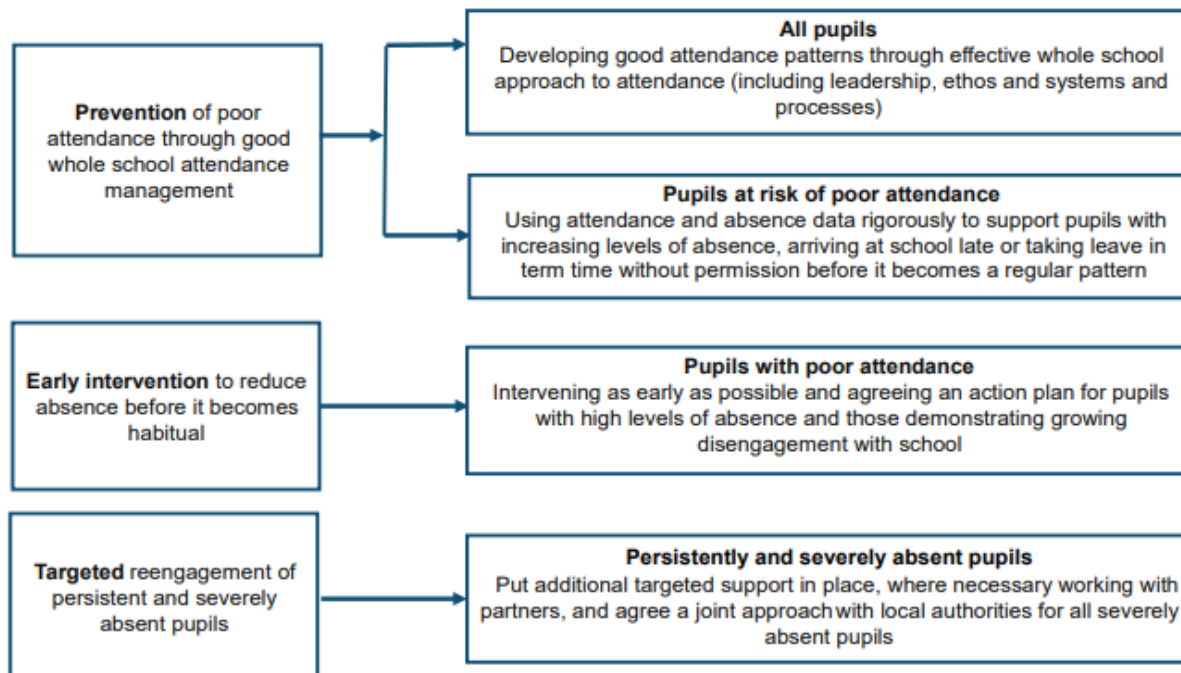
Requests may only be made by the parent/carer with parental responsibility and day to day care. This safeguards against an estranged parent/carer making a request without the knowledge of the parent who has care and control. If there are other arrangements in place for the child to leave the school premises, such as another adult will collect the child, the school must be informed in writing.

It is the responsibility of parents/carers to keep the school fully aware of contact details of named and responsible adults.

Attendance Monitoring

We want all pupils to have good attendance and will monitor the attendance of all pupils and groups of pupils daily. When a pupil is at risk of poor attendance we will put timely intervention in place to address any barriers or concerns.

Effective school attendance improvement and management



Live Attendance Monitoring and Early Identification

Fulwood Academy uses live attendance monitoring to ensure that attendance concerns are identified and responded to as early as possible.

Attendance information is reviewed throughout each school day to identify pupils who are absent, patterns of absence and any emerging safeguarding concerns. This enables timely intervention before attendance concerns become established.

Our live monitoring processes include:

- daily first-day response procedures;
- monitoring of vulnerable pupils and priority groups;
- analysis of attendance trends and patterns;
- identification of persistent and severe absence;
- monitoring of punctuality and late arrivals;
- same-day communication with parents/carers where appropriate;

- coordinated safeguarding responses where attendance presents a potential welfare concern.

Attendance data is reviewed alongside behaviour, safeguarding, SEND, wellbeing, attainment and pastoral information. The academy routinely benchmarks attendance against local and national data and evaluates the effectiveness of interventions to inform future practice.

Where attendance concerns are identified, intervention will be proportionate to the level of need and may include:

- early conversations with pupils and parents/carers;
- attendance mentoring;
- Attendance Action Plans;
- Attendance Intervention Groups (AIG);
- Early Help Assessment (EHA);
- multi-agency working;
- reasonable adjustments for pupils with additional needs;
- legal intervention where appropriate and where all supportive strategies have been exhausted.

Early identification enables the school to intervene promptly, reduce barriers to attendance and ensure that every pupil receives the support they need to attend school regularly, remain engaged in learning and achieve their full potential.

Remote education will only be used where attendance at school is temporarily impossible and only as a last resort. Where remote education is provided, it will form part of a planned reintegration back into full-time attendance wherever possible.

Whole school attendance is monitored on a weekly basis and clear procedures are followed should there be any concerns. Fulwood Academy uses a staged approach to effectively manage student absence where attendance falls below 95% (where no medical/other evidence to support authorising absence has been provided):

	Percentage Attendance	Number of School Days Missed	Impact	Strategies and Intervention
Band 1	100%-95%	99% , 2 98% , 4 97% , 6 96% , 8 95% , 10	Pupils who reach an attendance target of 96% or above have the best chances to: achieve outstanding progress access the best potential opportunities both in school and post 16 develop personally and socially	Pupils in this category will be eligible for a range of rewards and incentives. Early help is always available to our pupils, parents, and carers. School is committed to multi-agency working to support families. Attendance strategies include setting high expectations for attendance and communicating them clearly. This will be voiced in all assemblies, newsletters and any text correspondence home to parents. Attendance Scripts are in place to support golden hour calling during Period 1 for Heads of Year and the Attendance Manager. This document also supports admin staff when taking attendance calls. By highlighting the pupils attendance early this can help intervene any further absences. Parents are reminded what banding the pupil is in and how many days off this equates to.

Band 2 a	95%-93%	95% , 10 94% , 11 93% , 13	An attendance percentage at this level is a cause for concern. Pupils who fall between 91-95% could: underachieve in some or all areas of study. have difficulties accessing all available opportunities both in school and post 16. .	Taking Early Action Matters When a student falls into this category, school intervention will be led by their tutor or mentor. Tutors are required to conduct weekly check-ins and contact the student's home to address any attendance concerns. Supportive scripts are provided to assist tutors with these calls. These calls should be logged on class charts. Attendance scripts are also available to support "Golden Hour" calls during Period 1, made by Heads of Year and the Attendance Manager. These scripts assist administrative staff when handling attendance calls as well. Identifying attendance issues early allows for timely intervention to prevent further absences. Parents are reminded what banding the pupil is in and how many days off this equates to. Support and Actions • All support and Interventions as listed above. • A letter titled "The Importance of School Attendance" will be sent home to any student in this category at the end of each half term, indicating that their attendance is between 90% and 95%. This letter will not mention legal intervention, as it is not yet necessary. The purpose of the letter is to identify any potential barriers to attendance and offer early intervention. • Pupils assigned a School Attendance Champion: Any student with attendance between 93% and 94% will be added to the School Attendance Champion tracker. Tutors, teaching staff and support staff will be assigned two students to check in with regularly to identify barriers to attendance. If any barriers are found, staff can report them through the MS Form School Attendance Champion - Barrier to Attending Reporting Form • Where illness becomes frequent or prolonged, appropriate medical evidence may be requested to help understand barriers, determine whether absences can be authorised and identify any additional support that may be required. • SENCO Responsibility: The SENCO will be tasked with meeting with anyone where their SEND (Special Educational Needs and Disabilities) need is a barrier to attending school, in order to provide support and identify

				solutions to ensure full access to education. • Virtual Schools: Virtual schools will be informed, and support will be requested for all CLA (Children Looked After) where attendance is a barrier, to ensure that their educational needs are addressed and regular attendance is facilitated. • Home visits when pupils are absent.
Band 2b	92%-90.1%	92% , 15 91% , 17 90% , 19	A pupil with an attendance percentage at this level is classed as a Persistently Absent Pupil (PA). They are likely to: be at high risk of underachieving in all areas of study have more difficulties accessing available opportunities both in school and post 16 be impacted socially by non-attendance at school School may link in with external agencies to discuss any safeguarding concerns that might be linked to attendance.	Taking Early Action Matters Pupils with 92% - 90.1% Attendance For students whose attendance falls between 92% and 90.5%, the intervention process will be escalated to include the Heads of Year and Senior Leadership Team. This will involve more focused and personalised support to address attendance concerns. Actions and Support: • All support and Interventions as listed above. • Parents receive a Stage 1 attendance letter which states attendance is now being monitored over a 15-day period if the pupil has 10 or more sessions unauthorised they will receive a Fixed Penalty Notice. <i>Parents/carers commit an offence if a child fails to attend school regularly and the absences are classed as unauthorised. Depending on the circumstances, such cases may result in prosecution under Section 444 of the Education Act 1996.</i> https://www.lancashire.gov.uk/children-education-families/schools/pay-an-education-penalty-notice/#penalty • Attendance is reviewed in three weeks; if no improvement, a SAM is held. • During this meeting support is offered to the family if previously declined. • If attendance fails to improve, a Penalty Notice Warning Letter may be issued from Lancashire County Council. • If a pupil is in this category any absences without medical evidence trigger a home visit from our Pupil Welfare Officer (PWO).

				• School Attendance Champion: Pupils in this attendance range will remain on the SAC tracker. However, their intervention will now be overseen by the Heads of Year and Senior Leadership Team, who will take a more proactive role in monitoring and supporting their attendance improvement. The SAC tracker will be reviewed regularly by senior leaders to ensure the appropriate actions are being taken. • Individual Review: Heads of Year and Senior Leadership will conduct an individual review for each pupil assigned to them via the SAC Intervention. A phone call will be held with the student and their parents/guardians to discuss the reasons for the absences and any underlying issues. This call should be logged on Class Charts • SENCO Responsibility: The SENCO will be tasked with meeting with anyone where their SEND (Special Educational Needs and Disabilities) need is a barrier to attending school, in order to provide support and identify solutions to ensure full access to education. • Virtual Schools: Virtual schools will be informed, and support will be requested for all CLA (Children Looked After) where attendance is a barrier, to ensure that their educational needs are addressed and regular attendance is facilitated. • Targeted Monitoring via AIG logged on the AIG tracker: Attendance will be closely monitored, with weekly check-ins from the tutor and regular updates from the Heads of Year and Senior Leadership. • Incentives: Short-term attendance targets will be set, with specific rewards or incentives to encourage improved attendance and motivate the student. • Escalation of Concerns: If attendance does not improve within a reasonable time frame, further escalation may occur, including referral to the Attendance Officer, involvement from external agencies, or a formal meeting with senior leadership to discuss potential next steps, which could include legal intervention if attendance does not improve. • Home visits when pupils are absent.
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				The aim at this stage is to provide a more intensive level of support while continuing to engage with the student and their family to address any challenges preventing consistent school attendance. Through the intervention of the Heads of Year, Senior Leadership, and the AIG framework, we aim to help the student improve their attendance and avoid further escalation.
Band 3 – 10 3 – 90 – 85 4 – 85 – 80 5 – 80 – 75 6 – 75 – 70 7 – 70 – 65 8 – 65 – 60 9 – 60 – 55 10 – 55 – 50	90%-51% PA		A pupil with an attendance rate of 89% to 51% may experience a significant impact on their learning progress. Consistent school attendance is crucial for maintaining continuity in learning, as missed lessons can lead to gaps in understanding, making it challenging to keep up with the curriculum. With such attendance, the pupil may struggle to fully grasp key concepts, participate in group activities, and develop strong relationships with peers and teachers. Additionally, frequent absences can lead to reduced academic	Pupils with 90% - 50% Attendance For students whose attendance falls between 90% and 51%, this represents missing between 19 and 89 days of school out of the total 185 school days in a year. At this stage, intervention becomes more urgent and will be overseen by the Attendance Team to ensure targeted and immediate action is taken. Actions and Support: • All support and Interventions as listed above. • Offer of a part-time timetable • The family will now be passed onto the Pupil Welfare Service where they receive an initial referral letter followed up by a meeting discussing the next steps of legal intervention. • A second School Attendance Meeting (SAM): A formal meeting will be scheduled with the student, their parents/guardians, and the Attendance Team. This meeting will aim to identify the root causes of the student's absences, explore any underlying challenges, and establish a clear plan to improve attendance. It is essential to understand any barriers preventing regular school attendance, such as health issues, family circumstances, or emotional/social challenges. During the meeting a Parenting Contract is offered to all parents to create a clear understanding of what is expected from school and that parents agree to the contact, this is signed by the school, the parent/carer and the pupil. If any of the points written in the contact are not met during the monitored period. • SENCO Responsibility: The SENCO will be tasked

		performance, lower engagement in classroom discussions, and hinder the development of essential skills, ultimately affecting their overall educational experience.	with meeting with anyone where their SEND (Special Educational Needs and Disabilities) need is a barrier to attending school, in order to provide support and identify solutions to ensure full access to education. • Virtual Schools: Virtual schools will be informed, and support will be requested for all CLA (Children Looked After) where attendance is a barrier, to ensure that their educational needs are addressed and regular attendance is facilitated. • Attendance Intervention Group (AIG) Managed by the Attendance Team: Pupils in this attendance range will now be managed by the Attendance Team. The Attendance Team will take on a more direct and central role in monitoring these students, reviewing their attendance records, and initiating targeted interventions. The team will coordinate with the Heads of Year and Senior Leadership to ensure consistent follow-up and support. • Attendance Action Plan: An Attendance Action Plan will be created, tailored to the student's specific needs. The plan will include clear, achievable goals for improving attendance and outline the necessary support measures. The plan will also include regular check-ins and milestones to track progress and ensure that interventions are effective. • Intensive Monitoring and Check-Ins: Attendance will be monitored closely by the Attendance Team, with weekly check-ins and updates on the student's progress. The Attendance Team will work directly with the Heads of Year to ensure that any further absences are flagged immediately and that timely interventions are made. Regular communication will occur with parents to keep them informed of their child's progress and any actions taken. • Communication with Home: Parents/guardians will be contacted more frequently, with formal letters, phone calls, and meetings scheduled as needed. The Attendance Team will work with families to identify and address any issues preventing consistent attendance and provide guidance on how they can
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				support their child's return to school. Engagement with the Children and Family Wellbeing Team: The school will work closely with the Children and Family Wellbeing Team, which can provide specialized support and resources for complex needs. This team can help address barriers to school attendance, whether they are emotional, social, or related to family circumstances, and offer targeted intervention services. Early Help Assessment (EHA): An Early Help Assessment (EHA) will be initiated to support the pupil's return to full attendance. The EHA is a collaborative process where key professionals, the student, and their family work together to identify support needs and create a coordinated plan to address the challenges preventing the student from attending school regularly. This plan will outline the necessary steps and interventions to improve attendance and support the pupil's overall well-being. Referral to Children's Social Care (if applicable): If parents do not consent to the Early Help Assessment (EHA), or if there are concerns about educational neglect, the school may refer the case to Children's Social Care. This referral will be made if there is concern that the pupil's ongoing absence from school is due to neglect, or if the family refuses to engage in the support process. Children's Social Care will then assess the situation to determine if the pupil is at risk and may initiate further intervention. Incentives and Support for Improvement: Short-term attendance targets will be set, and rewards or incentives will be offered to encourage the student to meet these targets. This may include recognition, certificates, or other forms of positive reinforcement to motivate the student to improve their attendance. Escalation and Legal Intervention: If attendance does not improve after sustained intervention, the Attendance Team will escalate the matter. This could involve a referral to the Attendance Officer, further meetings with Senior Leadership, and possible
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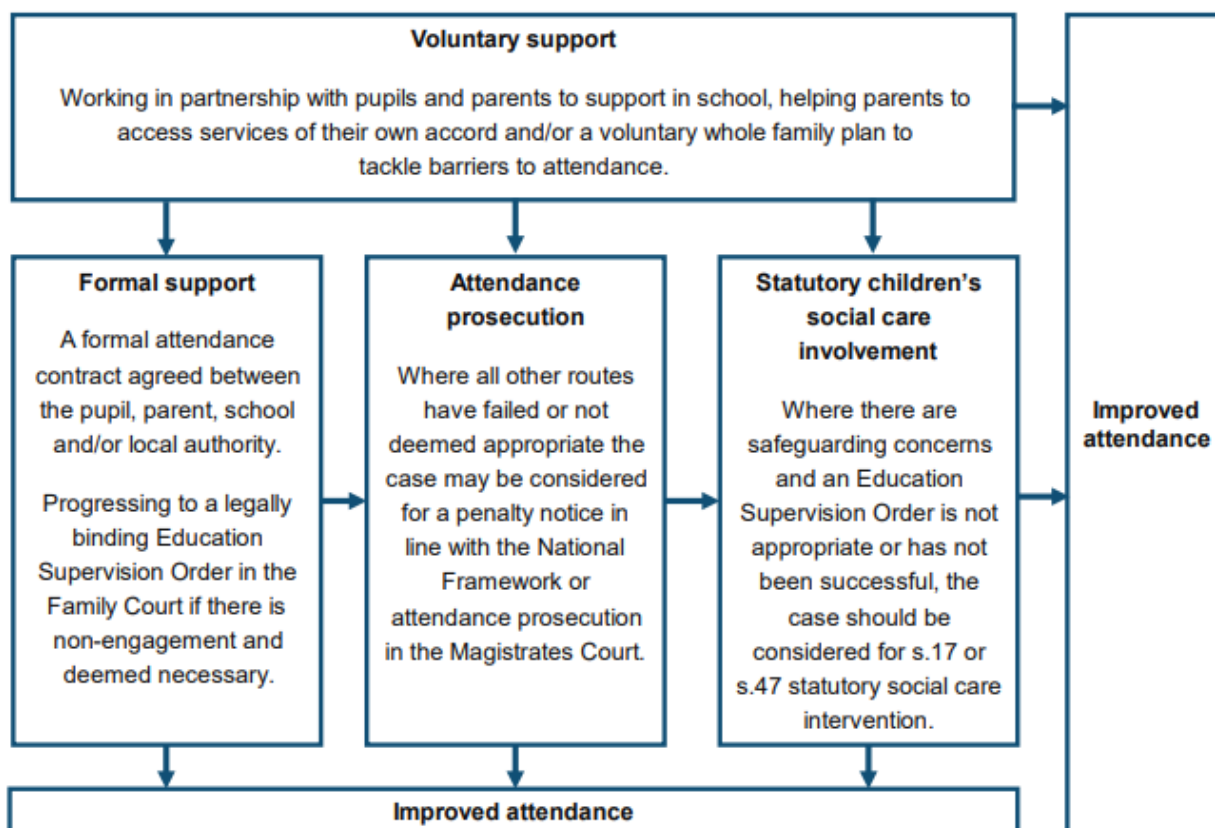
				involvement from external agencies. If the issue persists, legal action may be considered, including issuing a formal attendance warning or exploring further legal steps to address the attendance issue. • Pupils in this category will be monitored daily and if they are absent without medical evidence a home visit/contact will be made. • Parents are required to provide medical evidence for all future absences. • Attendance is monitored on a 2 weekly basis where if a pupil's attendance is not improved, they will receive the next legal letter from Pupil Welfare. Meetings are offered during contact with parents. If there is no engagement with parents, we will continue with legal intervention and this is documented. • If a parent has declined an Early Help Assessment this will be offered again to help support the family. • If no improvement, prosecution may be considered under Section 444 of the Education Act 1996. • Pupils may be placed on a part-time timetable where deemed necessary to support reintegration. Where illness becomes frequent or prolonged, appropriate medical evidence may be requested to help understand barriers, determine whether absences can be authorised and identify any additional support that may be required. The focus at this stage is to provide intensive, targeted support for students with significant attendance issues. Through the coordinated efforts of the Attendance Team, the school aims to address the root causes of absenteeism, ensure students receive the necessary resources and interventions, and improve overall attendance moving forward.
Band 11	Below 50%	97+ days of absence	Pupils with attendance below 50% are	Pupils with Below 50% Attendance (Including Days Off) For students whose attendance falls below 50%, meaning

	SA	over the academic year	classified as Severely Absent, meaning they miss more school than they attend. This level of absence presents significant safeguarding concerns and impacts long-term educational and social development.	they have missed more than 90 days out of 185 school days, immediate and intensive intervention is required. At this stage, Lancashire County Council will have already been involved, and prosecution may already have occurred or be in place. If the student's attendance continues to decline, further legal action and escalation may follow. Actions and Support: • All support and Interventions as listed above. • Attendance Intervention Group (AIG) Managed by the Attendance Team: Pupils with attendance below 50% will continue to be managed by the Attendance Team. The team will take the lead in coordinating interventions in collaboration with the Heads of Year, Senior Leadership, and Lancashire County Council, which may include continuing legal processes if the attendance remains low. • Legal Intervention and Prosecution: If the student's attendance does not improve, further legal action may be taken by Lancashire County Council. This could include: ○ Issuing a Penalty Notice. ○ Applying for Education Supervision Orders. ○ Enforcing Parenting Orders. If the attendance remains unresolved, prosecution under Section 444 of the Education Act 1996 may be considered. • Engagement with the Children and Family Wellbeing Team: The school will work closely with the Children and Family Wellbeing Team, which can provide specialized support and resources for complex needs. This team can help address barriers to school attendance, whether they are emotional, social, or related to family circumstances, and offer targeted intervention services. • Early Help Assessment (EHA): An Early Help Assessment (EHA) will be initiated to support the pupil's return to full attendance. The EHA is a collaborative process where key professionals, the student, and their family work together to identify
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				support needs and create a coordinated plan to address the challenges preventing the student from attending school regularly. This plan will outline the necessary steps and interventions to improve attendance and support the pupil's overall well-being. • Referral to Children's Social Care (if applicable): If parents do not consent to the Early Help Assessment (EHA), or if there are concerns about educational neglect, the school may refer the case to Children's Social Care. This referral will be made if there is concern that the pupil's ongoing absence from school is due to neglect, or if the family refuses to engage in the support process. Children's Social Care will then assess the situation to determine if the pupil is at risk and may initiate further intervention. • Continued Communication and Meetings with Parents: Meetings will still be offered to parents and carers to engage with the school in addressing the attendance issues. The school will continue to work with parents to resolve any barriers to attendance, providing the necessary support. If parents are unwilling to consent to the EHA, the school will highlight the potential impact of continued absence and attempt to engage them in the process. • Where illness becomes frequent or prolonged, appropriate medical evidence may be requested to help understand barriers, determine whether absences can be authorised and identify any additional support that may be required. • Escalation to Lancashire County Council and Legal Action: If no improvement is seen despite these interventions, the case will continue with Lancashire County Council, and legal action may become more severe for the parent/carers. Prosecution and possible court proceedings may be initiated if the pupil's attendance remains low. At this stage, the school is committed to providing all available support and working with external agencies, including the Children and Family Wellbeing Team, Children's Social Care, and the Early Help Assessment process. The goal is to provide the pupil and their family with
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				all the resources and interventions needed to resolve attendance issues. If parental engagement is not forthcoming, referral to Children’s Social Care will be necessary to ensure the child’s welfare and educational needs are being met. As all of the support is already in place or offered to parent/carers to support the pupil it will still be offered if already been declined.
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Providing support first before attendance legal intervention



Legal Interventions

Where voluntary working has not been successful, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents. Attendance legal intervention can only be used for pupils of compulsory school age and decisions should be made on an individual case by case basis.

Penalty Notices: 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 its code of conduct when a child's absence has not been authorised by the school, for example and unauthorised holiday in term time. In April 2024 the Department for Education announced national changes to penalty notices issued for unauthorised absence in term time. These changes came into effect on 19 August 2024.

- Penalty notices issued for offences that take place after 19 August 2024 will be charged at a new rate of £160 per parent per child. This can be paid at £80 if paid within 21 days.
- Any second penalty notice issued to the same parent for the same child within a rolling 3-year period will be issued at the rate of £160 to be paid within 28 days with no

- option for a discounted rate.
- A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions.
- The threshold at which a penalty notice **must** be considered is set at 10 sessions (equivalent to 5 days) of unauthorised absence within a rolling 10-school week period^[1]. This may include absences as a result of arriving late after the register closes. The 10 school weeks may span different terms or school years.
- A maximum of 2 penalty notices may be issued to a parent for the same child within a rolling 3-year period, so at the 3rd (or subsequent) offence(s) another course of action will need to be considered (such as prosecution or one of the other attendance legal interventions).
- **A Notice to Improve** is a final opportunity for a parent to engage in support and improve attendance before a penalty notice is issued. If the national threshold has been met and support is appropriate but offers of support have not been engaged with by the parent or have not worked, a Notice to Improve should usually be sent to give parents a final chance to engage in support. A Notice to Improve does not need to be issued in cases where support is not appropriate
- **An attendance contract** is a formal written agreement between a parent and either the school to address irregular attendance at school or alternative provision. An attendance contract is not legally binding but allows a more formal route to secure engagement with support where a voluntary early help plan has not worked or is not deemed appropriate. An attendance contract is not a punitive tool, it is intended to provide support and offer an alternative to prosecution. Parents cannot be compelled to enter an attendance contract, and they cannot be agreed in a parent's absence.
- **Education Supervision Order (ESO):** This is an action plan that 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
- **Prosecution:** 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:** The order requires a parent 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

Removal From School Roll

A pupil's name can only lawfully be deleted from the admission register if a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 applies. These regulations include when:

- Parents make a written request to the school to home school their child.
- The Pupil has been registered at another school
- Parents make a written request for a change of school, and the receiving school confirms that they have started.
- They have been on a managed move and the school they are attending has agreed to take them on roll.
- They have left at the end of Year 11.
- A school attendance order no longer names Fulwood academy.
- They have been continually absent from school for at least 4 weeks, and both the school and the Local Education Authority have failed, after reasonable enquiry, to locate the pupil. This follows the Child Missing Education procedures.
- They are from the Traveller community and have been continually absent for at least 4 weeks.
- The pupil no longer lives a reasonable distance from school and the school has reasonable grounds to believe the pupil will not attend school again.
- The pupil was given a leave of absence and has not attended school within 10 days immediately after the end of the period of leave.
- The pupil has been permanently excluded.

Strategies for Promoting Attendance

- Mark the registers in accordance with the law twice a day
- Inform any parents/carers who have not contacted the school, of the absence of their child on a particular day.
- Maintain records and monitor attendance of pupils regularly.
- Authorise absences in accordance with the government guidelines. Please note that only the Principal can authorise absence.
- Contact parents/carers when the attendance falls below acceptable levels and/or when particular patterns of absence are causing concerns.
- Provide reintegration support for pupils returning from long-term absence.
- Maintain a range of strategies to encourage good attendance by means of rewards.
- Work with relevant external agencies if a pupils' attendance becomes a concern, i.e. Social Care, CAMHS, Education Welfare Service and The Police.
- Attendance Focus Groups
- Attendance Intervention Groups

Support Systems

Fulwood Academy recognises that poor attendance can be an indication of difficulties in a child's life. This may be related to problems at home and or in school. Parents/carers should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example,

bereavement, divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required. School will work with pupils and parent/carers to remove any barriers to attendance by building strong and trusting relationships, and working together to put the right support in place.

We also recognise that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, those with physical or mental health needs, and looked after children. School will implement a range of strategies to support improved attendance. Strategies used may include;

- Discussion with parents and pupils
- Counselling
- Attendance report cards
- Referrals to support agencies
- Learning mentors
- Pupil Voice activities
- Friendship groups
- PSHE
- Reward systems
- Time limited part-time timetables
- Additional learning support
- Behaviour support
- Reintegration support packages

Particular focus will be given by all partners to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partner agencies.

Where absence means pupils have missed 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), the school will work together with pupils and parents/carers to put additional targeted support in place to remove any barriers to attendance and re-engage these pupils. In doing so, school will sensitively consider some of the reasons for absence and understand the importance of school as a place of safety and support for children who might be facing difficulties, rather than reaching immediately for punitive approaches.

Support offered to families will be child centered, and planned in discussion and agreement with both parents/carers and pupils. Where parents/carers fail or refuse to engage with the support offered and further unauthorised absence occurs, School will consider the use of legal sanctions.

Attendance Action Plans

Where a pupil requires targeted or intensive attendance support, an individual **Attendance Action Plan** will be developed in partnership with the pupil, parents/carers and relevant professionals.

The purpose of the Attendance Action Plan is to identify barriers to attendance, coordinate support and provide a clear framework for improving attendance through measurable actions and regular review.

Attendance Action Plans may include:

- pupil strengths and protective factors;
- identified barriers to attendance;
- attendance history and attendance band;
- agreed attendance targets;
- graduated interventions and support strategies;
- reasonable adjustments where appropriate;
- multi-agency involvement;
- safeguarding considerations;
- review dates and evaluation of impact.

Attendance Action Plans will be reviewed regularly using the **Assess – Plan – Do – Review** cycle to ensure support remains appropriate and responsive to the pupil's needs. Where attendance does not improve despite appropriate support, further intervention may be considered in accordance with statutory guidance.

Attendance Data Monitoring and Review

Attendance information is reviewed routinely to ensure concerns are identified early and appropriate support is provided before attendance deteriorates further.

Attendance data is analysed at individual, year group, cohort and whole-school level and includes consideration of:

- overall attendance;
- persistent absence;
- severe absence;
- punctuality;
- vulnerable pupils;
- pupils with SEND;
- disadvantaged pupils;
- looked after children;
- pupils with a social worker;
- children missing education;
- attendance by year group and tutor group;
- attendance trends over time.

Attendance is monitored:

- **Daily** by the Attendance Team through live attendance monitoring and first-day response procedures.
- **Weekly** by the Senior Leadership Team to identify emerging concerns and evaluate interventions.
- **Half-termly** through Attendance Intervention Groups (AIG), pastoral meetings and safeguarding reviews.
- **Termly** by Governors and Trustees to evaluate attendance trends, statutory compliance and the impact of attendance improvement strategies.

Attendance information is also considered alongside safeguarding, behaviour, SEND and pastoral information to ensure pupils receive coordinated and appropriate support.

Emotionally Based School Avoidance (EBSA)

Fulwood Academy recognises that some pupils may experience **Emotionally Based School Avoidance (EBSA)**, where emotional distress significantly affects their ability to attend school regularly. We understand that EBSA is not simply a behaviour issue, but often reflects underlying anxiety, mental health needs, unmet SEND needs, trauma or other factors impacting a pupil's wellbeing.

Where EBSA is identified or suspected, the school will work collaboratively with the pupil, parents/carers and relevant professionals to understand the underlying barriers to attendance and develop an individualised support plan.

Support may include, but is not limited to:

- early identification of attendance patterns and emotional barriers;
- meetings with parents/carers and the pupil to understand concerns;
- reasonable adjustments to support attendance and reduce anxiety;
- a personalised reintegration plan where appropriate;
- access to pastoral support, mentoring or Thrive interventions;
- support from the SEND Team where additional needs are identified;
- referral to the School Mental Health Team, CAMHS or other external agencies where appropriate;
- consideration of an Early Help Assessment (EHA) where wider family support is required;
- regular review meetings to monitor progress and adapt support using the **Assess – Plan – Do – Review** cycle.

The school recognises that successful reintegration into full-time education may require a graduated and flexible approach. Any adjustments made will be regularly reviewed with the aim of supporting pupils to return to sustained, full-time attendance as soon as it is appropriate and in their best interests.

Where attendance does not improve despite appropriate support and intervention, the school will continue to work with parents/carers and partner agencies in line with statutory attendance guidance. Legal intervention will only be considered where supportive measures have been fully explored and it is appropriate to do so.

Attendance Banding System

To support early intervention and improve attendance outcomes, Fulwood Academy uses a **Graduated Attendance Banding System**. This approach helps us monitor attendance patterns, recognise good attendance, and identify pupils who may need additional support.

Each pupil is placed into a band based on their attendance percentage:

Do you know what attendance means over the year?

Attendance	Days Absent	Attendance	Days Absent	Attendance	Days Absent	Attendance	Days Absent	Attendance	Days Absent
100%	0	90%	19	80%	38	70%	57	60%	76
99%	2	89%	21	79%	40	69%	59	59%	78
98%	4	88%	23	78%	42	68%	61	58%	80
97%	6	87%	25	77%	44	67%	63	57%	82

96%	8	86%	27	76%	46	66%	65	56%	84
95%	10	85%	28	75%	48	65%	66	55%	85
94%	11	84%	30	74%	49	64%	68	54%	87
93%	13	83%	32	73%	51	63%	70	53%	89
92%	15	82%	34	72%	53	62%	72	52%	91
91%	17	81%	36	71%	55	61%	74	51%	93

Part-time Timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution.

Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full time, either at school or alternative provision.

The Part-time timetable will be regularly reviewed with the pupil and their parents.

In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised and will be marked accordingly.

How Data is used

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

Children Missing in Education

Where a child is not attending school, has moved without a forwarding address or school, or cannot be traced, or contact cannot be made with the parent, the school is required to inform the local authority that the child is missing. The school will carry out a home visit and refer the family to social care and the police to ensure any concerns for the child's welfare have been thoroughly investigated.

Pupils will not be removed from the school roll until notified by the local authority that their enquiries are complete or if the pupil has moved a reasonable distance from school and the school believes this to be true and that the pupil will not return to school.

A referral will be made to Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which point your child will be considered to be "missing from education."

Persistently Absent Pupil (PA)ism (PA)

- A pupil is defined by the Government as a '**Persistently Absent Pupil (PA)**' (PA) when they miss 10% or more schooling across the school year for whatever reason; this can be authorised or unauthorised absences. Absence at this level will cause considerable damage to any child's education and we need a parent's fullest support and co- operation to tackle this.
- We monitor all absence, and the reasons that are given, rigorously. If a child is seen to have reached the PA mark or is at risk of moving towards that mark we will inform the parent immediately. PA pupils are tracked and monitored carefully. We also combine this with academic tracking where absence affects attainment. All our PA pupils and their parents will be referred to the Pupil Welfare Team for additional monitoring and support. This could include: allocation of additional support through the School Nurse, Home School Liaison Worker, Children and Family Well-Being team or Social Care.
- Those pupils referred to the Pupil Welfare Team and fail to improve their attendance risk legal intervention to secure improvement.
- We will write to both parents listed on school admissions forms/ email/ text and set an attendance target of 100% and contact you daily to let you know that the attendance target is or isn't being met. We will do this until your child's attendance falls within acceptable limits.
- Where ongoing medical issues prevent good attendance, a meeting will be held with health professionals, parents and the school to determine next steps.

Severe Absence

- According to the Department for Education guidelines, a pupil will be considered as a Severely Absent Pupil (SA) if their attendance is 50% or lower (i.e., 50% or more sessions are missed).
- Any pupil who is at the severe absence threshold is at serious risk of harm. There will be an intensive level of support and where appropriate challenge, including the use of legal interventions to secure improvement.
- Attendance will be tracked and monitored by the Pupil Welfare Service.