



Attendance Policy

We Care ● We Challenge ● We Commit

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Mission

The Dunstone Education Trust is a values led organisation which means we are committed to our values: **We Care, We Commit, We Challenge**. We aim to live our values in all we do.

We Care

We care about education and making a positive difference to the life chances of young people
We care about our community and the environment
We care about each other – we're kind, warm and respectful of each other

We Challenge

We challenge each other to be the very best
We challenge others to do what's right for young people
We challenge ourselves to achieve

We Commit

We commit to achieving outstanding outcomes for young people
We commit to giving them the very best experiences
We commit to living these values every single day

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 life chances. We will work with parents, pupils and our partner agencies to ensure pupils are in school, on time everyday 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 challenged to have 95% of above attendance. 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 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.

Responsibilities of Attendance

It is the responsibility of all staff within the Academy and Trust both teaching and non-teaching to raise awareness of the importance of good attendance and challenge poor attendance rigorously, fairly and consistently. Appropriate training will be provided for staff to enable them to be proactive in their approach.

- The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. Every child is expected to attend school every day.
- When pupils' attendance falls below 95% they become a concern for senior leaders. Attendance is monitored weekly henceforward.
- Daily contact is made with the parents of pupils whose attendance is a concern.
- Good attendance is rewarded and celebrated publicly.
- Pupils whose attendance is consistently good are rewarded well.
- Pupils who are persistently absent are monitored daily and parents are contacted daily to celebrate improvements or remind of targets. Records are kept of this contact.
- All parents are informed of attendance expectations at transition into school including pupils who join midyear.
- Reasonable adjustments are made for pupils with medically diagnosed serious illness. Termly

meetings are held with parents and medical professionals to update next steps.

- Medical appointments must be held outside of the school day except in exceptional circumstances where school leaders are made aware of the exceptional circumstances.
- Unauthorised leave will lead to penalty notices.

Any absence affects the pattern of a pupil's schooling and regular absence will seriously affect their learning. Any pupil's absence or late arrival disrupts teaching routines and impacts negatively on the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution. Where parents are separated both parents have equal responsibility in law for their child's attendance at school.

This policy seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed that attendance matters in school. All are committed to the aims of "attendance matters". It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The DfE has produced guidance for maintained schools, academies, independent schools, and local authorities: Working together to improve school attendance. Our Attendance Policy reflects the key principles of that guidance.

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

The Academy recognises the links between attendance and attainment, behaviour, bullying SEND, medical conditions, disabilities, safeguarding, well being and mental health. The Academy will be proactively challenging barriers to attendance around these areas, ensuring that effectively improvement strategies are in place.

The designated senior leader with overall responsibility for attendance is: Penny Rimmer, Vice Principal.

For information about attendance or detailed support on attendance please contact:

The Attendance Manager - Danielle McQueenie – d.mcqueenie@fulwoodacademy.co.uk

To contact your child's Head of Year regarding attendance, please use the contact details below:

Yr 7	Miss Saunderson	c.saunderson@fulwoodacademy.co.uk
Yr 8	Mr Chagas / Mrs Campbell	m.chagas@fulwoodacademy.co.uk s.campbell@fulwoodacademy.co.uk
Yr 9	Mr Chagas	m.chagas@fulwoodacademy.co.uk
Yr 10	Mrs Dixon	l.dixon@fulwoodacademy.co.uk
Yr 11	Mrs Bytyqi	k.bytyqi@fulwoodacademy.co.uk

Working together to improve attendance.

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 use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become 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.

Promoting Regular Attendance

At Fulwood Academy, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos, and day to day life. We recognise the connections between attendance, attainment, safeguarding and wellbeing.

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff. See Appendix 1 for **DfE guidance Summary table of responsibilities for school attendance**

To help us all to focus on this we will:

- Give parents details on attendance in our newsletters
- Report to parents on their child's attendance. **Page 6**

- Write to parents at the end of each half term informing them of their child's attendance
- Refer any pupil who falls under 93% attendance to the Pupil Welfare Team.
- Celebrate excellent attendance by displaying and reporting individual and tutor group achievements
- Reward individuals and groups for good or improving attendance
- Link attendance to the reward experience and reward trip
- Refer poor attendance to other agencies including the Pupil Welfare Team

Once a pupil has been referred to the Pupil Welfare Team their attendance will be monitored and tracked. Any absence will require medical evidence otherwise the absence will be recorded as unauthorized absence. As part of the Pupil Welfare Target Group, we will make the necessary referrals to partner agencies.

School Attendance and the Law

By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Unauthorised absence may result in the school referring to the Local Authority for sanctions and/or legal proceedings. This may include issuing each parent with a Penalty Notice for £120, reduced to £60 if paid within 21 days or referring the matter to the Magistrates Court whereby each parent may receive a fine up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

Understanding Types of Absence

Every half-day absence from school has to be classified by the school (not by the parent), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required. Each half-day is known as a "session".

Authorised absences are mornings or afternoons away from school for a justified reason like illness (although you may be asked to provide medical evidence for your child before this can be authorised), urgent medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause. Please see the appointment section below for more information.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been given. Unauthorised absences are coded with an O code. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings. Unauthorised absence includes, however, this is not exhaustive:

- parents keeping children off school unnecessarily e.g. because they had a late night or for non-

- infectious illness or injury that would not affect their ability to learn;
- absences which have never been adequately explained to school leaders;
- children who arrive at school too late to get a “U” mark on the attendance register to indicate they are in school for safeguarding purposes, however, this is counted as an absence for the session;
- shopping trips;
- family events;
- Problems with the distance travelled to school;
- looking after other children/ family members or children accompanying siblings or parents to medical appointments;
- their own or family birthdays;
- holidays taken during term time without leave - unauthorised absence will lead to a penalty notice being triggered by the Local Authority;
- day trips;
- other leave of absence in term time which has not been agreed.

Appointments

- All appointments, where possible, must be arranged after school.
- Parents/carers should provide advance notice by way of a medical card and/or letter for any time off school required for medical appointments.
- Time away from school as a result of an appointment must be kept to a minimum. Children should not be absent for the whole day/whole morning/whole afternoon where this can be avoided.
- The attendance officer/head of year will manage appointments, keeping the administrative team and senior leader responsible for attendance informed of authorised appointments.

Pupils leaving school during the school day

- Pupils are not permitted to leave school unescorted during school hours for any reason. This is not limited to, when pupils are suspended or are unwell. Pupils should only be collected from school by an appropriate known adult, ideally a parent or carer. Over the telephone parental consent allowing for a child to walk home alone during school hours is not permitted. The only exceptions to this rule would be:
 - ✓ Where a pupil is on an agreed, regularly reviewed, short-term reduced timetable
 - ✓ Permission is given by parents in writing to attend a scheduled appointment

In the event that a pupil cannot be collected from school by an appropriate known adult or parent/carers, the school must make arrangements for the pupil to remain in school until the end of the school day or be taken home in line with safeguarding procedures. The care of the child must be handed over to an appropriate known adult, ideally a parent/carers, in the family home.

If a pupil is displaying dangerous behaviours and the parents are unable to support, the school may contact the Police. Any decisions made in this regard will always be communicated with parents/carers.

Day to Day Processes for Managing Attendance

- Registers are taken at the start of the school day during tutor time.
- Your child will receive a late mark if they arrive after 8.35am but before 9.15am.
- 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 Head of Year/attendance manager/ senior leader.

Reporting Pupil Absence

If a child is absent from school the parent must follow the following procedures:

- Contact the school on the first day of absence before *9am and each subsequent day of absence before 9am*. The school has an answer phone available to leave a message if nobody is available to take your call. Alternatively, parents can drop into school personally and speak to the attendance team. If we do not hear from you we will make a home visit and, if necessary, contact the police or social care
- Contact the school on every further day of absence, again before *9am*.
- Ensure that your child returns to school as soon as possible
- Failure to provide an explanation within 5 days of the start of the absence will result in the absence being marked as unauthorised. In these circumstances legal interventions may be considered.
- It is the responsibility of the principal, not the parent/carer, to decide whether the absence is authorised or unauthorised. Such decisions will be made in accordance with government regulations and guidance.

If your child is absent we will:

- Telephone or text you on the first day, and every subsequent day of absence if we have not heard from you, we may also visit you on the first day of absence, if we have not heard from you;
- If we are unable to make contact with parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made in the interests of safeguarding;
- Make a home visit to ascertain the safety of the child if we have concerns for their welfare;
- Arrange a formal school attendance meeting if attendance has become a concern due to on-going absence;
- 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."

If absence continues we will:

- Write to you if your child's attendance is below 95%, or where punctuality is a concern
- Invite you into school to discuss the situation with our Attendance Team
- Create a personalised action/support plan to address any barriers to attendance
- Offer signposting support to other agencies or services if appropriate
- Refer the matter to the Local Authority for relevant sanctions if attendance deteriorates following the above actions

Leave of Absence

- The Education (Pupil Registration) Regulations 2013 prohibits the principal of a school from granting leave of absence to a pupil, except where an **advance application** has been made by the parent/carer and the principal considers that there are **exceptional circumstances** relating to the application.
- At Fulwood, leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the Principal, irrespective of the child's overall attendance. Only the Principal or their

designate (not the local authority) may authorise such a request.

- All applications for leave of absence must be made in writing on the prescribed form provided by the school. This is available at the school attendance office.
- Where a parent removes a child when the application for leave was refused or where no application was made to the school, the issue of a penalty notice will be requested by this school.
- A Penalty Notice may be issued where there have been at least 10 consecutive sessions of unauthorised absence for the purpose of a holiday.
- **At *Fulwood Academy* 'exceptional circumstances' will be interpreted as:** ... being of unique and significant emotional, educational, or spiritual value to the child which outweighs the loss of teaching time.
- If leave of absence is authorised, the school will not provide work for children to do during their absence.

Persistent Absenteeism (PA)

- A pupil is defined by the Government as a '**persistent absentee**' (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 severe absentee 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.

Attendance Data and Monitoring

Data analysis will allow targeted intervention **Page 10** pupils or cohorts of pupils that need it most. Poor

attendance is habitual and early intervention is crucial. Regular data analysis will allow the senior leader with overall responsibility for attendance opportunity to identify emerging patterns across the school, groups or individual pupils and develop strategies to address them.

Daily monitoring

Fulwood will:

- Ensure that any pupil who arrives after the register has been taken signs in at the attendance office
- Ensure the attendance register is updated with details of pupils who arrive late including pupils being marked as an unauthorised late if they arrive after the end of the tutor session without an acceptable reason. An unauthorised late can be used to support a legal intervention. The lates procedures can be found below.
- Ensure accurate details are noted 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
- Send a text 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 of a parent/carer and appropriate school authorisation (e.g., slip)
- 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 when medical evidence has been provided.
- Liaise with the pupil welfare team to arrange any home visits for absent pupils.

Weekly monitoring

Fulwood will:

- Produce weekly attendance and punctuality data, this will include whole school data, Year Group Data and Vulnerable groups.
- Update the attendance risk register for individual pupils on the register
- 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.
- Ensure key pastoral staff, the SENCO and form tutors have access to attendance data to facilitate discussions with pupils
- 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 telephone 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
- Keep an overview of weekly attendance across the school
- Agree appropriate intervention strategies for pupils with an attendance concern.

Half-termly monitoring

Fulwood will:

- Produce half-termly attendance and punctuality data, this will include whole school data, Year Group Data and Vulnerable groups and using this data update the Attendance Risk Register as follows:
 - Pupils on 99-100% attendance are on level 0 (no risk of persistent absence)
 - Pupils on 98-99% attendance are on level 1 (low risk of persistent absence)

- Pupils on 95-98% attendance are on level 2 (moderate risk of persistent absence)
- Pupils on 92-95% attendance are on level 3 (high risk of persistent absence)
- Pupils on attendance of below 92% are on level 4 (high risk of persistent absence)
- Using lates data update the Punctuality Risk Register as follows:
 - Pupils with no late marks in the previous half-term are on level 0
 - Pupils with 1-6 late marks in the previous half-term are on level 1
 - Pupils with 7-10 late marks in the previous half-term are on level 2
 - Pupils with 11-15 late marks in the previous half-term are on level 3
 - Pupils with more than 15 late marks in the previous half-term are on level 4

Pupils on Level 3 and 4 will be referred to the Pupil Welfare Team. When a pupil has been referred to the Pupil Welfare Team any subsequent absences will require medical evidence. If attendance doesn't not improve legal proceedings may commence. (See Legal Interventions for more details). As part of this process, we will arrange an attendance review meeting with pupils and parents/carers for any pupils placed on Level 4 of the Attendance Risk Register or Punctuality Risk Register to:

- Discuss levels of authorised and unauthorised absences
- Discuss punctuality levels
- Discuss causes for the levels of absence and lateness
- Provide challenge and support to improve attendance and punctuality by the school, parent/carers, pupil and, where appropriate, other external agencies
- Set an action plan with achievable and realistic attendance and punctuality targets
- Set a review date

Half-termly Analysis

- Conduct an analysis of attendance data to identify patterns and trends, including pupils and cohorts, codes, subject attendance and days where attendance has been poor
- Compare school attendance data to local, regional and national levels to identify areas for improvement
- Devise specific strategies to address poor attendance
- Monitor the impact of any strategies implemented
- Provide data to the Trust

Termly monitoring

Fulwood will:

- Produce termly attendance and punctuality data this will include whole school data, Year Group Data and Vulnerable groups.
- Display termly data on attendance and punctuality in a prominent place visible to pupils
- Issue letters of concern to parents/carers of pupils with attendance below 96%
- 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
- Recognise, celebrate and reward pupils who achieve 100% attendance/significantly improved attendance/attendance above the school target each term in assemblies

Termly Analysis

- Conduct an analysis of attendance data to identify patterns and trends, including pupils and cohorts, codes, subject attendance and days where attendance has been poor
- Compare school attendance data to local, regional and national levels to identify areas for improvement

- Devise specific strategies to address poor attendance
- Monitor the impact of any strategies implemented
- Provide data to the Trust

Vulnerable Pupils

- The school recognises that some groups of pupils are more vulnerable to poor attendance than others. These groups should be carefully monitored, and intervention should be targeted where additional support is required
- Pupils with medical needs, special educational needs and/or disabilities, young carers, pupils with a social worker or in a receipt of the pupil premium are likely to require more targeted support than pupils outside of these groups.

When a pupil with a social worker is absent without good reason, the social worker should be informed of unauthorised absences and support improved attendance. Where schools are considering the use of legal interventions, the view the relevant social worker should be considered although the final decision will be taken by the school in liaison with the local authority school attendance service.

Re-integration of pupils following long term absence

- The school recognises the key role it can play in ensuring the successful reintegration of pupils returning after a prolonged period of absence.
- The school will work in partnership with parents/carers and external agencies (if appropriate), to assist a smooth reintegration back into school ensuring a flexible approach to meeting the pupil's needs.
- All relevant staff will be informed of the child's circumstances and a member of staff will be nominated to oversee the pupil's return.
- The pupil's peers will also be included to ensure they welcome the pupil back to school and support the reintegration process.

Understanding barriers to attendance, including medical conditions and special educational needs

The school is committed to ensuring that strong relationships between home and school remain the foundation of good attendance. We expect all our pupils to have good attendance and will monitor this daily. Where a pupil or family needs support with attendance we know it is important that we work with each other and our partner agencies to listen and understand the barriers and get the right support in place at the right time.

We will monitor the impact of support or interventions and make adjustments where necessary in discussions with all parties. Initially support will be consent based support, however where absence persists and voluntary support is not working or not being engaged with, the Academy may choose to formalise support through a parenting contract or education supervision order. Should attendance still not improve and where all other avenues have been exhausted and support is not working or not being engaged with, we may choose to enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education. See legal interventions below.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from

long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners where appropriate.

We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. The Head of Year will offer an Early Help Assessment, where we can look at what support can be put into place. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individualised early help plan will be agreed and subsequently reviewed.

Legal Interventions

As discussed above the school will always work with local partners to understand the barriers to attendance and provide support. Where the support is not successful or engaged with then the school, via the local authority, may exercise its legal powers to address poor attendance in school and protect a pupils right to an education. These powers include:

- **Penalty Notices:** 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 its code of conduct when a child's absence has not been authorised by the school, for example and unauthorised holiday in term time. This is issued to any adult with parental responsibility for each child. The penalty is £60 per parent/carer per child if paid within 21 days, increasing to £120 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
- **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
- **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
- **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

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.

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.”

Lateness

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 time-keeping is a vital life skill which will help our children as they progress through their school life and out into the wider world.

How we manage lateness:

Registers are taken at the start of the school day during tutor time. Your child will receive a late mark if they are not in by the school start time).

- If students are late to tutor time then they will be ‘late’ on the register
- If students are up to 5 minutes late, the teacher will have a discussion ‘to get the students to reflect on the impact of their lateness on both them and the class’. If further behaviour concerns occur through the lesson, students are removed to another classroom as the opportunity to reflect has not been taken on board. Class charts will be updated.
- Any student arriving more than 15 minutes late will be issued with a 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.
- Pupils arriving after 9.15am will spend 2 hours in the IMPACT room.

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.

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 fulltime, either at school or alternative provision.

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

In agreeing to a parttime 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 authorized and will be mark accordingly.

The school is committed to ensuring that strong relationships between home and school remain the foundation of good attendance. Where a pupil or family needs support with attendance we know it is important that we

work with each other and our partner agencies to get the right support in place at the right time. We will monitor the impact of support or interventions and make adjustments where necessary in discussions with all parties.

Deletion from Roll

For any pupil leaving, *other than at the end of year 11*, parents are required to complete a 'Leavers' Form' which can be obtained from the school office. This provides school with the following information: Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know and safeguard the whereabouts of all of our pupils, even those who leave us. Pupils cannot be deleted from the school roll without this information and will be classed as absent until we have confirmation, they are safe and attending another school.

It is crucial that parents keep school updated with current addresses and contact details for key family members in case of emergency.

Under Pupil Regulations 2006, all schools are **legally required** to notify the Local Authority of **every new entry** to the admission register **within five days** of the pupil being enrolled. In addition to this, **every deletion** from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's name is removed from the admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.

Absence data

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve. Persistently absent pupils are tracked and monitored carefully. We also combine this with academic tracking as increased absence affects attainment.

We share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

Appendix A

DfE guidance Summary table of responsibilities for school attendance. Sept 2022

All pupils

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

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Regularly monitor the attendance of children with a social worker in their area.</p> <p>Put in place personal education plans for looked-after children.</p> <p>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.</p>