



Attendance Policy

September 2021

Published date: September 2021	Next review deadline: September 2024 (or when required by statutory updates)	Statutory	Executive Lead at ATT: Susan Byles Regional Education Director
--	--	------------------	--

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

Our Vision

We have one core purpose:

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

How do we ensure this across our trust?

In all we do we are:

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

What does this look like across our trust?

Education

We are:

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

Operations

We are:

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

Financial

We are:

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

Our values

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

Contents	Page
Statement of intent	4
1. Legal framework and definitions	4
2. Scope of policy	5
3. Responsibilities	5
4. Definitions	6
5. Monitoring and reviewing attendance	6
6. Reviewing this policy	7
Appendix 1 Attendance Procedures	8
Appendix 2 Framework of Responsibilities	15
Appendix 3 Attendance Codes	19
Appendix 4 Attendance Ladder	21
Appendix 5 Guidance for Removing Students from Roll	22
Appendix 6 Procedural flowchart for safe and well checks	25
Appendix 7 Optional sample attendance monitoring letter templates	28

Statement of intent

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

We aim to

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

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

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

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

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

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

1 Legal framework and definitions

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

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

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

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

2 Scope of policy

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

3. Responsibilities

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

3.8 There is a clear link between attainment and attendance. The Education Act 1996, Section 444(1) states: ***If a student of compulsory academy age who is a registered student at an academy fails to attend regularly at the academy, his parent is guilty of an offence.*** We therefore enforce the use of statutory action to encourage and promote attendance. This is done to encourage student attendance and to ensure that all students are able to benefit from their legal right to receive an education.

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

4 Definitions

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

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

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

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

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

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

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

5 Monitoring and Reviewing Attendance

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

5.2 We set challenging attendance targets for whole academy attendance.

- 5.3 Student-level absence data is collected each term and published at national and local authority level through the DfE's school absence national statistics releases. We compare our attendance data to the national average and share this with our local academy committee members.
- 5.4 Specific measures are taken to monitor attendance at an academy and trust wide level. These processes are embedded and regularly checked to ensure the effective safeguarding of all students through specific tailored interventions. Data on attendance is collected and analysed a minimum of once a half term. Key analysis is made of
- patterns of absence
 - patterns of lateness
 - patterns of medical appointments
 - correct and consistent use of absence codes
 - trends in reasons for absence for example-use of the C code, leave of absence and exclusions
 - trends in particular groups (SEN, PP, vulnerable, ethnic groups, gender, year groups)
 - the use of and impact of premia funding to support improving attendance of specific groups of students.
- 5.5 Attendance data informs action planning and supports the identification of key priorities in our academy development plan and future revisions of this policy.

6 Reviewing this policy

- 6.1 This policy will be reviewed every three years or in the following circumstances:
- Changes in legislation and / or government guidance
 - As a result of any other significant change or event
 - In the event that the policy is determined not to be effective.

Appendix 1 – Attendance Procedures

1. Key Personnel

<i>Insert title</i>		
Contact Details	Email	
	Telephone	
<i>Insert title (delete if not necessary)</i>		
Contact Details	Email	
	Telephone	
<i>Insert title (delete if not necessary)</i>		
Contact Details	Email	
	Telephone	
<i>Insert title (delete if not necessary)</i>		
Contact Details	Email	
	Telephone	

2. Maintaining an Attendance Register

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

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

2.2 Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

6.3 The academy day starts at 8.20am. All students should be in their classroom at this time.

6.4 The first (morning) registration session starts at 8.20am. Students will receive a late mark if they are not in their designated classroom by this time. The register closes at 8.40am. Students will receive a mark of absence if they do not attend before this time. Attendance after the register closes will receive a mark to show that the student is on site, (U) but will count as an absent mark.

6.5 Students arriving late should report to Student Reception.

6.6 The second (afternoon) registration session starts at 12.00pm and closes at 1.05pm, due to our split lunch and afternoon tutor time.

- 6.7 If a student needs to leave our academy during the day they must sign out at Student Reception, once authorisation has been given by the student's Progress Leader or Assistant Principal.
- 6.8 Students educated off-site are monitored daily for their attendance at the off-site/alternative provision. Staff work closely with the staff at the off-site provision, the student and their parents to take action to support the student to maintain good attendance.

7. Recording Attendance

- 3.1 The national absence and attendance codes enable academies to record and monitor attendance and absence in a consistent way which complies with the regulations. They are also used for collecting statistics through the Census. The data helps academies, ATT, local authorities and the Government to gain a greater understanding of the level of, and the reasons for absence. See Appendix 3 for the DfE attendance codes.
- 3.2 There should be no pre-population of codes and individual academy tracking systems which monitor the whereabouts of students educated off-site, must be robust and quality assured regularly.
- 3.3 Where students are dual registered, are on voluntary service or are taking part in other approved educational activities, the register will be updated following regular discussion and information sharing with the other establishment.
- 3.4 A register will be taken by the class teacher in every lesson as a safeguarding measure. All colleagues are aware of the signs and symptoms of different types of abuse, including peer-on-peer abuse and are aware of the reporting mechanisms should such concerns arise and follow our Safeguarding and Student Protection Policy.
- 3.5 All incidents when students receive an absence mark during the day should be checked by the subject teacher against the wider register information for that day. When internal absence is discovered, establishing the location of the student to safeguard them is our first priority. If this situation were to arise, the member of staff will email our behaviour support team and Student Reception, making relevant staff aware.
- 3.6 Student Reception staff will check the missing register report throughout the day and report any registers that have not been completed.

4 Reporting Absence

- 4.1 It is the responsibility of the parent to inform us of a student absence and also to inform us of any changes to contact details.
- 4.2 Parents are expected to inform us of their student's absence before **8.20am** on **each day of absence** providing the reason for absence and when their student will be returning to our academy. We will contact parents and/or other listed emergency contacts where no contact has been made. Where required, we may conduct reasonable enquiries with friends or neighbours and will carry out safe and well home visits as necessary. If no contact is made we may request a safe and well check from the police.

5 Reasons for Absence - Authorised

5.1 Appointments

- 5.1.1 As far as possible, medical and dental appointments should be made outside of the academy day. Where this is not possible, a note and appointment card should be sent to us prior to the appointment.
- 5.1.2 Students must attend before and after the appointment wherever possible. If the appointment requires the student to leave during the day, they must be signed out by an adult listed on the student's record, where this is not the case the academy will liaise with

the parent/carer to ensure the appointment is legitimate. Should a student arrive late following an appointment, they should report to Student Reception.

5.1.3 Absences for medical appointments will be recorded with a M code.

5.2 Religious Observance

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

5.2.2 Absences for religious observance will be coded as R.

5.3 Illness

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

[Is my student too ill for school? - NHS \(www.nhs.uk\)](https://www.nhs.uk/health/when-is-my-child-too-ill-for-school/)

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

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

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

5.3.4 Acceptable forms of medical evidence include:

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

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

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

5.4 Traveller Students Travelling for Occupational Purposes

5.4.1 Traveller students travelling for occupational purposes covers Roma, English and Welsh Travellers, Irish and Scottish Travellers, Circus workers, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be

travelling for occupational purposes and has agreed this with us but it is not known whether the student is attending educational provision.

6 Requesting Leave in Term Time

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

7 Persistent Absence

- 7.1 Students with 90% or less attendance are classified as Persistent Absence (PA). PA includes both authorised and unauthorised absences.
- 7.2 All PA students will have bespoke action plans to try to improve their attendance to above 90%. This will be monitored by the student’s Progress Leader and the Attendance Intervention Lead. Students who are PA will be discussed as a potential concern each week in the Faculty Intervention meetings.

8 Following Up Absence and Taking Statutory Action

- 8.1 We will follow up any absences to ascertain the reason. Any students who fail to attend regularly or who are absent for more than one week will be referred to the Designated Safeguarding Lead, Attendance Intervention Lead, Progress Leader and Vice Principal. Any student who fails to attend the academy with no given notice, and are non-contactable, will receive a home visit on their 3rd day of absence. Any student who does not attend the academy for 5 consecutive days, despite giving us notice each day, will receive a home visit.
- 8.2 Where it is appropriate, a member of staff may carry out a 'Return to Academy Interview' (RTAI) to discuss the absence and to offer any support. Following three separate periods of absence the RTAI will be carried out by a senior member of staff such as the Attendance Intervention Lead or the student's Progress Leader.
- 8.3 It may occasionally be necessary to inform parents that no further absences will be authorised for a particular student unless medical evidence is provided. This decision can only be made by the Attendance Intervention Lead and Vice Principal.
- 8.3 It is a parent's legal responsibility to ensure their children receive appropriate education. Failing to send children to our academy regularly without good reason is a criminal offence. Academies can fine parents for the unauthorised absence of their student, where the student is of compulsory school age. The decision on whether or not to issue a penalty notice ultimately rests with the Principal, in line with the local authority's code of conduct for issuing penalty notices. This may take into account:
- A number of unauthorised absences occurring within a rolling academic year,
 - One-off instances of irregular attendance, such as holidays taken in term time without permission,
 - Where an excluded student is found in a public place during academy hours without a justifiable reason.
- 8.3.1 **Issuing penalty notices:** Each parent receives a penalty notice for each student who has unauthorised absence. If issued with a penalty notice, parents must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority. If the payment has not been made after 28 days, the local authority can decide whether to prosecute the parent or withdraw the notice.
- 8.3.2 **Taking parents to court for unauthorised absence:** Education Act 1996 Section 444 (1) – courts can fine each parent up to £1000 per student, order payment of prosecution costs and/or impose a Parenting Order.
- 8.3.3 **Taking parents to court for persistent unauthorised absence:** Education Act 1996 – Section 444 (1A) – courts can fine each parent up to £2500 per student, order payment of the prosecution costs, impose a Parenting Order and/or sentence parents to a period of imprisonment of up to three months.

9 Children Missing from Education (CME)

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

10 Reporting to Parents

- 10.1 Parents/carers are reminder of their child's attendance each week via text message and/or email. Attendance is also recorded on student's report cards.
- 10.2 The academy has a tiered system of intervention focused around unauthorised absence. Parents/carers receive letters regarding their child's attendance and number of unauthorised absence at each intervention stage. Stage 1 intervention begins at 4 unauthorised absence episodes, and at 10 authorised absences the parent/carer will receive a penalty notice warning.

11 Attendance Causing Concern

- 11.1 Specific measures to monitor attendance are embedded and regularly checked to ensure the safeguarding of all students through specific and tailored interventions.
- 11.2 Attendance data is collated weekly on each student within a Faculty, and this information is then analyzed by the Faculty Progress Leader and Attendance Intervention Lead. Attendance data is presented weekly to the Senior Leadership Team, with key cohorts and students discussed.
- 11.2 Students who achieve their targets, or meet the academy expectations of 98%, will be rewarded each half term. Students whose attendance continues to decrease will receive 1:1 intervention, letters home and parental meetings.
- 11.2 Where attendance is deemed to be a concern, we talk to the student using the signs of safety framework. From this, there may be one of three Early Help outcomes:
- Initiate simple reasonable adjustments to address the student's unmet safeguarding needs
 - Develop an academy focused plan with the student and their parent as appropriate
 - Initiate a Multi-agency Safeguarding Hub (MASH) referral to support the student and family.
- 11.3 If the conversation with the student indicates a serious safeguarding concern we will follow our safeguarding procedures as set out in our Safeguarding and Student Protection Policy.

12 Supporting Attendance of Every Student

- 12.1 We use a variety of strategies to encourage attendance:
- Verbal encouragement and praise.
 - Create personalised and achievable targets for students, based on their medical needs and on what is realistic and appropriate for each individual.
 - Attendance prize draws each half term.
 - An Attendance Medal's Chart so students can see which medal they are achieving.
 - Create safe spaces for students to thrive.
 - Make decisions on targets in consultation with families, while understanding that a medical condition can worsen suddenly and taking account of this.
 - Create opportunities for dialogue with families about attendance, ensuring that they work in partnership with parents.
 - Use different methods to encourage attendance; for instance, explaining the links between attendance and outcomes.
 - Raise the profile of attendance with families, particularly when students start at the setting.
 - Teach and model a love of learning, helping families to see the value of the education that is offered.
 - Look at the effect on attendance of decisions made at academy level, for instance of ending terms on a Monday or Tuesday.

- Be aware of the complexity of different contexts and the pressures that families might experience and which might contribute to poor attendance; for instance, in areas where many parents perform seasonal work and are unable to take holidays over the summer break.
- 12.2 We recognise that not all children, particularly those who are most vulnerable, are able to achieve 100% attendance through no fault of their own. Students who have a medical concern, or an extenuating circumstance, will be given a personalized attendance target.
- 12.3 **Each student is supported and encouraged to achieve their individual highest possible attendance.** Where appropriate, student's will be provided with SMART (Specific, Measurable, Achievable, Realistic, Time bound) individual targets for their attendance which should be reviewed regularly and include parental consultation where appropriate. Attendance awards will be awarded on a half termly basis for students who have made a clear effort to improve or maintain their attendance and/or punctuality.
- 12.4 Our Behaviour Policy (Including Rewards, Sanctions and Exclusions) sets out the detail of how we reward students for attendance and punctuality, and what sanctions we apply for lateness and truancy.
- 12.4 Our Attendance Ladder (Appendix 4) sets out our expectations for attendance and is displayed in every classroom in our academy.

Appendix 2 – Framework of Responsibilities

Parents:

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

Students

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

Attendance Officer/Administrative Staff:

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

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

Support Staff

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

Teachers:

- Understand that promoting student attendance is the responsibility of all staff.
- Ensure attendance has a high profile within the class.
- Display the Attendance Ladder poster in the classroom.
- Take registers promptly at the beginning of every lesson.
- Build on a culture of challenge when addressing persistent illness absences with parents.
- Challenge parents when no reason has been provided for absence.
- Welcome students back into lessons after a period of absence, and support their progress in 'closing the gaps' as a result of absence.
- Escalate concerns where required as per the Safeguarding and Student Protection policy.
- Discuss gaps in learning as a result of absence at progress evenings with parents/carers.
- Participate in training in relation to attendance as appropriate.

Form Tutors:

- Understand that promoting student attendance is the responsibility of all staff.
- Ensure attendance has a high profile within the Form Group.
- Display the Attendance Ladder poster and other attendance related materials on the relevant display boards in the Tutor Base.
- Take registers promptly at the beginning of each tutor time.
- Hold mentoring conversations with students during tutor time on their return to the academy after a period of absence.
- Build on a culture of challenge when addressing persistent illness absences with parents.
- Challenge parents when no reason has been provided for absence.

- Escalate concerns where required as per the Safeguarding and Student Protection policy.
- Report attendance figures to students each week, and go through the Attendance Medal's chart with students.
- Discuss attendance concerns with parents at progress evening.
- Participate in training in relation to attendance as appropriate.

Progress Leaders

- Understand that promoting student attendance is the responsibility of all staff within the Faculty.
- Ensure attendance has a high profile within their respective Faculty.
- Build on a culture of challenge when addressing persistent illness absences with parents.
- Challenge parents when no reason has been provided for absence.
- Monitor patterns of attendance with the Faculty and take appropriate actions to pro-actively mitigate any periods in the academic calendar when attendance levels might dip.
- Complete mentoring conversations with students where requested to do so.
- Complete 'Return to Academy' Interviews with students where required.
- Escalate concerns where required as per the Safeguarding and Student Protection policy.
- Liaise with the Attendance Intervention Lead, DSL, Assistant Principal and SENCo as appropriate to discuss attendance concerns for individual students.
- Participate in training in relation to attendance as appropriate.

Attendance Intervention Lead:

- Take the lead in ensuring attendance has a high profile within our academy.
- Monitor daily attendance and implement interventions as appropriate.
- Conduct Return to Academy Interviews where students have had 3 x absences or more.
- Provide rewards for improving attendance, punctuality and overall high attendance while not penalizing students with complex medical needs which impacts on their ability to attend academy regularly.
- Set annual targets in liaison with the Principal.
- Support all staff to monitor attendance and tackle attendance concerns effectively.
- Monitor students with attendance below 90% with regular communication with both the student and their parents, holding attendance meetings where required and agreeing individual action plans.
- Refer students as CMEs when appropriate, and/or liaise with Progress Leaders/DSL if a MASH referral is needed.
- Work with Progress Leaders and the Vice Principal to tackle persistent absence.
- Advise the Principal/Vice Principal when to issue fixed-penalty notices.
- Attend safe and well home visits where required.
- Escalate concerns where required as per the Safeguarding and Student Protection policy.

- Lead training in relation to attendance as appropriate.

Senior Leadership Team:

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

Principal:

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

Local Academy Committee:

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

Appendix 3: Attendance codes

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

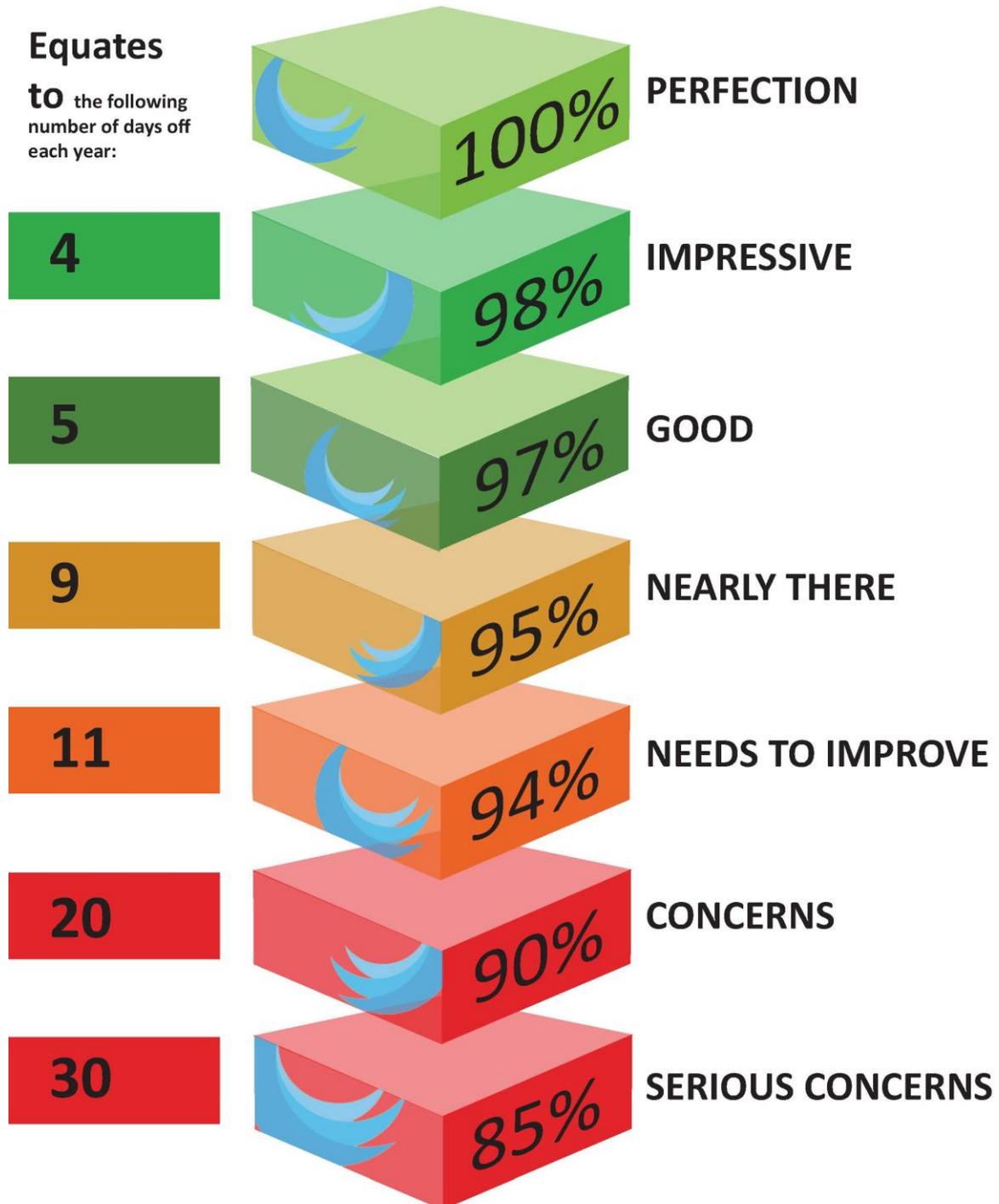
Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
B	Off-site educational activity	Student is at a supervised off-site educational activity approved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

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

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

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

ATTENDANCE



Appendix 5 Guidance for Removing Students from Roll

Best practice processes:

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

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

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

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

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

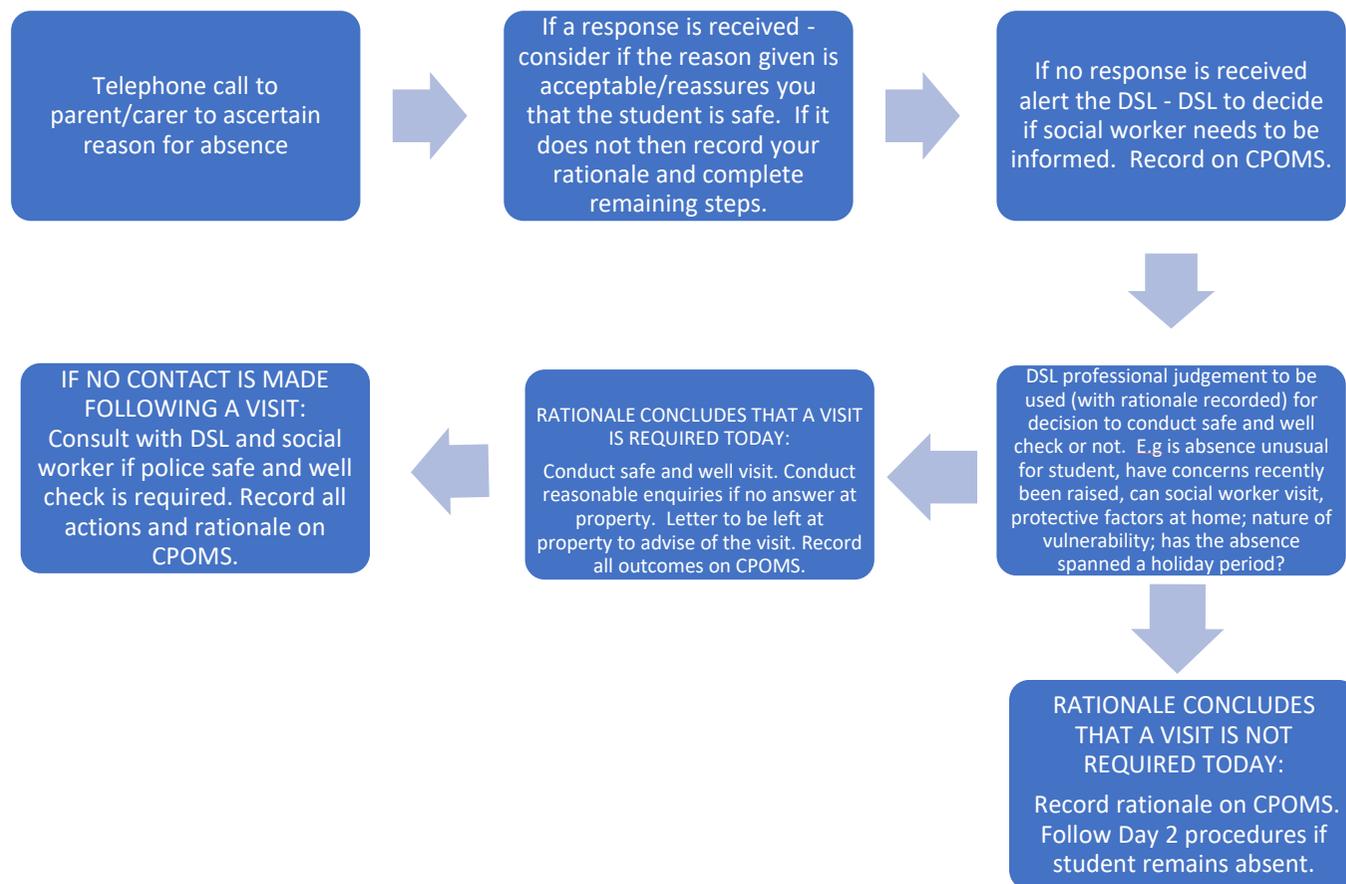
CME forms are usually the same form now as the Statutory Notification form. The academy cannot remove a CME student from the academy's roll for a further ten days from the initial notification or safeguarding referral (so 20 days in total from the first day of absence) unless the LA confirms where the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

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

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

Appendix 6: Safe and Well Home Visits Flowchart

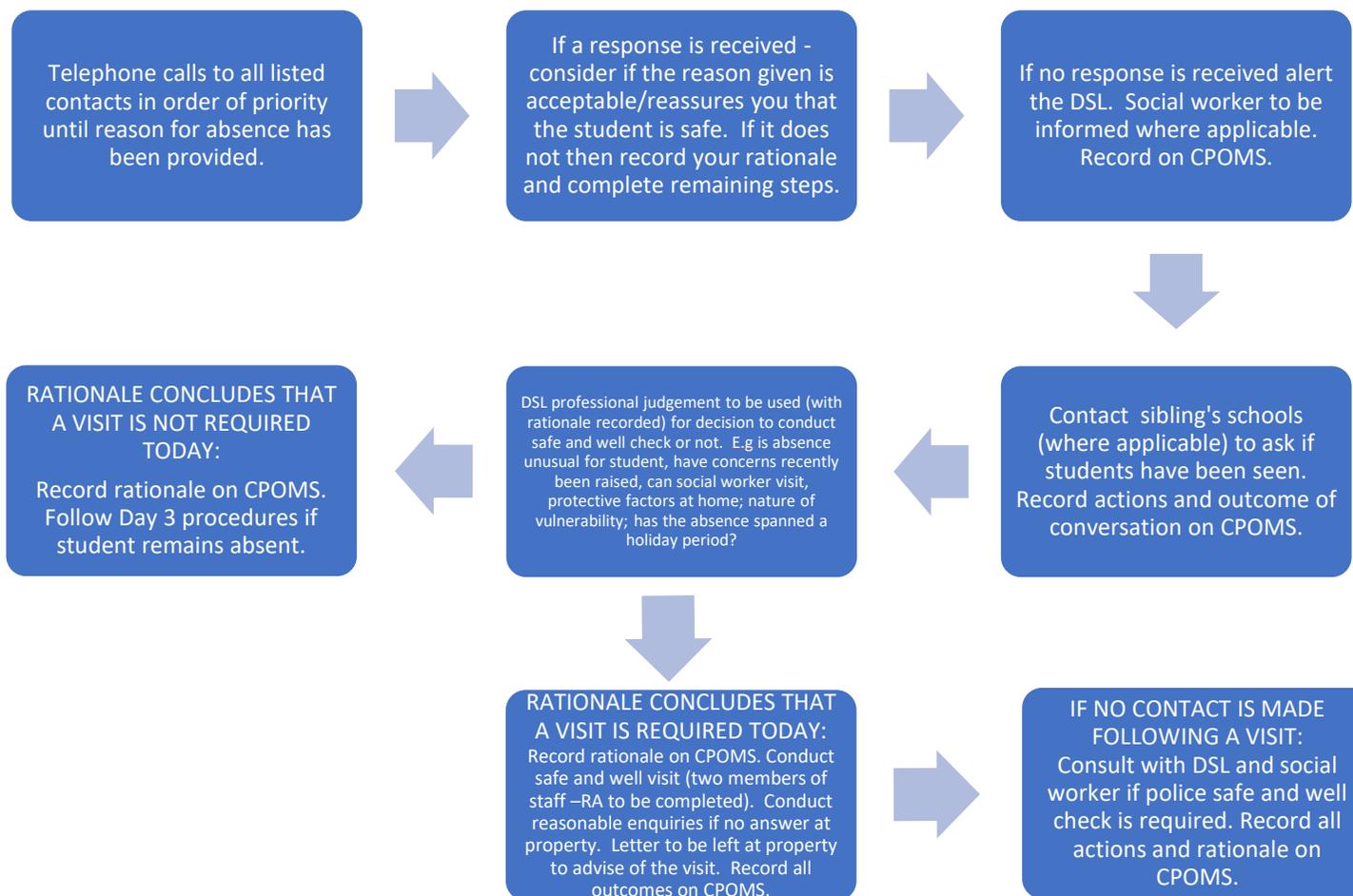
DAY 1: Student is absent and no reason has been provided. They are included on the regularly updated vulnerable list.



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

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

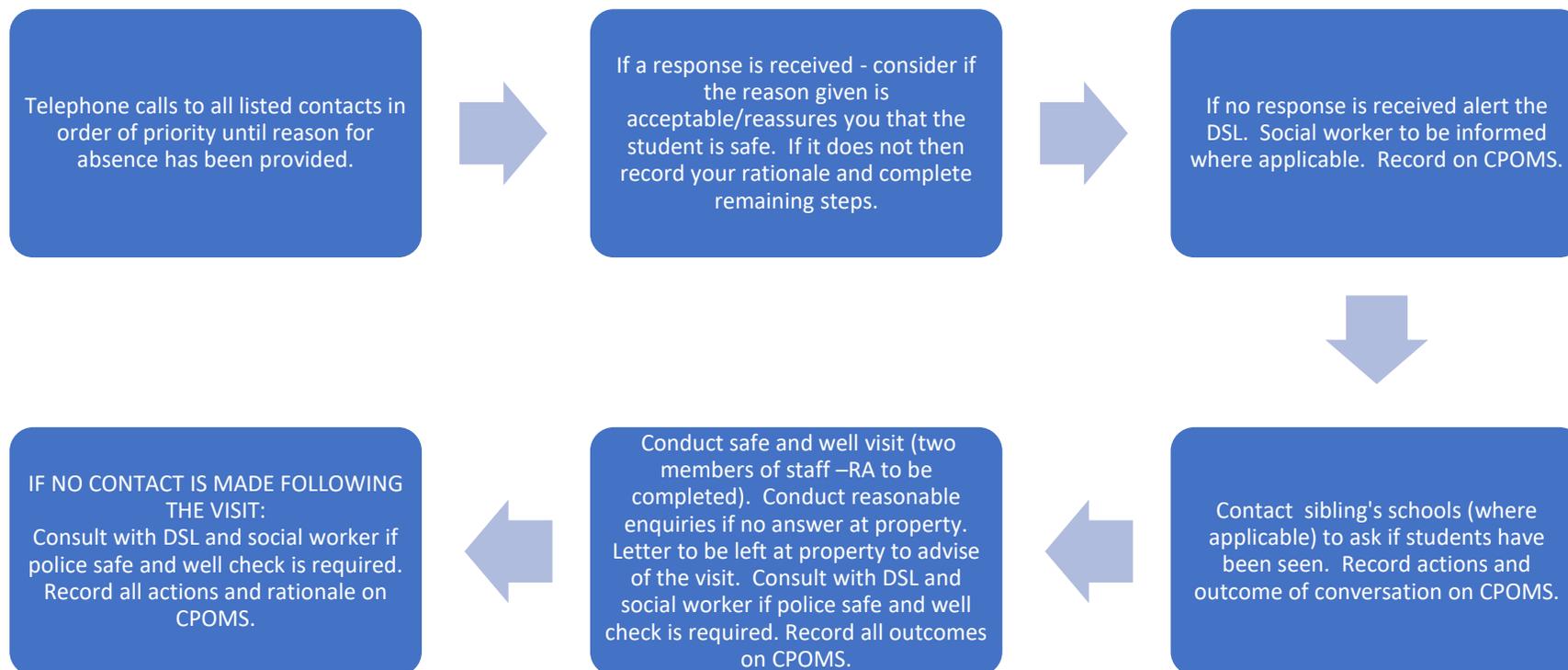
DAY 2: A safe and well check was not conducted on Day 1. Student is still absent and no reason has been provided (or you remain concerned and have noted your rationale on CPOMS).



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

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

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



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

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

Appendix 7 Optional Templates for Letters

7.1: Attendance Support letter

«salutation»

«address_block»

«date_of_printing»

Dear «salutation»,

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

(Add/delete as appropriate)

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

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

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

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

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

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

Yours sincerely,

Appendix 7 Optional Templates for Letters

7.2: PA Letter

«salutation»

«address_block»

«date_of_printing»

Dear «salutation»,

Child's Name: Class:

Your child's current attendance percentage is xx%.

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

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

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

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

Yours sincerely,

Appendix 7 Optional Templates for Letters

7.3: Initial Attendance Concern letter

«salutation»

«address_block»

«date_of_printing»

Dear «salutation»,

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

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

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

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

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

Yours sincerely,

Appendix 7 Optional Templates for Letters

7.3

«salutation»

«address_block»

«date_of_printing»

Dear «salutation»,

Re: Telephone/online meeting to discuss attendance

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

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

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

I would like to assure you of the following information:

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

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

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

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

Yours sincerely

Form - Example guidance and consent form for an online meeting

Verbal consent for telepractice

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

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

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

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

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

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

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

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

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

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

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

Tick as appropriate

Parent agrees to Microsoft Teams meeting/direct work session.