



# Attendance and Punctuality Policy

Responsibility	Parents, Students and Community	
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## 1. Aims

We are committed to meeting our obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every student has access to full-time education to which they are entitled
- Acting early to address patterns of absence
- We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly, and will promote and support punctuality in attending lessons.

## 2. Linked Policies and documents

The policy links closely with guidance on:

- Attendance (DfE guidance)
- Child Protection and Safeguarding
- Looked after students
- Special Educational Needs and Disabilities
- Supporting students with medical needs
- Behaviour for Learning
- Home-School Agreement

## 3. Legislation and guidance

This policy meets the requirements of the [school attendance guidance](#) 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:

- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)
- Part 7 of [The Education and Inspections Act 2006](#)
- The [Education \(Pupil Registration\) \(England\) Regulations 2006](#) (and [2010](#), [2011](#), [2013](#), [2016](#) amendments)
- [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.

Other guidance,

- [DfE Children Missing Education guidance](#)
- [Local Authority Children Missing Education Policy](#), 2020 and Children at Risk of Missing Education, 2019 (AFC)
- [DfE Attendance guidance for schools](#)
- [DfE Improving school attendance: support for schools and local authorities](#)

## **4. Roles and Responsibilities**

### **4.1. The Trust Board**

The trust board is responsible for monitoring attendance figures for the whole school on at least a termly basis. It also holds the Head Teacher to account for the implementation of this policy.

#### **4.1.1. Attendance trustee**

The role of the Attendance Trustee is to liaise with the member of SLT with responsibility for attendance in school and with the Head Teacher regarding issues around student attendance. The Attendance Trustee should ensure that the school has appropriate policies that are implemented and reviewed regularly and will occasionally be asked to sit in on Attendance Panels with parents where student attendance is being discussed.

### **4.2. The Head Teacher**

The Head Teacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to trustees
- Supporting senior leadership team with improving attendance
- Issuing fixed-penalty notices, where necessary

### **4.3. Parents**

Parents are responsible for:

- Ensuring their child attends daily and on time
- Contacting the school before 9.30 am to explain any absence
- Providing a note explaining their child's absence on or before the day that a student returns to school (notes can be provided in an email)
- Making medical appointments out of school time as far as possible
- Avoiding holidays during term time and to seek permission from the Head Teacher at least a month in advance of any family holiday which needs to be taken in term time.

### **4.4. Member of Senior Leadership Team with responsibility for Attendance and Punctuality**

The member of SLT is responsible for:

- Day-to-day management and implementation of the attendance and punctuality policy and procedures, including liaising with/responding to parental enquiries
- Chairing the Safeguarding Team attendance meeting
- Dealing with parental requests for extended leave in line with Department for Education and Local Authority (Achieving for Children) guidelines
- Considering when to use Penalty Notices, in line with Achieving for Children guidelines policies and procedures
- Overseeing the analysis of weekly, termly and yearly data and responding to findings
- Meeting with the Attendance Officer to monitor the systems and procedures, ensuring they are impacting positively on student attendance and punctuality
- Liaising with external agencies such as the Education Welfare Service (EWS), SPA/CFAN and making referrals where necessary
- Ensuring rewards and incentives for attendance and punctuality are being used by Heads of Year
- Working with Heads of Year to plan for the reintegration of students after long term absence
- Ensuring appropriate action is taken to tackle poor attendance and punctuality

- Recommending revisions and amendments the policy, as required

#### 4.5. Head of Key Stage

The Head of Key Stage is responsible for:

- Reviewing weekly attendance
- Monitoring Persistent Absence
- Supporting the Head of Year (HoY) with attendance issues
- Liaising with Heads of Year and Attendance Officer regarding student attendance
- Ensuring appropriate action is taken to address attendance

#### 4.6. The Attendance Officer

The attendance officer is responsible for:

- Monitoring attendance data across the school and at an individual student level
- Maintaining a weekly Persistent Absence list for Heads of Year and Heads of Key Stage
- Telephoning home on a student's first day of absence if this is not previously explained
- Arranging and conducting home visits (in accordance with the school's Home Visit Protocol / Risk Assessment) if there is no parental contact within two days
- Following up absences and addressing concerns with students and agree on strategies to improve attendance
- Attendance Officer to liaise regularly with the member of SLT responsible for Attendance and Punctuality, to discuss attendance issues

#### 4.7. Head of Year (HoY)

The Head of Year (HoY) is responsible for:

- monitoring the attendance of their Year group
- making regular spot checks for post registration truancy, informing parents/carers immediately if this occurs
- monitoring punctuality to the School and lessons, ensuring appropriate sanctions are given for persistent lateness in accordance with the school behaviour policy (see: flowchart)
- through their assemblies, ensure that attendance and punctuality issues have a high profile and that good attendance and punctuality are recognised and rewarded
- review attendance of their year group weekly.
- Reviewing Persistent Absence list weekly and taking action as appropriate to improve attendance
- Meeting regularly with the Tutors and Attendance Officer to discuss action with regards to students whose attendance falls below 97%
- Ensuring letters are sent home where there are attendance concerns
- Closely monitoring the attendance of students whose attendance falls below 94%
- Supervision of late detentions and after school detentions on a rotational basis
- Organising and overseeing the support for students who have been on '**long term absence**'
- Attending any necessary legal meetings with regards to attendance
- Providing progress updates on persistent absentees in their year group as part of bi-weekly Safeguarding Team meetings

#### 4.8. Subject teachers

The subject teacher is responsible for:

- AM daily registration (roll call) during period 1
- Marking the Arbor register each lesson within the first 10 minutes of the lesson starting
- Informing the Attendance Officer (in Student Welfare) of any student who has been highlighted as having a safety plan that they are missing from the lesson
- Updating the register if a student arrives late to the lesson
- Informing the HoY of any attendance concerns
- Placing all lesson content on Google Classroom
- Ensuring all work is caught up

#### 4.9. Academic Tutor

The academic tutor is responsible for:

- PM daily registration (roll call) during PM academic tutor time
- monitoring student attendance closely, keeping relevant staff informed of any attendance concerns in their academic tutor group
- returning any notes regarding absence to the Attendance Officer (in Student Welfare).
- monitoring attendance and punctuality of students in the Form, particularly those whose attendance falls below 97% but is above 94%.
- discussing attendance issues/concerns with the student
- informing the HoY of any attendance concerns

### 5. Policy Implementation

#### 5.1. Attendance register

We will keep an attendance register, and place all students onto this register.

We will take our attendance register at the start of the first session of each school 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

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

See appendix 1 for the DfE attendance codes.

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Students must arrive in school by 08:30 on each school day.

The register for the first session will be taken at 08:35 and will be kept open until 10:25. The register for the second session will be taken during period 5 (13:50 to 14:15 Monday to Friday)

## **5.2. Unplanned absence**

- Parents/carers are asked to notify the school on the first day of an unplanned absence by 09:30 or as soon as practically possible. They can do this by email [attendance@rts.richmond.sch.uk](mailto:attendance@rts.richmond.sch.uk) or by telephone 0208 891 2985 Option 1.
- Parents/Carers are contacted if students have failed to arrive by 10:25 and notice of their absence has not been received
- We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness
- We will ensure the appropriate safeguarding actions have been taken
- If the authenticity of the illness is in doubt, the school may ask the student's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate forms of evidence. We will not ask for medical evidence unnecessarily
- If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance

## **5.3. Planned absence**

- Attending a medical or dental appointment will be counted as authorised as long as the student's parent/carer notifies the school in advance of the appointment
- We encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary
- The student's parent/carer must also seek permission from the Head Teacher for other types of term-time absence as far in advance as possible of the requested absence

## **5.4. Following up absence**

- When a parent/carer fails to report an absence two days in a row, and staff are unable to make contact on the phone, a home visit is carried out, where possible and in accordance with the school's Home Visit Protocol / Risk Assessment
- Authorisation of absence in most circumstances requires a written note from parents/carers; this may be an email
- Unauthorised absences are followed up by either a phone call or an email-letter home
- Persistent absence is reported to the HoY for further action, in conjunction with the Attendance Officer
- Students whose attendance falls below 97% by the end of the term have a letter/email sent home
- Students will be spoken to about their attendance by the Attendance Officer, Academic Tutor, HoY or Key Stage, and their attendance will be monitored
- When attendance continues to fall, the school invites the parent/carer to an attendance meeting
- Students attendance rates will be included in student assessment point (AP) published to parents/carers
- Students who have excellent attendance will be celebrated
- The SLT member responsible for attendance and punctuality Student Wellbeing Coordinator will also make appropriate referrals to supportive services and complete Early help assessments to

identify needs at an early stage

- The Student Wellbeing Coordinator will work with the student and family in a child centred way to plan and review appropriate interventions
- In severe cases of persistent absence, a student will be invited to a legal attendance meeting

### **5.5. Long Term Medical Absence**

- When students are absent, or likely to be absent, for more than one week on medical grounds, work will be set and marked by staff. Also on return to school, the student will be fully supported. The HoY will organise and oversee the support.
- In some cases, where extensive absence is accrued through intermittent absence, work will be set and marked by staff. This work is usually set and marked on Google Classroom unless there is a reason why the student can access the school's usual way of working.
- Students with Emotionally Related School Avoidance(ERSA) will be supported through use of the Achieving for Children ERSA toolkit to encourage them to reintegrate into school life.
- At least five school days' notice is needed for Academic Tutors or HoY to collate work.

### **5.6. Celebrating attendance and punctuality**

The following rewards for attendance and punctuality are used:

- The best attendance and punctuality in a Tutor Group in each year is awarded House Points
- Forms with best weekly attendance and punctuality receive House Points for each student
- Various competitions throughout the year and students who have 100% attendance have a chance to win a prize

### **5.7. Lateness**

A student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code
- Students are expected to be in school by 08.30 and to register in Period 1 at 08.35.

#### **5.7.1. Following up lateness**

- If students arrive after the register has been taken they should sign in at Student Welfare
- Students who arrive after 08.35 receive a break-time detention on the same day, carried out on a rota by a HoY, unless their parents/carers have contacted Student Services with a good reason for late arrival
- Failure to attend a break detention will result in a HoY detention which will last up to 1 hour. HoY detentions take place after school on Friday
- If a student is late twice in one week it will result in a Head of Year detention which will last up to 1 hour. HoY detentions take place after school on Friday
- SMS sent to parents/carers informing them of their child's lateness
- HoY and Academic tutors are notified of the student's lateness on a daily basis and challenge reoccurring lateness
- Catch-up sessions will be set for persistent offenders
- Students who arrive after 10.25 need a note or telephone call from home explaining their late arrival. If no note is received, this becomes an unauthorised absence.
- Persistent latecomers have letters sent home and are discussed with the HoY with regard to further action, which may include being placed on attendance and punctuality report or having a personal



punctuality improvement plan created.

### **5.7.2. Reporting to parents**

Explain when and how your school reports to parents on their child's attendance record. For example - annually in the written end-of-year report, or via a termly written report.

### **5.8. Children Missing Education**

- Children who are not attending school and are not being provided with suitable alternative educational provision will be referred to the local authority as Children Missing Education.
- If a student is absent from the School (unauthorised) for 5 consecutive days and there has been no contact from the parent/carer, we will take measures to ensure the students safety and establish their whereabouts.
- If we cannot locate the student and a parent/carer has not been in contact with the School we will notify Children's Services and the Education Welfare Service of any child missing education for five consecutive days via a SPA (Single Point of Access) referral where there has been no communication from the parent/carer or if the absence is unauthorised.
- The school will also continue to make contact with the parent/carer to establish the location, safety and well-being of the student.
- A representative from the school will attend regular multi-agency reviews, to monitor the student's progress and work towards re-integration into the mainstream school setting.
- The school will notify the local authority prior to removing students from the school roll.

### **5.9. Changes to the School Roll**

- In accordance with our statutory duty, the school will notify the local authority before removing any student from the school roll outside of normal transition times, to minimize the risk of children missing education.
- The school will also notify the local authority within five days of a student being added to the school roll, outside of normal transition times.

## **6. Authorised and unauthorised absence**

### **6.1. Approval for term-time absence**

The Head Teacher will only grant a leave of absence to students during term time if they consider there to be exceptional circumstances. A leave of absence is granted at the Head Teacher's discretion.

#### **6.1.1. Valid reasons for authorised absence**

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. Valid reasons for authorised absence include:

- Illness and medical/dental appointments (see sections 5.2 and 5.3 for more detail)

- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student’s parents belong. If necessary, the school will seek advice from the parents’ religious body to confirm whether the day is set apart
- Traveller students travelling for occupational purposes – this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, 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 the school but it is not known whether the student is attending educational provision

### **6.1.2. Criteria for Exceptional Circumstances**

- A. If a parent is service personnel and is returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays.
- B. Where an absence from school is recommended by a health professional as part of a parent or child’s rehabilitation from a medical or emotional issue.
- C. The death or terminal illness of a close relative, only if Head Teacher is satisfied that the circumstances are truly exceptional;
- D. Out of school programmes such as music, arts or sport operating at a high standard of achievement. Documentary evidence of this event will be required.
- E. To attend a wedding or funeral of a close relative if the Head Teacher is satisfied that the circumstances are truly exceptional; Leave should only be authorised for this purpose when a Head Teacher is satisfied that there is a persuasive reason for holding the wedding during term time and there will be an onus on parents/carers to show clear evidence that this absence is absolutely an exceptional circumstance. In difficult family situations the Head Teacher may use their discretion in granting leave and each case should be addressed on its individual merits, taking into account the overall welfare of the child.

Evidence would be required in each case.

If a request meets the above exceptional circumstances but falls within the following times, the Head Teacher must be convinced that absence from school is the only option:

- The first half term of any academic year,
- Last two week of the summer term or
- During public exams (Year 11).

### **6.1.3. Exceptional term time leave requests additional factors**

When considering exceptional term time leave requests, the following factors may help to reach a decision:

- A. Time of the academic year when the leave has been requested
- B. Duration of the absence – number of school days being missed
- C. The child’s current attendance and punctuality rate

- D. Exceptional Term time leave requested/taken in previous academic years for a similar purpose
- E. Whether parent/carers have considered limiting the amount of time the child would be absent from school
- F. Have alternative care arrangements been considered by the parent/carer to limit the time away from school
- G. Impact on any interventions, assessments or referrals being undertaken with the child or family e.g. family support, social care assessments, CAMHS, SEN
- H. The impact that the absence will have on the child
- I. Whether it falls within any school assessment periods or public exams

## **7. Reducing persistent absence**

### **7.1. Procedures for reducing persistent absence**

The school's procedures for targeting unauthorised absence include the following:

- sending letters to parents and carers
- having a weekly tutor reviews
- attendance clinics
- establish a range of evidence-based interventions to address barriers to attendance
- the Student Wellbeing Coordinator working with student and their family in a child-centred way to plan and review appropriate interventions
- case files discussed in the Safeguarding Team Attendance Meetings
- the School Attendance Panel
- making appropriate referrals to supportive services and completing Early help assessments to identify needs at an early stage
- engaging with local authority attendance teams and/or independent attendance organisations
- engaging with children's social care staff, including Virtual School Heads and social workers where appropriate
- a student and their parents/carers will be invited to a legal attendance meeting
- using fixed penalty notices

### **7.2. Safeguarding Team Attendance Conferences**

The Safeguarding Team meets to discuss Attendance either bi-weekly and no less than twice per half-term. These meetings are included in the staff calendar at the start of each school term.

- The meeting is Chaired by the SLT with responsibility for Attendance and Punctuality and attended by: Head/s of Key Stage, SENCO, Heads of Year, Student Wellbeing Coordinator, Attendance Officer and an independent attendance and welfare consultant.

### **7.3. Attendance Clinic**

An Attendance Clinic is a meeting with Students, Parents/Carers and Attendance Officer and/or

Independent Attendance and Welfare Consultant. These meetings are used to identify how improvements in attendance can be made. If little improvements are not made the School may begin the process of warnings, visits and possibly fines.

#### **7.4. School Attendance Panel**

The School Attendance Panel meets with parents/carers whose children's attendance has not improved in spite of support from the school, local authority and other services.

- This meeting will be attended by the SLT responsible for Attendance or Head of Key Stage, the Attendance Trustee, HoY, the student and their parents/carers.

#### **7.5. Monitoring the implementation and quality of escalation procedures and interventions**

The SLT responsible for Attendance and Punctuality monitors the implementation and quality of escalation procedures and interventions through:

- Analysis of attendance and punctuality data
- Safeguarding Team Attendance Meetings
- Attendance Panel Meetings with Parents/Carers
- Leading external attendance reviews
- Engaging trustees in Attendance Panels to reinforce messages about good attendance

#### **7.6. Legal sanctions**

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

- If issued with a fine, or penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.
- Penalty notices can be issued by a Head Teacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- The 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 school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

### **8. Strategies for promoting attendance**

This section outlines the actions that the school takes to improve attendance for all students, students at risk of poor attendance and students who are persistently absent.

#### **8.1. SLT Responsible for Attendance, Heads of Key Stage and Heads of Year**

All students

- deliver clear messages about expectations, routines and consequences to new students and families through admission and transition events
- regularly communicate expectations for attendance and punctuality through your regular channels of communication with staff, students and parents

- establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness
- monitor implementation of policy and practice
- monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions
- establish, implement and monitor robust arrangements to identify, report and support children missing education (CME)
- develop good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND)
- engage students in consultation on attendance policy, practice, rewards and sanctions
- ensure that parents fully understand the demands and responsibilities of elective home education

#### Students at risk of persistent absence

- establish robust escalation procedures which are initiated before absence becomes a problem
- establish a range of evidence-based interventions to address barriers to attendance
- monitor the implementation and quality of escalation procedures (and intervention)
- evaluate the impact of escalation procedures and seek robust evidence of the escalation procedures that work and that reflect the school context best
- attend or lead on attendance reviews and clinics in line with escalation procedures
- engage trustees in attendance panels to reinforce messages and outline relevance in terms of training and employment.

#### Students who are persistently absent

- establishing clear and effective service level agreements with external partners to support students with persistent absence
- establishing good relationships with a network of voluntary organisations and charities to support vulnerable students including those with persistent absence,
- engaging in or leading on attendance reviews and clinics in line with escalation procedures

## 8.2. Academic tutors and teaching staff

#### All students

- rehearse and reinforce attendance and punctuality expectations continually
- emphasise the importance of attendance and its impact on attainment
- promote the next lesson and the sequence of the lesson to motivate students to be in the classroom
- promote rewards and celebrate progress but continue to outline sanctions
- apply rewards and sanctions consistently
- follow up on absence and lateness with students to identify barriers and reasons for absence
- make contact with parents/carers regarding absence and punctuality
- review form group attendance weekly, identify issues, intervene early and set targets
- periodically review practice and consistency both across and between departments
- consider the individual needs and vulnerabilities of students

#### Students at risk of persistent absence

- welcome students back following an absence and provide good catch up support to build confidence and bridge gaps
- meet with students to discuss absence, patterns, barriers and problems

- establish action plans to remove barriers, provide additional support and set targets
- lead daily or weekly check-ins to review progress and the impact of support
- make regular contact with families to discuss progress
- consider what support for re-engagement might be needed, including for vulnerable groups

#### Students who are persistently absent

- ensure all classroom resources are available in GoogleClassroom and organised sequentially to ensure students can access learning when they return
- contribute to targeted intervention to address gaps and build students' confidence
- contribute to action plans which attendance staff draw together where appropriate
- provide tailored praise and encouragement when students attend and arrive on time

### **8.3. Attendance officer, student wellbeing coordinator and pastoral staff**

#### All students

- engage with feeder schools to access absence information in order to identify target cohorts prior to transfer, including mid-year transfers and managed moves
- provide appropriate support and challenge to establish good registration practice
- carry out robust first-day absence procedures including priority routine calls for vulnerable children including children with a social worker
- undertake home visits, in line our Home Visit Protocol and Risk Assessment, to engage families and ensure children are safe
- identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies
- implement punctuality routines including late sign in procedures (see paragraph 5.7)
- implement children missing education (CME) procedures when appropriate
- ensure that parents/carers fully understand the demands and responsibilities of elective home education (EHE)
- where students have additional vulnerabilities which may require multi-agency meetings try to arrange those meetings outside of lesson time, where possible

#### Students at risk of persistent absence

- provide regular attendance reports to tutors to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and student premium leads) for monitoring and evaluation purposes
- initiate and oversee the administration of absence procedures
- provide regular reports to leaders on the 'at-risk' cohort
- provide regular reports/caseloads to local authority attendance team or independent attendance consultant to raise awareness of emerging at-risk student

#### Students who are persistently absent

- develop and implement persistent absence action plans with students and families which address barriers and help establish positive attendance routines
- identify tailored intervention which meets the needs of the students (e.g. mentoring, careers advice and guidance input, out of hours learning and alternative provision where appropriate.)
- lead daily or weekly check-ins to review progress and impact of support
- make regular contact with families to discuss progress
- hold regular meetings or reviews of caseload with the local authority attendance team, external partners and alternative providers to check on welfare and review progress

- liaise with school leaders (designated safeguarding, special educational needs coordinator and pastoral leads) on referrals to external agencies and multi-agency assessments
- coordinate and contribute to multi-agency meetings to review progress and agree on actions
- work in partnership with Local Authority attendance team and other agencies to ensure the appropriate use of statutory parental responsibility measures
- provide regular reports to leaders on the impact of action plans and interventions

## 9. Attendance monitoring

- Academic Tutors monitor attendance of students in their Form and refer any attendance concerns to the HoY.
- The HoY monitors known poor attenders with Attendance Officer
- Heads of Year monitor known students with persistent absence with the Attendance Officer and take appropriate action e.g. have meetings with students, invite parents for a remote meeting
- Students whose attendance falls below 97% but is above 94% will be monitored by academic tutors
- Students whose attendance falls below 94% will be monitored by Heads of Year, this may be through an attendance chart in the Head of Year office
- The Attendance Officer at our school monitors student absence on a daily basis ( see section 4).

A student's parent/carer is expected to call the school in the morning if their child is going to be absent due to ill health (see section 5.2).

If the student's parent/carer is expected to call the school each day their child is ill.

If a student's absence goes above 3 days, the school will contact the parent/carer of the student to discuss the reasons for this.

If a student's absence continues to rise after contacting their parent/carer, we will consider involving an education welfare service.

The persistent absence threshold is 10%. If a student's individual overall absence rate is greater than or equal to 10%, the student will be classified as a persistent absentee.

Student-level absence data will be collected each term and published at National and Local Authority level through the DfE's school absence national statistics releases.

The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the trust board.

The school collects and stores attendance data and uses it for internal purposes, to:

- Track the attendance of individual students
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- Monitor and evaluate those children identified as being in need of intervention and support

## 10. Policy monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every two years by **Mr Jones, Deputy Head Teacher**.

At every review, the policy will be approved by the full trust board.

## **11. Links with other policies**

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour for learning policy



## Appendix 1 - Coronavirus Addendum

### 1. Attendance expectations

Attendance is mandatory. The usual rules on attendance continue to apply, including:

- parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered student
- schools' responsibilities to record attendance and follow up absence
- the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct
- the duty on local authorities to put in place arrangements for identifying, and to follow up with, children missing education

### 2. Not attending in circumstances relating to COVID-19

This category must be used to record sessions that take place in 2021 to 2022 academic year where a student does not attend because their travel to, or attendance at, the school would be:

- contrary to guidance relating to the incidence or transmission of COVID-19 from Public Health England (PHE), or its successor UK Health Security Agency (UKHSA), and/or the Department of Health and Social Care (DHSC)
- prohibited by any legislation (or instruments such as statutory directions) relating to the incidence or transmission of COVID-19

This category must only be used to record where a student is not attending for the reasons set out above. It should not be used to record any other type of non-attendance or absence - for example, where a parent or student is anxious about attending school because of COVID-19.

The [schools COVID-19 operational guidance](#) sets out when students should self-isolate and when they ought to be tested in the 2021 to 2022 academic year.

### 3. Examples in which 'not attending in circumstances relating to COVID-19' could apply

In line with current legislation, and guidance from PHE (and its successor the UKHSA) and DHSC, examples are as follows.

#### 3.1. Students who are required to self-isolate as they have symptoms or confirmed COVID-19

Students who have symptoms of COVID-19, or have had a positive lateral flow device (LFD) test, should self-isolate and get a confirmatory polymerase chain reaction (PCR) test.

If a student tests negative and if they feel well, they can stop self-isolating and return to school.

If the student remains unwell following the test (such as with a different illness), then they should be recorded as code I (illness). Code X should only be used up until the time of the negative test result.

If a student tests positive, they should continue to self-isolate in line with public health guidance. Code X should be used for the period of self-isolation until the test. After the student tests positive, they should be recorded as code I (illness) until they are able to return to school.

#### 3.2. Students who are a close contact of someone who has symptoms or confirmed COVID-19

Students who are a close contact of someone who has tested positive for COVID-19 do not need to self-isolate. They should instead get a PCR test, and should only self-isolate if they test positive. If they do test positive, they should be recorded as code I (illness) until they are able to return to school.

### **3.3. Students who are required by legislation to self-isolate as part of a period of quarantine**

As usual, parents should plan their holidays within school breaks and avoid seeking permission to take their children out of school during term time. Families should also consider that their child may need to self-isolate following trips overseas that require a period of quarantine. If a student is required to be in quarantine on arrival in, or return to, the UK, the school should use code X in the register.

### **3.4. Students who are clinically extremely vulnerable when shielding is advised**

Clinically extremely vulnerable people are no longer advised to shield. All clinically extremely vulnerable students should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialists not to attend.

If shielding is advised nationally or in a local area again, by DHSC, PHE or UKHSA, then students who are clinically extremely vulnerable may be advised not to attend school. Non-attendance in accordance with guidance from DHSC, PHE or UKHSA should be recorded as code X.

### **3.5. Students who are self-isolating but who have not had a PCR test**

In line with public health advice, students with symptoms must self-isolate and strongly encourage students to take a PCR test. Where the student is unable to take a PCR test, we will record the student as code X in the register.

The school will follow up with parents/carers if we are not satisfied with the reason as to why the student is not in school. In line with government guidance, we may request supporting evidence from the parents/carers. Where we are not satisfied with the reason given for absence, we may record this using one of the unauthorised absence codes, in line with the school attendance: guidance for schools.

## **4. Remote education**

If a student is not attending school because their attendance would be contrary to government guidance or legislation around COVID-19, we will offer them access to remote education via Google Classroom. We will keep a record of, and monitor engagement with, this activity, but this will not be tracked in the attendance register.

## Appendix 2: 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
<b>Authorised absence</b>		
C	<b>Authorised leave of absence</b>	<b>Student has been granted a leave of absence due to exceptional circumstances</b>
E	<b>Excluded</b>	<b>Student has been excluded but no alternative provision has been made</b>
H	<b>Authorised holiday</b>	<b>Student has been allowed to go on holiday due to exceptional circumstances</b>
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

<b>R</b>	Religious observance	Student is taking part in a day of religious observance
<b>S</b>	Study leave	Year 11 student is on study leave during their public examinations
<b>T</b>	Gypsy, Roma and Traveller absence	Student from a Traveller community is travelling, as agreed with the school
<b>Unauthorised absence</b>		
<b>G</b>	Unauthorised holiday	Student is on a holiday that was not approved by the school
<b>N</b>	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)
<b>O</b>	Unauthorised absence	School is not satisfied with reason for student's absence
<b>U</b>	Arrival after registration	Student arrived at school after the register closed

<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>X</b>	Not required to be in school	Student of non-compulsory school age is not required to attend
<b>Y</b>	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
<b>Z</b>	Student not on admission register	Register set up but student has not yet joined the school
<b>#</b>	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day