Deptford Green

ATTENDANCE POLICY

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Committee	School and Community
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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on https://www.gov.uk/government/publications/working-together-to-improve-school-attendance" working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on https://www.gov.uk/government/publications/working-together-to-improve-school-attendance" working together to improve school attendance (applies from 19 August 2024) and https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance" school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils, and parents.
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority.

    - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate.
- Recognising and promoting the importance of school attendance across the school's policies and ethos.
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.
- Making sure the school has high aspirations for all pupils, but adapts processes and support, to pupils' individual needs.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs.
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance.
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
    - The importance of good attendance
    - That absence is almost always a symptom of wider issues
    - The school's legal requirements for keeping registers
    - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners, and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.
- Holding the headteacher to account for the implementation of this policy.

Sid Hughes is the link governor for attendance, and the committee responsible for attendance, is the full governing body/school and community.

3.2 The headteacher

The headteacher is responsible for:

- Implementation of this policy at the school.
- Monitoring school-level absence data and reporting it to governors.
- Supporting staff with monitoring the attendance of individual pupils.

- Monitoring the impact of any implemented attendance strategies.
- Issuing fixed-penalty notices, where necessary, and/or authorising Emily Stanghon (SLT attendance lead) and Jack Bannon (Attendance Officer) to be able to do so.
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers.
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs.
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels.

3.3 The designated senior leader responsible for attendance is Emily Stanghon

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school.
- Offering a clear vision for improving and maintaining good attendance.
- Regularly monitoring and evaluating progress in attendance.
- Establishing and maintaining effective systems for tackling absence and making sure they are followed by all staff.
- Liaising with pupils, parents/carers and external agencies, where needed.
- Building close and productive relationships with parents to discuss and tackle attendance issues.
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers.
- Delivering targeted intervention and support to pupils and families.

The designated senior leader responsible for attendance is Emily Stanghon and can be contacted via telephone on 0208-691-3236 or by email at estanghon@deptfordgreen.co.uk.

3.4 The attendance officers (Jack Bannon & Amy Coffey)

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7).
- Benchmarking attendance data to identify areas of focus for improvement.
- Arranging calls and meetings with parents to discuss attendance issues.

- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher.
- Working with education welfare officers to tackle persistent absence.
- Advising the headteacher/DSL (authorised by the headteacher) when to issue fixed-penalty notices.

The attendance officers are called Jack Bannon and Amy Coffey and can be contacted via 0208 691 3236 or emailed at acoffey@deptfordgreen.co.uk or jbannon@deptfordgree.co.uk.

3.5 [Class teachers/form tutors]

Class teachers and form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see appendix 1), and submitting this information 10 minutes into the tutor time or lesson.

3.6 School admin staff

School admin staff will:

- Take calls from parents [and pupils] about absence on a day-to-day basis and record it on the school system- SIMS.
- Transfer calls from parents [and pupils] to the Pastoral lead and attendance lead to provide them with more detailed support on attendance.

3.7 Pastoral Leaders

Pastoral Leaders are responsible for:

- Ensuring all pupils in their year groups know the importance of good attendance-97%-100%.
- Ensure all pupils in their year groups are punctual to school and lessons.
- Take action to celebrate pupils with excellent attendance weekly- class charts/assemblies/tutor times, termly- certificates/letters home/rewards and annually through an end of year attendance celebration.
- Intervene and support pupils whose attendance falls below our expectations, meet with them regularly, set targets, offer support/rewards and ensure interventions have impact.
- Ensure all tutors in the year team are following up with absences and punctuality by going through the weekly tracker with tutees- celebrating 100% from the previous week, talking to students who were absent the previous week.

- Complete home visits with the safeguarding team if a pupil is absent for extended period or we are unable to communicate with parent/carer, or the pupil who is deemed a vulnerable pupil.

3.8 Parents/carers

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not.
- All those who have parental responsibility for a child or young person.
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them).

Parents are expected to:

- Make sure their child attends every day and every lesson on time.
- Log absences on Study Bugs or call the school to report their child's absence before 8.30 on the day of the absence and each subsequent day of absence, and advise when they are expected to return.
- Provide the school with more than 1 emergency contact number for their child.
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Keep to any attendance contracts that they make with the school and/or local authority.
- Seek support, where necessary, for maintaining good attendance, by contacting the Pastoral Leader, Attendance Officer who can be contacted via 0208-691-326 or Jbannon@deptfordgreen.co.uk or acoffey@deptfordgreen.co.uk .

3.8 Pupils

Pupils are expected to:

- Attend every timetabled lesson/session on time.

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register and place all pupils 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, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil 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 date on which the amendment was made
    - The name of person making amendments
- Emily Stanghon / Attendance Champion to monitor registers half termly.

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

- The school day starts at 8.40 and ends at 3pm.
- Pupils must arrive in school by 8.35 on each school day.
- The register for the first session will be taken at 8.50am and will be kept open until 9am. The register for the second session will be taken at 2.15pm and will be kept open until 2.30pm

4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30 or as soon as practically possible by recording this on Studybugs, emailing the attendance and pastoral team or by calling the school admin office.

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form 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 will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised if the pupil's parent/carer notifies the school in advance of the appointment.

If a parent requests a leave of absence, they should complete the **absence request form** for exceptional circumstances (see below), this goes to the attendance team and the Headteacher decides if it will be authorised. However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

https://www.deptfordgreen.lewisham.sch.uk/page/?title=Application+for+Absence+in+Exceptional+Circumstances&pid=143

4.4 Lateness and punctuality

A pupil 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.

Pupils who arrive late will be given a lunch time school reflection. The length of this will depend on the number of times the pupil has been late. It could be between 20-40 minutes. If a student is late more than 3 times in a half-term, they will be placed in a one hour after school reflection for every late for the rest of that half-term and we will contact parents/carers to meet and work with them to try and improve the punctuality of their child.

4.5 Following up unexplained absence

Where any pupil we expect to attend school, does not attend, or stops attending, without reason, the school will:

- Text the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.
- The pastoral teams also try to ring the pupil's parent/carer on the first day of absence.
- If the school cannot reach any of the pupil's emergency contacts, the school will email the parent/carer.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session.
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer.
- Where appropriate report the unexplained absences to Children Social Care or the LAC Team.
- Where relevant, report the unexplained absence to the pupil's youth offending team officer.
- Where appropriate, offer support to the pupil and/or their parents to improve attendance.
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals.

- Where support is not appropriate, not successful, or not engaged with issue a notice to improve, penalty notice or other legal interventation (see action 5.2 below), as appropriate

4.6 Reporting to parents/carers

Parents will receive written formal academic reports with attendance and punctuality figures on them twice a year. Parents will receive an attendance and Punctuality report every term. Parents of students with excellent attendance will see regular weekly points awarded on class charts, certificates, their child will be recognised in assembly and their child will be invited on the annual attendance reward trip. Parents and students whose attendance is a concern will be made aware of this by their Pastoral Leader. They will be offered support and interventions in order to improve. If a student has extremely poor attendance parents will be informed of this and they will work closely with our attendance and welfare officers. They will be offered support and interventions to improve.

If a student becomes a persistent absentee their parents will receive a letter explaining this. If a child is absent during term time for an authorised absence such as a holiday, they will also receive a letter informing them of the correct procedures.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad.
- Attending an interview.
- Study leave.
- A temporary, time-limited part-time timetable.
- Exceptional circumstances.

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as:

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail).
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart.

- Parent(s) 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 pupil is attending educational provision.
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made).

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school.
- Attending another school at which the pupil is also registered (dual registration).
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so,and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil

- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences.
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996.
- Details of the support provided so far.
- Opportunities for further support, or to access previously provided support that was not engaged with.

- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis.
- A clear timeframe of between 3 and 6 weeks for the improvement period.
- The grounds on which a penalty notice may be issued before the end of the improvement period.

6. Strategies for promoting good attendance

We know the impact good attendance has on progress and attainment. We therefore ensure all students, parents and staff know our expectations. We ensure that attendance to high profile across the whole school. We celebrate good attendance in tutor time, assemblies at least every half term. We reward students with excellent attendance with certificates, class charts achievement points and reward trips/lunches. We share strategies which support good attendance with students and parents. We share the negative impact absences has on both personal and academic progress. We have lots of support and information on our website to remind parents about the importance of great attendance. We have a whole school approach to improving attendance, all staff play a critical part in this and we train staff annually on their roles and responsibilities when it comes to attendance.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

Many pupils will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations or variable moods. It is important to note that these pupils are still expected to attend school regularly - in many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.

In developing this support, the school will:

- Understand the individual needs of the pupil and family.
- Work in partnership with the pupil and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available).
- Regularly review and update the support approach to make sure it continues to meet individual needs.

The support maybe for young carers, internal interventions such as Pastoral interventions, Place2Be Counselling, Mental Health Support Team, Team Around The Family Meetings, inclusion Support, Inclusion Outreach Programme, a reduced timetable, changes to curriculum, referrals to external agencies, Sign posting to Lewisham or other local authority's Family Hubs, Funding for uniform, Food banks, XLP mentoring programmes , provide letters of support regarding housing and other appropriate services and update a pupil passport.

7.2 Pupils absent due to mental or physical ill health or SEND

In cases of long-term physical or mental ill health we will facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible whilst supporting the underlying health issue. We will:

- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents.
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxious feelings about school attendance.
- Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

For students with SEN and disabilities we will:

- Work in partnership parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including, where applicable, ensuring the provision outlined in the pupil's education, health and care plan is accessed.
- Work in partnership families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of

additional support interventions or medical appointments outside of the main school day. Please see further details on SEN support.

- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents.
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.

If a student has an education health and care plan, we will:

- Communicate with the local authority where a pupil's attendance falls, or they become aware of barriers to attendance that relate to the pupil's needs.
- Where possible, agree adjustments to its policies and practices that are consistent with the special educational provision set out in the education health and care plan in collaboration with parents.
- Where needed, work with the local authority to review and amend the education health and care plan to incorporate the additional or different attendance support identified.

7.3 Part-time timetables

All of our pupils are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014. Time away from school to receive education in other ways will be recorded in the attendance register using the appropriate codes.

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for us to provide a pupil with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible. A part-time timetable will not be used to manage a pupil's behaviour.

A part-time timetable will:

- Have the agreement of both the school and the parent the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part- time timetable for a prolonged period.

Where the pupil has a social worker, we will keep them informed and involved in the process.

If the pupil has an education health and care plan, we will discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

In agreeing to a part-time timetable, we agree to a pupil being absent from school for part of the week or day and therefore must record the absence accordingly (C2).

8. Attendance monitoring

8.1 Monitoring attendance

The attendance officer and pastoral leaders monitor pupil absence on a daily basis.

Parents are expected to call the school in the morning if their child is going to be absent due to ill health (see section 3.2). If we receive no information and the child is absent the parent is informed by text message.

If a pupil's absence goes above 2 days, we will ring the parents to discuss the reasons for this.

If after contacting parents a pupil's absence continues to rise, we will consider involving an education welfare officer.

The persistent absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee. These students will be given targeted support and intervention by the Pastoral Leader or the Attendance and Welfare Officer.

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

8.2 Analysing attendance data

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance and use this analysis to provide targeted support to these pupils and their families.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis.
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below).
- Provide regular attendance reports to form tutors, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads).
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence.

- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education.
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant.
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence.
- Implement sanctions, where necessary (see section 5.2, above).

8. Monitoring arrangements

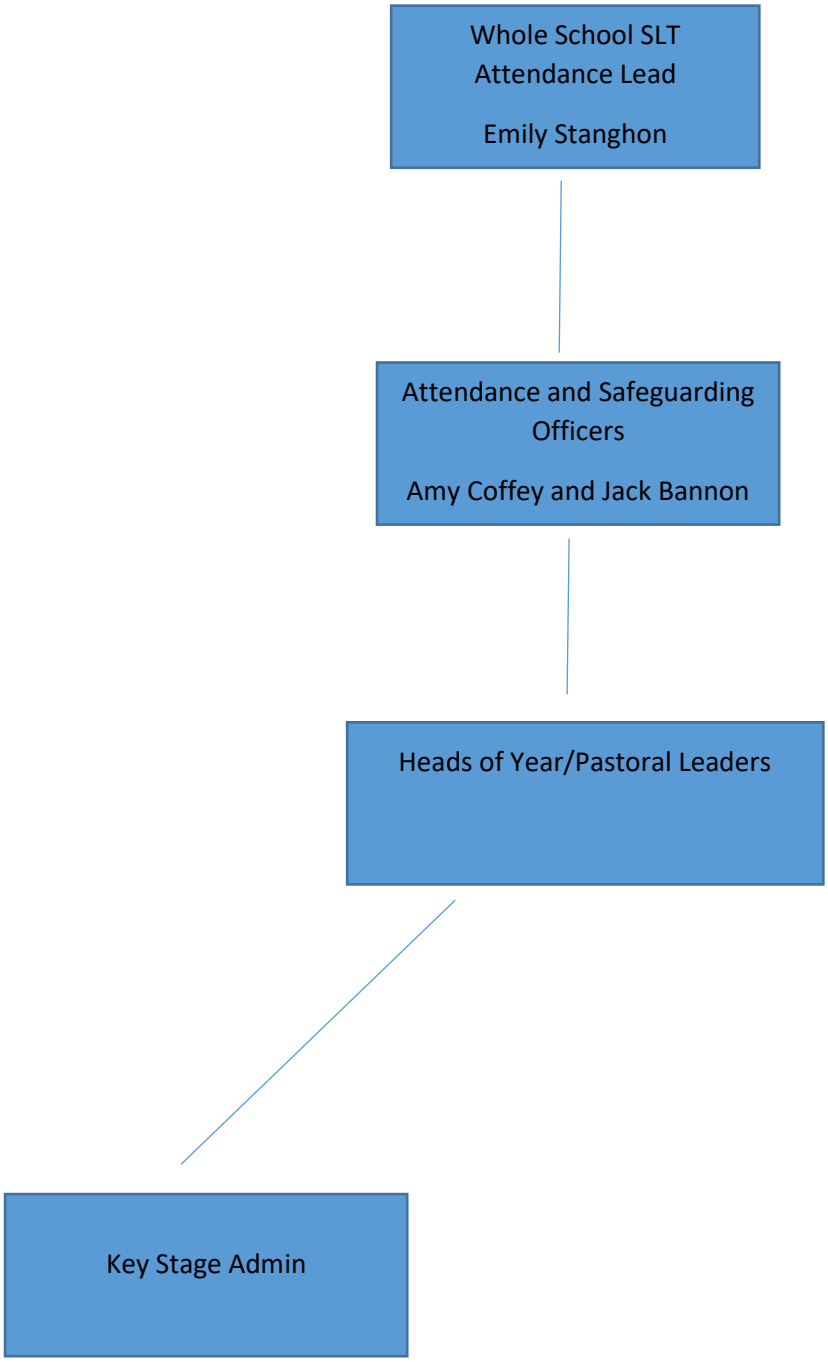
This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every year by Emily Stanghon (Deputy Headteacher and Designated Safeguarding Lead) . At every review, the policy will be approved by the full governing board.

9. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy.
- Behaviour policy.

Appendix 1


Whole School SLT
Attendance Lead
Emily Stanghon
Attendance and Safeguarding Officers
Amy Coffey and Jack Bannon
Heads of Year/Pastoral Leaders
Key Stage Admin

Appendix 2 – Attendance codes

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

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		

C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes

Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 3 - Attendance Team -Roles and responsibilities

Role	Responsible for:
Senior Teacher Attendance Lead	• Driving whole school attendance strategy • Monitor whole school attendance data- identify patterns and ensure interventions are effective • Developing a whole school system of rewards for good attendance • Ensuring Attendance is a regular feature in assemblies, tutor times, parent newsletters • Ensuring the attendance Policy is consistently applied across the school • Reporting to SLT/Governing body
Attendance and Safeguarding Officers	• To develop and monitor school policies, systems and strategies on attendance • To lead weekly attendance accountability meetings and ensure the pastoral teams are following up every absence. • To support the pastoral teams in advising the school on all matters relating to attendance and welfare • To work with all Persistent Absent (PA) pupils, this will include: Phone calls/ Letters Regular meetings with PA pupils Individual Attendance Plans Attendance Panel meetings/ Home visits Arrange Team Around the Family Meetings To work with the LA in cases of prosecution of parents/carers who fail to ensure their child attends school regularly To liaise and work with other professionals i.e. police, Social Services, Housing, Health and any other statutory and voluntary organisations. • To monitor all pupils who are CP or deemed as at risk • Share attendance data /reports– with SLT, Governors, the school, tutors and parents • To ensure all registers are accurate and taken and to follow up if they are not.
Pastoral Leader	• To be the attendance champion, ensuring attendance is discussed at every opportunity-

	tutor time, line up, assemblies, tutor meetings, parent meetings, year/tutor noticeboards etc • To follow up absences daily before 9.50 and log follow up on sims. • To attend weekly attendance accountability meetings with the Attendance Officers, to take actions to follow up every absence. • To ensure all actions agreed at the attendance accountability meetings are completed in a timely fashion. • To know all year group attendance & punctuality data. • To know the names of all Persistently Absent students and the reasons for absence. • To ensure all students in the Year group are rewarded weekly/half termly/termly if they are 'in the green'. • To deliver attendance interventions for students whose attendance is a concern and ensure all interventions are reviewed and have an impact • To work with hard to reach families and increase parental engagement • To meet regularly with Persistently absent students and their families. • To follow the procedures daily/half-termly when following up with students who are late to school and lessons. • To ensure all students know their attendance %
Head of Year	• To meet with the Pastoral Leader at the end of the day and know who has been absent, or late and what follow up has taken place by the Pastoral Leader. • To ensure attendance is high profile across the year group- tutor meetings, assemblies, line ups, parent meetings, year/tutor noticeboards etc • To ensure all students in the Year group are rewarded weekly/half termly/termly if they are 'in the green'. • To know your year group attendance data and the names of all Persistently Absent students.

	• To Quality Assure tutor time, making sure all tutors discuss attendance weekly and reward students who have 100% attendance each week. • To meet with the parents of persistently absent students. • To ensure Pastoral Leaders deliver attendance interventions to all Persistently absent students and know the impact of these interventions.
Key Stage Administrator	• Listen to the phone messages sent in by parents daily and record any authorised absence or other relevant information on sims • Send messages and call the parents of students who are late each day • Send a termly report to parents sharing their child/ren attendance and punctuality record • Ensure top attenders are celebrated on the year group and tutor noticeboard by updating termly league tables • Send letters/prepare certificates for students whose attendance is 96% of higher (1/2 termly) • Send letters out to students whose attendance is 92-95.9% • Send letter to parents whose child's attendance is less than 92% informing them that they have been referred to the Safeguarding and Attendance Officer.
Form Tutors	• To create a positive learning atmosphere in tutor time and encourage pupils to attend well and achieve. • To enter accurate information on pupil attendance and punctuality into the SIMS system every tutor period. • To know your tutees attendance figures. • To celebrate good attendance/punctuality weekly/half termly/termly. • To support students whose attendance/punctuality is not meeting our expectations weekly/half termly/termly. • To ensure students are welcomed back after any absence, to check in with them to discuss why they were off and discuss support they may need on return.

	• To liaise with the Pastoral Leader/Attendance team and their assistants over any pupils giving cause for concern over attendance to tutor time or lessons. • To be the first contact for parents to celebrate/raise concerns re attendance/punctuality
Classroom Teachers	• To create a positive learning atmosphere in your lesson and encourage pupils to attend well and achieve. • To enter accurate information on pupil attendance and punctuality into the SIMS system every lesson (register taken in the first 10 minutes) • To record the minutes late for students who arrive after 5 minutes. • To check sims and add a student as 'missing' on Class Charts if they are present but do not arrive to your lesson. • To ensure students are welcomed back after any absence, to check in with them and give them the opportunity to catch up on missed work/learning. • To raise concerns with the Pastoral Leader/Attendance team over any pupils giving cause for concern over attendance to tutor time or lessons.