

# Attendance Policy



**Review Date:**

May 2023

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04 July 2023

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**Responsible Directorate**

Safeguarding

# Our Vision



## Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



## Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



## Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment  
to Education**

**Transparency  
and Integrity**

**Innovation and  
Improvement**

**Dedication to  
Inclusivity**

# Our Values

## Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

## Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

## Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

## Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

This policy is a mandatory generic Academy Transformation Trust Policy that applies to all of its schools and operating units including Academy Transformation Trust Further Education (ATTFE).

This policy is unedited from its Whole-Trust format and can be found on the Academy Transformation Trust website at [www.attfe.org.uk](http://www.attfe.org.uk). ATTFE adopts subsequent versions and updates in their entire form and format as they are issued or revised by the Trust.

For the purpose of clarity, the following expressions and terminology in this policy also apply to ATTFE as follows:

“Principal” shall also mean the Principal of ATTFE.

“Academy” or “School” shall also mean ATTFE.

“Local Academy Committee (LAC)”, “Governors”, “Governing body” shall also mean the governing body of ATTFE.

“Pupils”, “children”, “students” or “learners” shall also mean the 16-19 and 19+ adult learners who attend ATTFE.

“Parents” or “Carers” shall also mean the parents or carers of 16-19 ATTFE learners, and where applicable the parents or carers of adults with learning difficulties and disabilities who do not live independently.

“Teachers” shall also mean the ATTFE teachers/tutors, assessors and any other categories of teaching and tutoring staff.

“Teaching Assistants” shall also mean the classroom assistants and support assistants employed by ATTFE.

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# 1 | Introduction

- 1.1 We are committed to providing education of the highest quality to our pupils. Attendance is everyone's responsibility. We recognise the clear link between attendance and the attainment of pupils. The aim of this policy is therefore to encourage the highest possible levels of attendance for individuals, groups and the pupil body as a whole. To achieve this, all members of our academy community have an important contribution to make.
- 1.2 We are committed to taking positive action in the light of the Equality Act (2010) regarding 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 pupils attend our academy and receive the education that they deserve and are, indeed entitled to, is central to our values.
- 1.3 We operate on a culture of support and inclusivity. Therefore, we will work with our students and families to reduce the barriers to school attendance. We will offer support and guidance to students and families, in order to encourage regular and punctual attendance.

## 2 | Aims of this Policy

- 2.1 To support excellent levels of attendance for all students to enable fulfilment of their potential at this Academy

## 3 | Key Principles

- 3.1 High levels of attendance and punctuality levels are promoted and rewarded.
- 3.2 It is the responsibility of everybody in the Academy to improve attendance and punctuality.
- 3.3 Where attendance or punctuality fall short of expected standards, steps will be taken to address this and sanctions may be applied in accordance with the Behaviour Policy.
- 3.4 Some students find it harder than others to attend school. The Academy will work with students, parents and other local partners to remove any barriers to attendance.

- 3.5 Subject to the terms of this policy, any day-to-day attendance issues that parents or students have should be discussed with e.g. class teacher or form tutor. Where more detailed support around attendance is required, parents and students should contact the Attendance Officer.
- 3.6 This policy applies to all students on the Academy's roll. It is acknowledged, however the parents of students of non-compulsory school age, will not be subject to legal repercussions, as outlined in this policy.

## 4 | Roles and Responsibilities

- 4.1 Attendance is everyone's responsibility. This includes, but is not limited to, the CEO, the Trust Board, Trust Attendance Lead, academy staff (teaching and support staff), governors, parents and/or carers and students. Each of our academies has a Designated Academy Attendance Lead, a Designated Safeguarding Lead and an Attendance Officer available for families to contact, details of which can be found in our Safeguarding and Child Protection Policy.

### **The Board of Trustees**

- 4.2 The Board of Trustees will:

- Take an active role in attendance improvement, recognise the importance of school attendance and promote it across the trust and Academy's ethos and policies
- Ensure the Academy's leaders fulfil expectations and statutory duties
- Regularly review attendance data, discuss and challenge trends and help Academy leaders focus improvement efforts on the individual pupils or cohorts who need it most
- Ensure Academy staff receive adequate training on attendance, including dedicated training for staff with specific attendance responsibilities and any additional training that would help support pupils or cohorts overcome common barriers to attendance
- Share effective practice on attendance management and improvement across its academies
- Require the Academy to report to the trustees on the Academy's attendance at regular intervals
- Have a dedicated Trust Attendance Lead who will drive improvement across the trust and act as a central point for academies with attendance queries.

### **The Academy**

- 4.3 The academy's responsibilities include, but are not limited to:

- Developing and maintaining a whole academy culture that promotes the benefit of high attendance

- Working with pupils and their families, building strong relationships, to support high levels of attendance and punctuality and understand any barriers to attendance
- Investigating unexplained or unjustified absence, applying sanctions where appropriate
- Taking into account individual needs when implementing this policy, including having regard to the Academy's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child
- Sharing information and work collaboratively with the local authority, other schools in the area and other partners including, where required, making appropriate referrals in accordance with local procedures, legislation and guidance
- Regularly monitoring, reviewing and analysing attendance and absence data including to identify pupils or cohorts that require attendance support and to set targets for the future
- Ensuring that all pupils can access full-time education, putting strategies in place where this is evidence to suggest that this is not the case
- Ensuring that the trust board and Academy's leadership team work together to monitor attendance levels and the effectiveness of this policy
- Ensuring that all legislation and guidance are complied with and reflected in our policies and procedures, including the non-statutory attendance guidance issued by the Department for Education, *Working together to improve school attendance (2022)*
- Having in place appropriate safeguarding responses for children who are at risk of missing education, having regard to the statutory guidance *Keeping Children Safe in Education* (please refer to our Safeguarding Policy)
- Providing information requested by the Secretary of State, including termly absence data collected by the Department for Education
- Regularly informing parents about their child's attendance and absence levels
- Supporting pupils who are returning to education following long term an absence
- Ensuring that effective systems to record and report attendance data are in place, including accurate completion of admission and attendance registers using an electronic management information system
- Assigning overall responsibility for championing and improving attendance at the Academy to a designated senior leader
- Observe and fulfil the responsibilities set out in guidance issued by the Department for Education ([Summary table of responsibilities for school attendance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101441/summary-table-of-responsibilities-for-school-attendance.pdf) to the extent not covered above or elsewhere in this policy.



### **Designated Academy Attendance Lead**

4.4 The Designated Academy Attendance Lead (DAAL) at the Academy is listed at the beginning of this policy.

4.5 The DAAL will be responsible for the strategic approach to attendance at the Academy and will (includes but is not limited to):

- Offer a clear vision for attendance improvement
- Ensure that the academy is compliant with policy and statutory guidance
- Work effectively with the LA and other external agencies regarding attendance
- Evaluate and monitor attendance expectations and processes
- Oversee attendance and absence data analysis
- Monitoring attendance data and identifying trends, including for vulnerable groups and pupils
- Ensuring the effective deployment of resources to promote high attendance
- Ensure that key attendance messages are communicated to parents and pupils
- Provide data and reports to support the work of the board of trustees (see below).

### **Parents and Carers**

4.6 It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

4.7 We expect parents and carers to:

- Ensure that their child arrives at the Academy on time, in the correct uniform and with the necessary equipment
- Promote the importance of daily attendance at home
- Follow the correct procedure for reporting the absence of their child from the Academy (see section 6.1 below)
- Avoid unnecessary absences (see 7.2 for examples)
- Keep the Academy informed of any circumstances which may affect their child's attendance
- Not take their child out of education for holidays during term time (see section 6.3 below)
- Inform the Academy in advance of any proposed change of address for their child(ren), along with the name of the parent with whom the child shall live
- Observe and fulfil their responsibilities set out in the guidance issued by the Department for Education: [Summary table of responsibilities for school attendance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Summary_table_of_responsibilities_for_school_attendance.pdf).



## 5 | Registration

- 5.1 The Academy maintains an attendance register and uses this to record each pupil's attendance at the start of the academy day and again in the afternoon. Times of the day are published on each academy's website.
- 5.2 Pupils who arrive after the start of a registration session but before the end of the registration session will be marked as late. Registers will be kept open for no longer than 30 minutes after they opened. Where pupils arrive after the end of a registration session, the process set out at [Section 6](#) applies.
- 5.3 The register is marked using the national attendance and absence codes which can be found in the Department for Education's guidance on attendance - [Working together to improve school attendance \(publishing.service.gov.uk\)](#)
- 5.4 Where a pupil attends a registration session but does not attend subsequent lessons, we will treat this as a truancy and non-attendance matter in accordance with the Behaviour Policy and engage parents where necessary.
- 5.5 Where a pupil is educated offsite, registers must be coded daily to reflect communication from offsite providers. The Academy will make arrangements with the offsite provider, to ensure they communicate daily absences and concerns around attendance, with the Academy.

## 6 | Late Arrival

- 6.1 If a pupil arrives at the Academy after the relevant registration period has ended, they must immediately go to the Academy office to sign in and provide a reason for the lateness. In the absence of a satisfactory explanation, the register will be marked as unauthorised absence.
- 6.2 Persistent lateness (before the register closes) will be treated with a consequence and will be dealt with in line with Behaviour and Attendance policies.
- 6.3 Persistent lateness (after registration closes, both morning and afternoon) will be treated as an absence and will be dealt with in line with the Attendance Policy.

## 7 | Reasons for Absence and How to Report or

# Request Authorisation

**7.1 Authorised Absence** - absence will only be authorised where the Academy has given approval in advance for a pupil to not be in attendance or has accepted an explanation offered afterwards as justification for the absence. Only the Academy can authorise absence.

**7.2** Illness related absence will only be authorised in line with UK Health Security Agency Guidance or where evidence is provided for exceptional illness ([UK Health Security Agency](#)) Illness may be a physical or mental health issue.

**7.3** Unauthorised Absence - absence will be marked as unauthorised where the Academy is not satisfied with the reasons given for the absence.

**7.4** An unauthorised absence is where:

- The academy considers that the pupil was well enough to attend, but they did not
- Medical evidence is not provided for an illness absence of 5 days or more
- Medical evidence is not provided for a pupil at a level of persistent absence
- Absence immediately before or after a period of school holiday may not be routinely authorised
- Medical evidence is not provided where there is a regular pattern to illness absence
- The academy considers that the absence was not unavoidable or exceptional
- Medical appointments may not be authorised, if taken during the academy day
- If the academy considers that the pupil could have attended for part of the day but is absent for the whole day a proportionate unauthorised absence will be applied
- A leave of absence request is declined but still taken (this includes holidays in term time)
- If the academy has reasonable grounds or obtains evidence to suggest that information has been falsified when giving reasons for absence, then the academy may unauthorise the absence.

## **Reporting absence from the academy**

**7.5** Where a pupil is to be absent from the Academy without prior permission, the parent/carer should inform the Academy by telephone on the morning of the day of the first absence and let the Academy know when they expect the pupil to return. If the return date is not confirmed on the first day of absence, parents/carers must contact the Academy on each day of absence.

**7.6** In cases of prolonged absence due to illness, the parents/cares may be asked to provide the Academy with medical evidence, such as an appointment slip, text or prescription. If this evidence is not provided, the absence may be marked as unauthorised.

### **Appointments**

- 7.7 Medical, dental and other essential appointments for a pupil should take place outside of academy hours where this is reasonably possible.
- 7.8 Where an appointment must take place during school time, the pupil should attend the Academy for as much of the day as possible and as much prior notice as possible should be given to the Attendance Officer.
- 7.9 For the time absent from the Academy to be marked as an authorised, confirmation of the appointment by way of an appointment card or letter must be provided.

### **Leave of absence**

- 7.10 Parents and carers will not take pupils out of education for holidays or other extended leave during term time. Principals will not authorise term time holidays.
- 7.11 To request a leave of absence, parents/carers must make the request in advance (see [Appendix 3](#)) and in writing addressed to the Principal and, wherever possible, at least 4 school weeks ahead of the planned leave.
- 7.12 Where a leave of absence is requested as above, the Principal will consider the specific facts and circumstances relating to the request (see [Appendix 4](#)). The decision:
- Will be confirmed in writing
  - Is solely at the Principal's discretion and is final.
- 7.13 Where permission is granted, the Principal will confirm the number of days and dates of absence which are authorised.
- 7.14 If permission is not granted and the parents/carers proceed to take their child out of the Academy, the absence will be marked as unauthorised and parents may be issued with a penalty notice or be subject to prosecution by the local authority (see [Section 7](#) below).
- 7.15 Where a pupil has persistent absence, or where the leave of absence will make them persistently absent, leave of absence will not be granted.
- 7.16 Where a pupil fails to return to the academy after an agreed leave of absence, it will be recorded as unauthorised. A Fixed penalty notice will be requested and they may be reported to the Local Authority and may potentially lose their place at school.

### **Religious Observance**

- 7.17 We recognise that pupils of certain faiths may need to participate in days of religious observance. Where a day of religious observance falls during school time. The absence from the Academy will be authorised. Please see [Appendix 4](#) for the extenuating circumstances for leave of absence, for more details.
- 7.18 We ask that parents/carers notify the Academy by writing to the Attendance Officer, 4 weeks in advance where absence is required due to religious observance.

### **Culture of Inclusivity and Support**

- 7.19 Where a pupil has a medical condition (physical or mental health related), a disability, a special educational need or indeed any other factor which may present a barrier to attendance we uphold our expectation of high attendance. We endeavour to work with these pupils and their families, taking into account their individual needs, in order to make reasonable and supportive adjustments to facilitate high attendance.
- 7.20 Where parents are facing challenges in getting their child to attend school they should contact the academy in order to seek support and resolve any potential underlying issues so that attendance can be improved. Older pupils are encouraged to feel empowered to speak to a trusted adult in the academy, should they have concerns about attending.
- 7.21 Offering bespoke, individual support, encouragement and making reasonable adjustments to facilitate high attendance, for those facing challenges or over coming barriers, is always our priority.

## **8 | Addressing Poor Attendance and Punctuality**

- 8.1 The Academy will use data to target attendance improvement efforts to the pupils or groups of pupils who need it most. In doing so, the Academy, led by the DAAL, will:
- Monitor and analyse weekly attendance patterns, proactively using data to identify pupils at risk of poor attendance
  - Provide regular attendance reports to class teachers, form tutors and relevant leaders
  - Identify pupils who need support from wider partners as soon as possible and deliver this support in a targeted manner
  - Conduct thorough analysis of half-termly, termly and fully year data to identify patterns and trends
  - Benchmark Academy attendance data at each level against local, regional and national level
  - Monitor the impact of academy strategies and actions to improve attendance on particular pupils and particular groups
  - Work with the Local Authority and other local partners to identify groups
  - Hold regular meetings with the parents or carers of pupils who the Academy and/or Local Authority consider to be vulnerable

- Will communicate patterns of absence to appropriate agencies for pupils with a social worker or under the care of the Virtual School.

8.2 The academy will manage unexplained absences as outlined in [Appendix 5](#).

8.3 Where absence or punctuality is a cause for concern, for example because there is:

- A pattern of unauthorised absence
- A question over the reasons provided for a particular absence or late arrival
- Persistent truancy or lateness

8.4 We will contact the parents/carers with a view to working together to support improved attendance and/or punctuality. Further information regarding the strategies employed to support pupils with absence that is a cause for concern, can be found in [Appendix 1 and 2](#).

8.5 Failure to attend or arrive at lessons on time may also be dealt with using consequences in accordance with the Behaviour and Attendance policies. Likewise, recognition through rewards will be given to pupils who have exceptional levels of attendance or have made significant improvement to their attendance (see Waves of Provision in [Appendix 2](#)).

8.6 Absence will be classed as persistent where it falls below 90% across the academic year. Absence at this level is very likely to hinder educational prospects and we expect full parental co-operation and support to urgently address these cases. Intervention steps may include implementation of an attendance action plan, referral to other agencies and/or seeking to put in place a parenting contract.

8.7 Where out of academy barriers to attendance are identified, the Academy will signpost and support access to any additional services.

8.8 Where parents/carers have failed to ensure that their child of compulsory school age is regularly attending the Academy and wider support in accordance with this policy is not appropriate or effective, we may consider issuing a penalty notice. A penalty notice is a fine (starting at £60 if paid within 21 days, £120 if paid within 28 days and increasing from there) imposed on parents. The fine is applicable to both parents or whomever has parental responsibility, regardless of who they reside with.

8.9 When considering whether to issue a penalty notice, we will have regard to:

- Section 6 of the Department for Education's guidance, Working together to improve school attendance: [Working together to improve school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- The Local Authority's Code of Conduct for issuing penalty notices.

8.10 In the event that a penalty notice is issued but is not paid within 28 days, the Local Authority will decide whether to proceed to prosecution. The local authority also has separate powers to prosecute parents if their child of compulsory school age fails to attend school regularly.

## 9 | Children Missing From Education

- 9.1 Where a pupil has been absent from the academy for a consecutive period of unauthorised 20 academy days or has not returned within 10 days after an authorised leave of absence, the pupil can be reported as a child missing in education and may lose their academy place.
- 9.2 Children who are absent from education for prolonged and or repeated absences will be offered support to prevent them from missing their right to an education.
- 9.3 Children who are regularly absent from school for prolonged or repeated periods of time, will receive regular (at least weekly) safe and well calls including home visits, to ensure the academy maintains contact and continues to maintain a positive working relationship with the student and family.

## 10 | Part-Time Timetables

- 10.1 Placing a pupil on a part time timetable/ phased return may be used as a method to support a pupil transitioning back into the academy after a period of absence. This part time timetable should ideally be for no longer than 6 weeks. A part time timetable will not be used as a method to manage poor behaviour.

# Appendix 1- Threshold Criteria for Intervention

## Thresholds Flowchart Primary

Thresholds	Actions that MUST be Taken	Actions that COULD be Taken
<b>Stage 0</b> 96 – 97% or less than 5days/10 sessions absence	<ul style="list-style-type: none"> <li>Teacher/TA positive phone call</li> <li>Stage 0 reminder letter</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-level rewards for 100% attendance</li> <li>Postcards for excellent attendance</li> </ul>
<b>Stage 1</b> 96% and below or 5 days/10 sessions or more of absence	<ul style="list-style-type: none"> <li>Teacher meetings</li> <li>Stage 1 letter sent</li> </ul>	<ul style="list-style-type: none"> <li>Postcards for improving attendance</li> <li>Internal target set</li> <li>Signposting to relevant websites for support</li> <li>Offer parents a pastoral phone call</li> </ul>
<b>Stage 2</b> 95% and below	<ul style="list-style-type: none"> <li><b>94 – 95%:</b> Stage 2 letter sent, and action/s chosen from:               <ul style="list-style-type: none"> <li>Pupil motivational interview with the Attendance Officer</li> <li>Attendance Officer meeting with parent/carer</li> <li>Barriers to attendance questionnaire</li> <li>Referral to external agency as needed (EH)</li> <li>Internal target setting</li> <li>Medical evidence required for future absences</li> </ul> </li> <li><b>91 – 93%:</b> Parent Meeting with the Attendance Officer to discuss barriers to attendance * SENCO if EHCP pupil</li> </ul>	<ul style="list-style-type: none"> <li>Barriers to attendance questionnaire completed</li> <li>Child-centred support plan put in place</li> <li>Regular meetings with the Pastoral Team to discuss barriers</li> <li>School Health referral if appropriate</li> <li><b>91-93%</b> Attendance report tracking with the Attendance Officer to measure and analyse marginal gains</li> <li><b>91-93%</b> Parenting contract</li> </ul>
<b>Stage 3</b> 90% and below Persistent Absence	<ul style="list-style-type: none"> <li>Stage 3 letter sent</li> <li>Barriers to attendance questionnaire must be completed and a child-centred support plan put in place which is reviewed regularly</li> <li>Medical evidence must be secured for absences</li> <li>EWO/LA referral for caseload escalation</li> <li>Parent meeting with the EWO/LA Attendance Support Officer</li> <li>Parenting Contract</li> </ul>	<ul style="list-style-type: none"> <li>EWO/LA Casework</li> <li>Referrals to external agencies as needed based on the barriers to attendance questionnaire</li> <li>Weekly pupil meetings with the academy Attendance Officer and or Pastoral team</li> <li>Emergency EHCP review if appropriate</li> <li>Education Supervision Order (ESO)</li> <li>Referral to CAMHS if appropriate</li> </ul>
<b>Stage 4</b> 50% and below Severe Absence	<ul style="list-style-type: none"> <li>Stage 4 letter sent which may lead to EWO/LA casework and pre-legal target/ FPN</li> <li>A severely absent case manager to be assigned- weekly contact with the child and family (EHCP/SEN this should be the SENCO, if they are LAC or have a social worker this should be the DSL)</li> <li>Medical Evidence for any authorised absence</li> <li>Case manager to review previous barriers to attendance questionnaire and complete again and review child-centred plan</li> </ul>	<ul style="list-style-type: none"> <li>Referral to Social services if appropriate</li> <li>Educational Psychologist referral if appropriate</li> <li>Education Supervision Order (ESO)</li> <li>AP provided by the LA – as a result of 15 days or more missed due to illness</li> </ul>



## Thresholds Flowchart Secondary

Thresholds	Actions that MUST be Taken	Actions that COULD be Taken
<b>Stage 0</b> 96 – 97% or less than 5 days/10 sessions absence	<ul style="list-style-type: none"> <li>Tutor positive phone call</li> <li>Stage 0 reminder letter</li> </ul>	<ul style="list-style-type: none"> <li>Tutor-level rewards for 100% attendance</li> <li>Postcards for excellent attendance</li> </ul>
<b>Stage 1</b> 96% and below or 5 days/10 sessions or more of absence	<ul style="list-style-type: none"> <li>Tutor meetings</li> <li>Stage 1 letter sent</li> </ul>	<ul style="list-style-type: none"> <li>Postcards for improving attendance</li> <li>Internal target set</li> <li>Signposting to relevant websites for support</li> <li>Offer parents a pastoral phone call</li> </ul>
<b>Stage 2</b> 95% and below	<ul style="list-style-type: none"> <li><b>94 – 95%:</b> Stage 2 letter sent, and action/s chosen from:               <ul style="list-style-type: none"> <li>Motivational interview with the Attendance Officer</li> <li>HOY meeting</li> <li>Barriers to attendance questionnaire</li> <li>Referral to external agency as needed (EH)</li> <li>Internal target setting</li> <li>Medical evidence required for future absences</li> </ul> </li> <li><b>91 – 93%:</b> Parent Meeting with the Attendance Officer to discuss barriers to attendance</li> </ul>	<ul style="list-style-type: none"> <li>Barriers to attendance questionnaire completed</li> <li>Child-centred support plan put in place</li> <li>Regular meetings with the Pastoral Team to discuss barriers</li> <li>School Health referral if appropriate</li> <li><b>91-93%</b> Attendance report tracking with the Attendance Officer to measure and analyse marginal gains</li> <li><b>91-93%</b> Parenting contract</li> </ul>
<b>Stage 3</b> 90% and below Persistent Absence	<ul style="list-style-type: none"> <li>Stage 3 letter sent</li> <li>Barriers to attendance questionnaire must be completed and a child-centred support plan put in place which is reviewed regularly</li> <li>Medical evidence must be secured for absences</li> <li>EWO/LA referral for caseload escalation</li> <li>Parent meeting with the EWO/LA Attendance Support Officer with a parenting contract</li> </ul>	<ul style="list-style-type: none"> <li>EWO/LA Casework</li> <li>Referrals to external agencies as needed based on the barriers to attendance questionnaire</li> <li>Weekly pupil meetings with the Academy Attendance Officer and or Pastoral team</li> <li>Emergency EHCP review if appropriate</li> <li>Education Supervision Order (ESO)</li> <li>Referral to CAMHS if appropriate</li> </ul>
<b>Stage 4</b> 50% and below Severe Absence	<ul style="list-style-type: none"> <li>Stage 4 letter sent which may lead to EWO/LA casework and pre-legal target/FPN</li> <li>A severely absent case manager to be assigned- weekly contact with the child and family (If the child is SEN this should be the SENCO, if they are LAC or have a social worker this should be the DSL)</li> <li>Medical Evidence for any authorised absence</li> <li>Case manager to review previous barriers to attendance questionnaire and complete again and review child-centred plan</li> </ul>	<ul style="list-style-type: none"> <li>Referral to Social services if appropriate</li> <li>Educational Psychologist referral if appropriate</li> <li>Education Supervision Order (ESO)</li> <li>AP provided by the LA – as a result of 15 days or more missed due to illness</li> </ul>

# Appendix 2- Waves of Provision

## Waves of Provision Primary

### Wave One

Universal Academy Support 95% +

- Curriculum to promote confidence and resilience.
- Whole-academy personal development programme.
- Teacher/TA relationships with the pupil and family.
- Literature available to pupils to support SEMH.
- Whole-academy promotion of good attendance through literature, website, competitions & newsletters.
- Teacher level rewards – Postcards and notes home.
- Whole academy Rewards system in-line with academy policy
- Breakfast Club provision available for all pupils.
- Wide ranging afterschool enrichment opportunities – taking academy beyond the academic offer



### Wave Two

Targeted Support 90-95%

- Structured programme for catching up missed work.
- Altered curriculum where appropriate.
- Altered academy day (could be start/end of day or extended lunch times for home visit). Temporary measure to be phased out in a timely manner.
- Case worker assigned to the pupils.
- Lesson check-ins with case worker.
- SENCo observation to identify potential unmet need.
- Nurture group provision.
- Barriers to attendance meeting with pupil and a member of the pastoral team/Attendance Officer.
- Big Emotions Support (anger management).
- Protective behaviours support.
- AM/PM registration pastoral check-in.
- Early Help to be offered to family (must be offered to all children who are persistently absent).
- Parenting support literature to be offered.
- Additional tutoring to be offered where appropriate.
- Free Breakfast club to be offered to support lateness and support school readiness.
- Free afterschool clubs to be offered.
- Friendship Buddy System.
- Visual timetable (where appropriate)

#### Undertake Assessments

- Dyslexia Screening
- Speech & Language screening
- Fluency reading age tests
- Boxhall profile or equivalent
- 'Barriers to Attendance' questionnaire
- Strengths and difficulties questionnaire
- What is Worrying Me tool
- Child-centred plan
- My STAR worksheet or equivalent
- CAHMs referral if appropriate



### Wave Three

Specialist Support 50-90%

- Educational Psych referral.
- ASD referral.
- Mental Health/School Nurse referral.
- S&L referral.
- Art/Play/Lego therapy.
- In academy counselling (where appropriate).
- Refer to CAMHs.
- Refer to social care.
- Refer to Flexible Learning/Virtual schools/AP.
- EHCP referral (where appropriate)
- Refer to other appropriate agency as needed.
- Parenting Classes (where appropriate).
- LA schooling provision for pupils missing 15 days or more for medical reasons.
- Attendance at a bridging centre.



## Waves of Provision Secondary

### Wave One

#### Universal Academy Support

- Curriculum to promote confidence and resilience.
- Whole-academy personal development programme.
- Tutor/HOY relationships with the pupil and family.
- Literature available to pupils to support SEMH.
- Whole-academy promotion of good attendance through literature, website, competitions & newsletters.
- Whole academy Rewards system in-line with academy policy
- Teacher level rewards – Postcards and notes home.
- Breakfast Club provision available for all pupils.
- Wide ranging afterschool enrichment opportunities – taking school beyond the academic offer



### Wave Two

#### Targeted Support 95%

- Structured programme for catching up missed work.
- Altered curriculum where appropriate.
- Altered academy day (could be start/end of day or extended lunch times for home visit) This must be temporary and be phased out in a timely manner.
- Case worker assigned to the student.
- Lesson check-ins with case worker.
- SENCo observation to identify potential unmet need.
- Nurture group (lesson time or lunch time).
- Barriers to attendance meeting with pupil and a member of the pastoral team/Attendance Officer.
- Big Emotions Support (anger management).
- Protective behaviours support.
- AM/PM registration Meet and Greet.
- Early Help to be offered to family (must be offered to all children who are persistently absent).
- Signpost pupils to self-help resources.
- Parenting support literature to be offered.
- Additional tutoring to be offered where appropriate.
- Breakfast club to be offered to support lateness and support school readiness.
- Afterschool clubs to be offered.

#### Undertake Assessments

- Dyslexia Screening
- Speech & Language screening
- Fluency reading age tests
- Boxhall profile or equivalent
- 'Barriers to Attendance' questionnaire
- Strengths and difficulties questionnaire
- What is Worrying Me tool
- Child-centred plan
- My STAR worksheet or equivalent
- CAHMs referral if appropriate



### Wave Three

#### Specialist Support

- Educational Psych referral.
- ASD referral.
- Mental Health/School Nurse referral.
- Art/Play therapy.
- Refer to CAMHs.
- Refer to social care.
- Refer to Flexible Learning/Virtual schools.
- EHCP referral (where appropriate)
- Refer to other appropriate agency as needed.
- Parenting Classes (where appropriate)
- Attendance at a bridging centre.
- Free Breakfast club to be offered to support lateness and support school readiness
- Free afterschool clubs to be offered



## Appendix 3- Leave of Absence Request Form

### Request for Leave of Absence

To be made to the Principal -at least 4 weeks in advance of date of requested absence

Name of academy:				Name of pupil:			
Class:				Year group:			
Dates of planned absence:				From:		To:	
Confirmed date of return to academy:							
Reason for request:							
Name of Sibling:				Name of sibling:			
School:		Class/year:		School:		Class/year:	
<p>Parents are asked to note:</p> <ul style="list-style-type: none"> <li>• The ATT Attendance Policy is to fully comply with Government regulations. Statutory guidelines state "Principals may not grant leave of absence during term time unless there are exceptional circumstances".</li> <li>• The academy may seek advice from the Trust Attendance Lead and liaise with the head teachers of schools' siblings attend.</li> <li>• Requests for leave in exceptional circumstances should be made at least 4 weeks in advance of the event.</li> <li>• Retrospective approval for absence cannot be granted. Parents do not have the right of appeal if a request for a leave of absence is declined, the Principal's decision is final.</li> <li>• Leave of absence will NOT be granted for pupils who are at a level of persistent absence (less than 90%) or where attendance/punctuality are a concern.</li> <li>• Leave of absence will NOT be granted during periods of public examinations or internal school assessments.</li> <li>• Leave of absence will NOT be granted for holidays during term time regardless of circumstances.</li> <li>• Where leave of absence is NOT authorised and parents decide to take pupils out of school despite the academy's decision, absence will be recorded as unauthorised and subject to a fixed penalty notice (fine). If the academy grants a leave of absence request and subsequently obtains evidence that indicates an application was falsified, the academy reserves the right to amend the child's attendance records to record the absence as unauthorised and apply for the issuing of a fixed penalty notice.</li> <li>• Where a pupil fails to return to the academy after an agreed period of leave of absence, absence will be recorded as unauthorised, a fixed penalty notice (fine) requested and they may be reported to the Local Authority as 'A Child Missing in Education' and potentially lose their place at the academy.</li> <li>• Schools are under no obligation to provide work for pupils who are absent from school, unless parents/carers have received a licence from the LA for their child to take part in sporting/arts/theatre events as part of professional organisation, as detailed above.</li> </ul>							

Circumstance	Number of days which may be authorised	Additional notes
Religious Observance	1 day in any one academic year	Additional days for travelling abroad will NOT be authorised and will be subject to a fixed penalty notice
Family Celebration	1 day in any one period of absence	Additional days for travelling abroad will NOT be authorised and will be subject to a fixed penalty notice
Family Emergency/compassionate leave	1 day in any one period of absence	Additional days for travelling abroad will NOT be authorised and may be subject to a fixed penalty notice
Participation in sporting/arts/theatre events as part of professional organisation	See additional notes  Absence must not to be authorised if licence not obtained by parents from LA	<ul style="list-style-type: none"> <li>• Additional days for travelling abroad will NOT be authorised and may be subject to a fixed penalty notice</li> <li>• Parents are required to obtain a licence from the LA</li> <li>• Not to be authorised if a pupil's attendance would fall below 96%</li> <li>• Academy to make arrangements for pupil to receive a suitable education <ul style="list-style-type: none"> <li>• For not less than 6 hours per week and</li> <li>• During each complete period of 4 weeks or if less than 4 weeks during that period, for periods of time not less than 3 hours a day and</li> <li>• On days where pupils would be expected to attend the academy and</li> <li>• For not more than 5 hours on any such day</li> </ul> </li> </ul>
Gypsy/Roma and Traveller Absence	N/A but only travel for occupational circumstances	Absences will not be granted for any other reasons other than occupational circumstances
Name and address of <b>both</b> parents (to be completed in all cases for all applications):		

Signed (by parent with parental responsibility:			Date:	
<b>To be completed by school – copied retained on record – copy to parents (Tick as appropriate)</b>				
Pupil's current attendance % (YTD)		<b>Leave absence already taken this academic year:</b>		
Number of days absence				
<b>Absence authorised</b>	<b>No further action</b>	<b>Register Code/Reason</b>		
<b>Unauthorised absence</b>	<b>Fixed Penalty Notice</b> 6 or more sessions (1 session = ½ day) in the current or previous half term.	<b>Register Code/Reason</b>		
	Yes/No	Not deemed as exceptional circumstances	O	
	Yes/No	Unauthorised Holiday	G	
	Yes/No	Pupil at level of persistent absence	O	
	Yes/No	Religious observance above 1 day in academic year	O	
	Yes/No	Family celebration above 1 days in academic year	O	
	Yes/No	Exam period	O	
	Yes/No	Other – please specify	O	
Principal's signature:			Date	

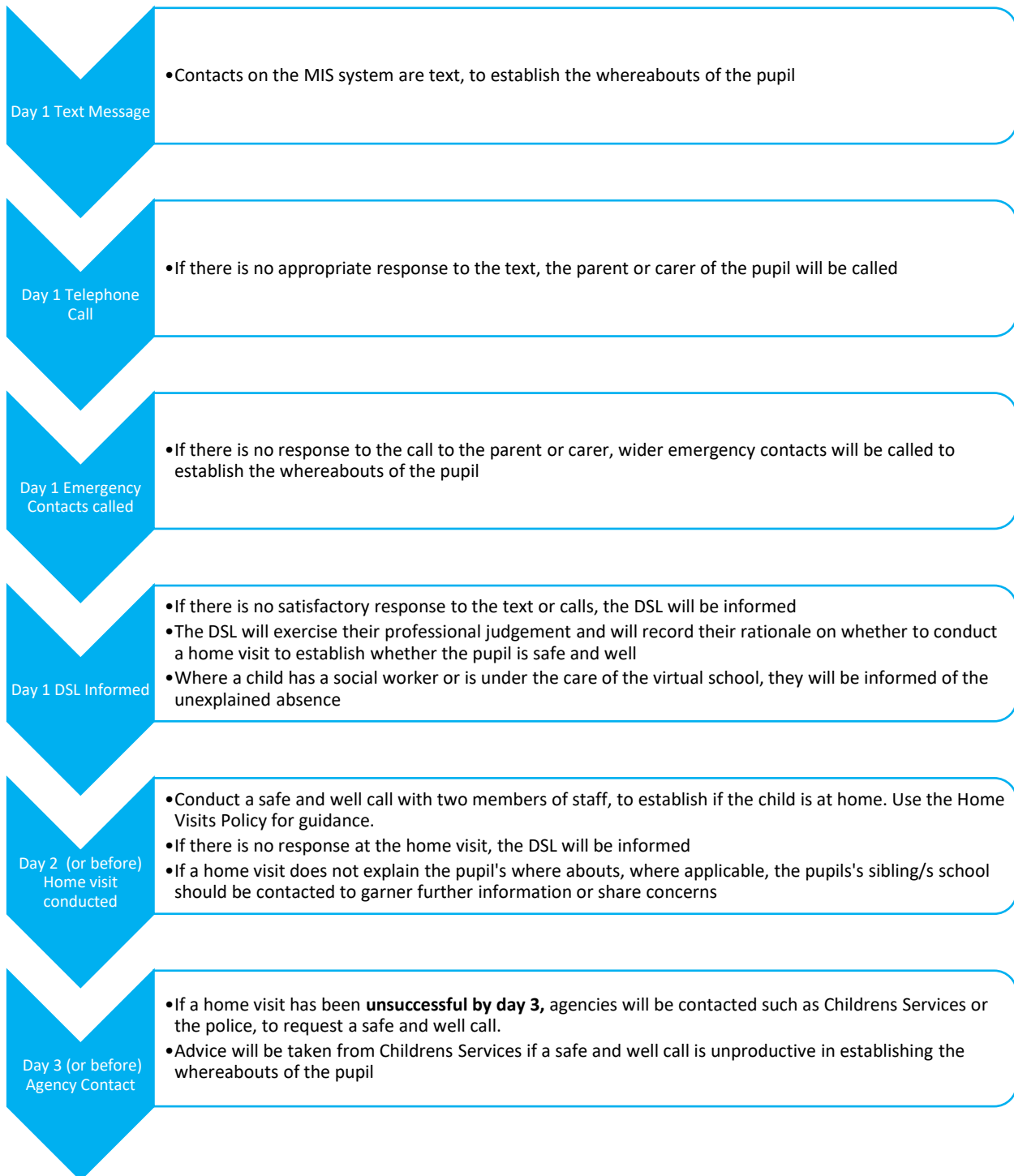
## Appendix 4- Exceptional Circumstances

Where a child has persistent absence, or where the leave of absence will make them persistently absent, leave of absence will not be granted.

Circumstance	Number of Days which <u>may</u> be authorised	Additional Notes All requests MUST be made in writing, 4 weeks in advance
Religious Observance	1 day in any one academic year	Additional days for travelling abroad will NOT be authorised and will be subject to a fixed penalty notice
Family Celebration	1 day in any one academic year	Additional days for travelling abroad will NOT be authorised and will be subject to a fixed penalty notice
Family Emergency/compassionate leave	1 day in any one academic year	Additional days for travelling abroad will NOT be authorised and may be subject to a fixed penalty notice
Participation in a performance	<b>Dependent on LA license</b> <b>Absence must <u>not</u> to be authorised if licence not obtained by parents from LA</b>	Additional days for travelling abroad will NOT be authorised and may be subject to a fixed penalty notice <b>Parents are required to obtain a licence from the LA</b> <b>Not to be authorised if a pupil's attendance would fall below 96%</b> <b>Academy to make arrangements for pupil to receive a suitable education</b> <ul style="list-style-type: none"> <li>• For not less than 6 hours per week and</li> <li>• During each complete period of 4 weeks or if less than 4 weeks during that period, for periods of time not less than 3 hours a day and</li> <li>• On days where pupils would be expected to attend school and</li> <li>• For not more than 5 hours on any such day</li> </ul>
Participation in a sporting event – <b>competing at a national level or above only</b>	Maximum of 4 days in any one academic year	Additional days for travelling abroad will NOT be authorised and may be subject to a fixed penalty notice
Gypsy/Roma and Traveller Absence	NA but only travel for occupational circumstances	Absences will not be granted for any other reasons other than occupational circumstances



## Appendix 5- Unexplained Absence Procedure



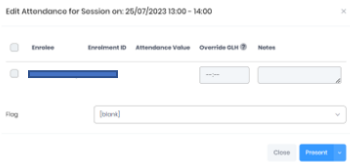
Children absent from education for prolonged or repeated periods, will receive safe and well calls including “in person” visits at least weekly. Records of these visits and calls will be recorded on CPOMS

## Appendix 6 - Attendance Recording & Monitoring Process 2023-24

### Attendance Recording & Monitoring Process 2023-24

#### Registers

- Registers are set up on pics using information from the Curriculum Canvas.
- All registers will be set up using the code from the Curriculum Canvas.

Register Mark	Description	When to use	Positive / Negative
<b>P</b>	<b>Present</b>	Learner arrived on time for class	Positive
<b>L</b>	<b>Late</b>	Learner was 5 or more minutes late	Positive
<b>D</b>	<b>Directed Learning</b>	If the learner has agreed to undertake learning at home, or if you are running an online lesson. Individual duration GLH can be entered at time of marking if different to timetabled duration.	Positive
<b>C</b>	<b>Completed/last session</b>	This should be entered just for the learners final session.	Positive
<b>W</b>	<b>Work Experience</b>	Learner is present at their Work Experience. GLH can be entered at time of Marking if different to standard session.	Positive
<b>A</b>	<b>Advised / Authorised absence</b>	Please put A if you know why the learner is absent & put the reason provided into the notes section as shown below  	Negative
<b>U</b>	<b>Unknown / Unauthorised absence</b>	Learner is absent and no reason has been provided or a reason was submitted after the day of the lesson.	Negative
<b>X</b>	<b>Covid related absence</b>	Learner is absent due to Covid	Negative
<b>E</b>	<b>ENRICHMENT</b>	Learner is present at Enrichment session	Positive
<b>B</b>	<b>Official Break in Learning</b>	<i>ONLY TO BE USED IF INDIVIDUAL LEARNER HAS BEEN AUTHORISED FOR AN OFFICIAL BREAK IN LEARNING AND YOU ARE ADVISED TO USE BY THE DATA TEAM</i>	Neutral

#### 1. Register Marking

- Every session has a register and it is the tutor's responsibility to mark them within the first 15 minutes of your class start (ie POS registers should be fully marked by 9.15am and 13.30pm).
- Reports are generated to identify unmarked registers and unauthorised absences.
- No learner should have unmarked sessions (if you believe an attendance/absence does not fit one of the listed criteria, please contact [t.binks@attfe.org.uk](mailto:t.binks@attfe.org.uk) for clarification).

## 2. Absence Reporting – ALL LEARNERS

- Learners/parents/carers to be advised to email StudentAbsenceTeam@attfe.org.uk with details of their absence or call the relevant site reception. They will need to identify their course, name, tutor and the reason for the absence.
- If learners contact tutors direct, can you please direct them to absence reporting process above, however tutors could also email the student absence team as per above address.
- Data Admin will copy this information to add both learners mark and absence reason notes to the register.

## 3. POS Register process

- Class starts & register is fully marked within 15 minutes.
- A report (*POS Register Marking check AM/PM*) is generated and checked by the Safeguarding team. If any learner or class register has not been marked they will either visit, call or radio the relevant tutor and ask them to complete the register straightaway.
- A weekly log of late marking tutors will be generated for Head of POS.
- A second report (*POS AM/PM Attendance today*) will be generated, and the designated Data Administrator) will contact learners and/or parents to ascertain the reason for their absence. This reason will then be added to **both** the register and the report. The report is saved by the date/time to POS tile on Sharepoint.
- A report link is then emailed to: Lou Davy, Sue Green, Lisa Chapman & Gabriel Leeming.
- **If no contact can be made with either learner or parents, please ensure that Head of POS is emailed immediately to raise as a potential safeguarding concern.**

## 4. Adult Absence chasing and recording

- Learners/carers to be advised to email StudentAbsenceTeam@attfe.org.uk with details of their absence or call the relevant site reception. They will need to identify the course, their name, their tutor and the reason for the absence.
- Tutors to contact absent learners and to enter the reason for the absence in the notes section of the pics register, next to where marks are entered.
- Should there be a requirement for withdrawal/transfer or a Break in learning then this would need to be actioned accordingly.
- If the tutor has a Safeguarding concern, please immediately raise this with the Safeguarding Team for support and further action

## 5. Next Steps – POS LEARNERS

- LDy will review the Daily Attendance report and ensure all Learners are being monitored and supported in terms of their absence and decide upon next steps where needed.
- LDy to ensure any behaviour meetings required as a result of the daily update are planned within 2 days of a trigger point being reached. All behaviour meetings to be held within 4 days of trigger point being hit.
- LDy to maintain an overall spreadsheet log, per learner, of planned meetings and outcomes to ensure all learners are supported in a timely manner. Lou to undertake this role Mon, Wed, Thurs and Fri.
- LDy to maintain a log of meetings due and meeting held at each stage.
- LDy/LCn/SGn to meet on a weekly basis to review absences and take account of CPOMs cases to ensure each one is discussed and all possible actions have been undertaken to support the learners return.
- A monthly report will be generated from pics that provides all attendance marks for all pos learners for the previous month. This will provide a detailed account for all learners and will provide a comprehensive list of all learners attendance to help spot any trends etc.
- At the Safeguarding Meetings any concerns to be raised for actioning.

## 6. Areas of Responsibility

- **Learners**  
To notify us using the agreed methods (email account/mobile number) of all absence.
- **Tutors**

To mark registers as a priority within the first 15 minutes of every lesson start (including the reason for any advised absences) and to update the register mark if the learner arrives late, after already having been initially marked absent.

- **Safeguarding Team**

To ensure that all learners have been marked for that days sessions

To generate a weekly report of all tutors that have had to be reminded to mark registers. This report is to be sent to LDy.

- **Designated Admin Team Member**

To chase any unknown absences via calling/emailing learners/parents/guardians.

To update Daily Attendance report and pics register notes.

To email a link to Daily Attendance report to Head of POS, Safeguarding Team & Sue Green each day.

To manage the information from the Studentabsenceteam email account.

- **Head of POS**

To monitor all learners attendance and ensure that relevant meetings and actions are undertaken and a spreadsheet is maintained.

- **Parent/Guardians**

To support ATTFE college by encouraging and ensuring that learners attend all timetabled classes in a timely manner and to work with us when addressing any episodes of non-attendance.

- **COVER**

**Safeguarding team** – will cover for each others site duty if either one is absent, or if both absent SHd will cover

**Admin** – if GCy is absent then SHd will cover this duty

Backup support via the Admin/Data team

**Please be aware that if this process isn't consistently adhered to by a member of staff then HR processes will follow due to attendance being a safeguarding issue.**