Attendance Policy

Document provenance

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Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every 2 years. Should no substantive changes be required at that point, the policy will move to the next review cycle.	

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Key Academy Contacts

Academy	E-ACT Blackley Academy
SLT Attendance Lead	Name: Gemma Spence Contact: 0161 7402185
Attendance Officer(s)	Name: Matthew Nuttall Contact: 0161 7402185
School Office/Admissions/Absence Line	Contact: 0161 7402185

1 Introduction

1.1 E-ACTs Attendance Policy details what we expect from our academies to ensure we are doing all we can to support every child in our academies to have high attendance and, therefore, improved chances of achieving their full potential, succeeding at school, and improving life chances.

1.2 E-ACT expects high levels of attendance from all pupils. Good attendance is essential for all pupils to get the most out of their school experience, including their attainment, well-being, and wider life chances.

2 Background

2.1 The law gives the right for every child of compulsory school age to a full-time education suitable to their age, aptitude, and any special educational need they may have.

2.2 Where parents/carers have decided to have their child registered at school, they have a legal responsibility to ensure their child attends that school regularly. This means their child must attend school every day the school is open, except for a small number of circumstances where the child is too ill to attend, or they have been given permission for an absence in advance from the school.

2.3 Effective schools consistently promote the benefits of good attendance, they set high expectations for every pupil, communicate those expectations clearly and consistently to

pupils and parents, methodically analyse their data to identify patterns to target their intervention, and work effectively with the local authority and other local partners to overcome barriers to attendance.

2.4 The relationship between good attendance and high-quality education is recognised and this forms the foundation to good attendance, delivered in a calm, safe and supportive environment in which all pupils feel safe, want to attend, learn, make progress, and thrive.

2.5 We recognise that some pupils find it harder than others to attend school. Therefore, schools need to work in partnership with pupils, parents, and relevant external support agencies to remove any barriers to good attendance through building strong relationships and working collaboratively to ensure the support is in place to secure good attendance to school. Consequently, achieving good attendance cannot be approached in isolation. Effective practices for improvement will involve a combination of academic and pastoral interventions along with behaviour support and procedures for more vulnerable children with special educational needs or mental health and wellbeing needs.

2.6 E-ACT academies are expected to use a range of effective resources, including Pupil Premium funding to support children at risk of, or with, attendance concerns.

2.7 Attendance is a key priority for the Trust and the Trust Board. The Education Committee, monitor attendance across the trust and the application of this policy. All staff involved in attendance are expected to have a strong knowledge of good practice in this area and the relevant national and local processes that support this.

3 Scope and application

3.1 In line with paragraph 57 of WTISA, this policy is trust-wide but is fully tailored to the needs of each Academy including through Appendix 1.

3.2 This policy applies to the whole Academy (including the Early Years Foundation Stage (EYFS) and/or academy Sixth Form where applicable).

3.3 This policy is designed to address the specific statutory obligations on the Academy to record attendance and absence.

4 Legislation and guidance

This policy meets the requirements of the working together to improve school attendance guidance from the Department for Education (DfE) and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance. This policy has been prepared to meet the Academy's responsibilities under:

4.1.1 Education (Independent School Standards) Regulations 2014.

4.1.2 Statutory framework for the Early Years Foundation Stage *(DfE, March 2021).*

4.1.3 Education and Skills Act 2008.

4.1.4 Children Act 1989.

4.1.5 Childcare Act 2006.

4.1.6 Education (Pupil Registration Regulations) 2006.

4.1.7 Equality Act 2010; and

4.1.8 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**)

4.2 This policy has regard to the following guidance and advice:

4.2.1 (WTISA) Working together to improve school attendance[1] (DfE, September 2022).

4.2.2 Summary table of responsibilities for school attendance (via WTISA above) (DfE, September 2022).

4.2.3 Keeping children safe in education[2] (DfE, September 2022).

4.2.4 School behaviour and attendance: parental responsibility measures (DfE, May 2020).

4.2.5 Children missing education (DfE, September 2016).

4.2.6 Supporting pupils with medical conditions at school (DfE, August 2017).

4.2.7 Behaviour in schools: advice for headteachers and school staff (DfE, September 2022).

4.2.8 Remote education guidance (DfE, October 2022).

4.2.9 School suspensions and permanent exclusions (DfE, September 2022); and

4.2.10 SEND Code of practice: 0 to 25 years (DfE and Department of Health, May 2015).

4.3 The following School policies, procedures and resource materials are relevant to this policy:

4.3.1 Child Protection and Safeguarding Policy[3]

4.3.2 SEND Policy[4]

4.3.3 E-ACT Attendance Strategy Framework

4.3.4 E-ACT Safeguarding Attendance Process

4.3.5 Academies are also advised to be familiar with the useful DfE guidance in Improving school attendance: support for schools and local authorities.

4.3.6 All work on attendance must also take place in the context of our approaches to safeguarding, behaviour, alternative provision, and elective home education.

5 Publication and availability

5.1.1 This policy is published on the Academy website.

5.1.2 This policy is available in hard copy on request.

5.1.3 A copy of the policy is available for inspection from the school office during the school day.

5.1.4 This policy can be made available in large print or other accessible formats if required.

[1] WTISA
[2] Keeping Children Safe in Education
[3] E-ACT Child Protection and Safeguarding Policy
[4] E-ACT SEND Policy

6 Definitions and interpretation

6.1.1 Where the following words or phrases are used in this policy:

6.1.2 references to **attendance** include references to punctuality and to attendance for all or part of the timetabled school day.

6.1.3 References to the **Proprietor** are references to E-ACT, the Multi Academy Trust.

6.1.4 References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g., foster carer / legal guardian).

6.1.5 **SLT Attendance Lead** means the Academy's designated senior lead for attendance.

6.1.6 References to **compulsory school age** refer to when a child is required to attend school. This is on or after their fifth birthday. If they turn 5 between 1 January and 31 March, then they are of compulsory school age on 31 March; if they turn 5 between 1 April and 31 August, then they are of compulsory school age on 31 August. If they turn 5 between 1 September and 31 December, then they are of compulsory school age on 31 December. A child continues to be of compulsory school age until the last Friday of June in the school year that they reach sixteen.

6.1.7 References to **persistent absence (PA)** means when a child has an absence rate of 10% or more (i.e., attends for less than 90% of the time) and will be defined as a persistent absentee.

6.1.8 References to **severe absence (SA)** means when a child has an absence rate of 50% or more (i.e., attends for less than 50% of the time) and will be defined as a severe absentee.

7 E-ACT expectations of academies

In line with DfE expectations, to manage and improve attendance effectively, all academies in E-ACT are expected to:

7.1 Develop and maintain a whole school culture that promotes the benefits of high attendance.

7.2 Have a clear school attendance policy which all staff, pupils and parents understand.

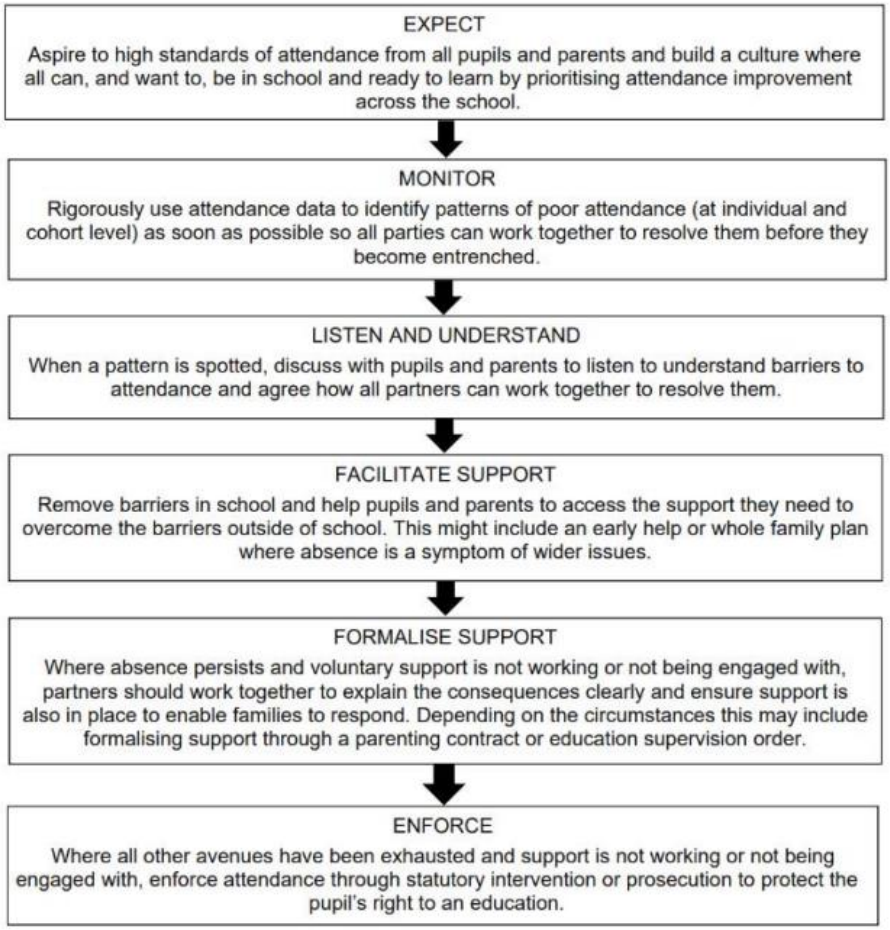
7.3 Accurately complete attendance registers and have effective day to day processes in place to follow-up absence straight away.

7.4 Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and rapidly put effective strategies in place to prevent further absences and secure good attendance.

7.5 Build strong relationships with families, listen to, and understand barriers to attendance and work with families to remove them.

7.6 Share information and work collaboratively with relevant local partners, and particularly local authorities, when absence is at risk of becoming persistent or severe.

The DfE use a helpful chart to describe the key stages in any attendance strategy:



8 The importance of good attendance

8.1 All academies recognise the importance of developing good patterns of attendance from the outset. This is an integral part of the Academy's ethos and culture. In building a culture of good school attendance it recognises:

8.1.1 the importance of good attendance as a learned behaviour, alongside good behaviour, as a central part of the school's vision, values, ethos, and day to day life.

8.1.2 the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions and / or disabilities, safeguarding wellbeing, and support for disadvantaged pupils.

8.1.3 the importance of setting high expectations for the attendance and punctuality of all pupils and communicating these regularly and effectively to pupils and parents.

8.1.4 that attendance is never "solved" and is a continuous process requiring continual monitoring and tracking of data and updating of messages, processes, and strategies as appropriate to secure good attendance.

8.1.5 children missing education can act as a vital warning sign to a range of safeguarding issues, including neglect, sexual abuse, and child sexual and criminal exploitation.

9 Registers

9.1 In line with DfE requirements, academy leaders must ensure the register is taken at the start of each morning session of each school day and once during each afternoon session. On each occasion there must be a record of whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstance.

9.1.1 Academy leaders in E-ACT are expected to ensure that:

a) registers are kept up to date

b) register closing times are specified and adhered to

c) registers are accurately completed using attendance and absence codes as defined by the DfE

d) there are effective day to day processes in place to follow-up absence quickly.

10 Monitoring and improving the attendance of children with a social worker.

10.1 In addition to the benefits for all pupils, good attendance at school also provides an additional safeguard for vulnerable pupils. Historically, the national absence rates for children who have ever needed a social worker are particularly of concern.

10.2 All E-ACT academies are expected to work in partnership with Local Authority Virtual School Headteachers and are expected to inform a child's social worker if there are unexplained or unexpected absences from school.

11 Persistent and severe absence

11.1.1 The most important element to attendance work are the everyday strategies to develop a culture of high expectations of attendance and punctuality and the work with families to prevent absence becoming a concern.

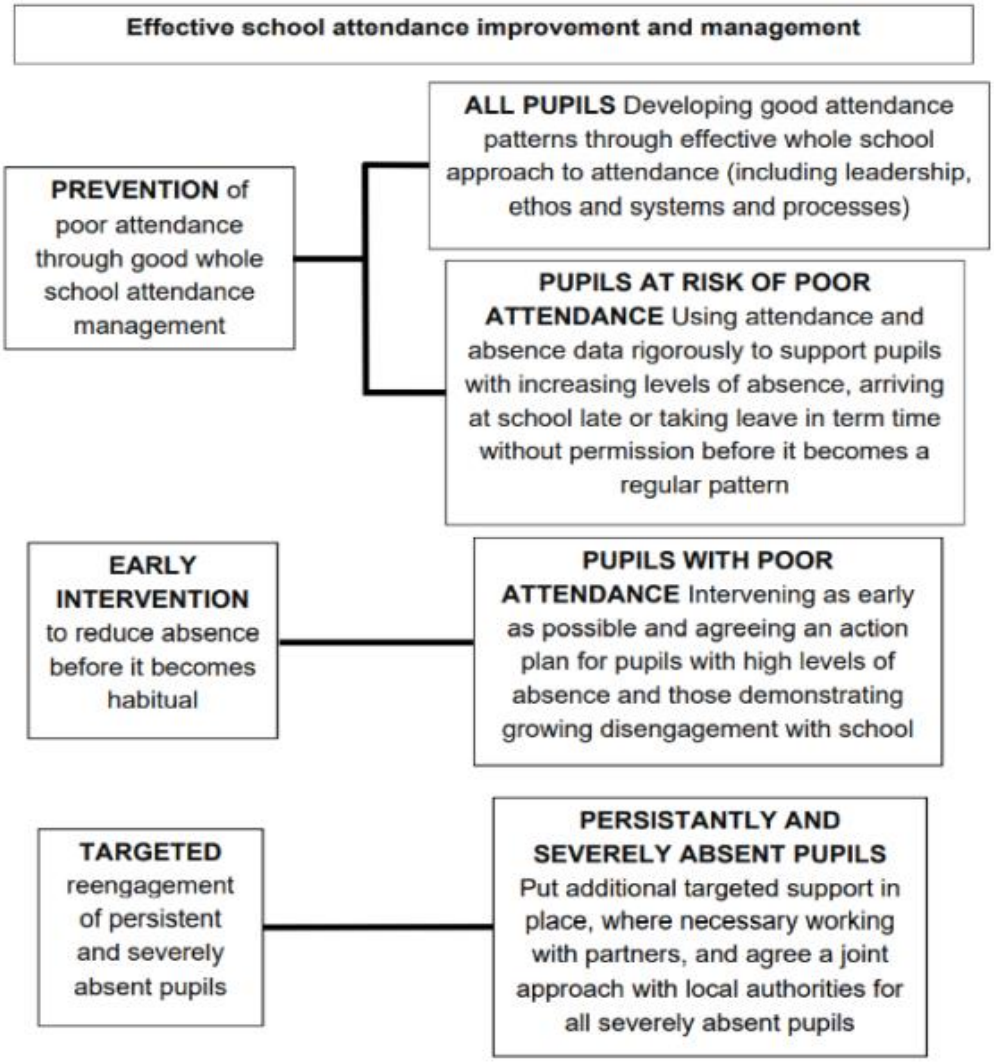
11.1.2 E-ACT academies are expected to have bespoke strategies to improve the attendance of pupils at risk of 'Persistent' or 'Severe' absence:

a) 'Persistence Absence' is where absence escalates, and pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year). When a pupils attendance falls to 90%, they are deemed to be persistent absentee.

b) 'Severe Absence' is when pupil is absent from school more than they are present (those missing 50% or more of school). These pupils are likely to be finding it difficult to be in school or face significant barriers to their regular attendance and therefore are likely to need more intensive support across a range of partners.

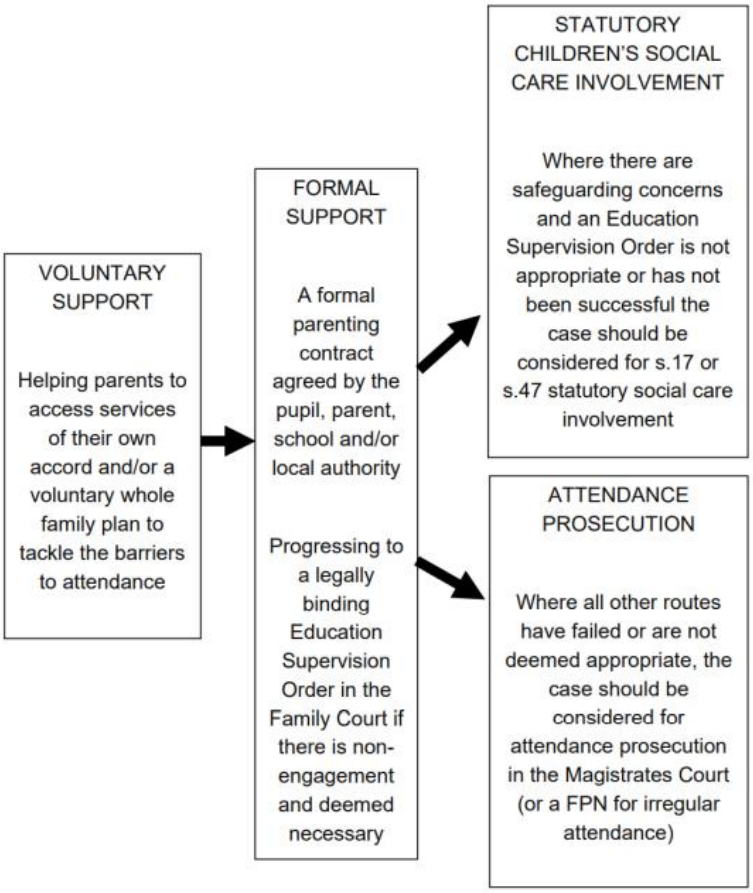
c) These categories of absence will be particularly monitored and analysed at an academy and trust level. All E-ACT academies are expected to provide information to local partners about these cohorts so that pupils who need targeted attendance support receive it as quickly as possible.

The DfE use a helpful diagram to describe the stages of an effective school improvement and management process:



12 Legal intervention

12.1 Where all voluntary support options are unsuccessful or are not appropriate (e.g., an unauthorised holiday in term time) the relevant Local Authority will take forward legal intervention to formalise support and/or enforce attendance as below:



12.1.2 Whilst it is the local authority's responsibility to take forward Parenting Contracts, Supervision Orders or Prosecutions, academies must work closely with the local authority's School Attendance Support Team to provide appropriate information. Academy leaders are also expected to be familiar with their local authority arrangements so that they can be clear with families, where appropriate, about the process so that this route is avoided wherever possible.

13 Responsibility statement

13.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

13.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:

13.2.1 eliminate discrimination and other conduct that is prohibited by the Act.

13.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

13.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

13.2.4 The Proprietor recognises that improving attendance is a school leadership issue and has appointed a designated senior leader to have overall responsibility for championing and improving attendance in school.

13.2.5 The Academy is responsible for implementing this policy in full.

13.2.6 The Academy is responsible for ensuring the implementation of the E-ACT Attendance Strategy Framework.

13.2.7 The Academy is responsible for ensuring full adherence to the E-ACT Safeguarding Attendance Process.

14 Proprietor responsibilities

14.1 The Proprietor will:

14.1.1 Promote the importance of school attendance in the Academy.

14.1.2 Appoint a senior member of staff of the Academy's leadership team as SLT Attendance Lead to have overall responsibility for championing and improving attendance in school.

14.1.3 Ensure that support for attendance, and improving attendance, is appropriately resourced, including, where applicable, through the effective use of pupil premium funding.

14.1.4 Ensure that the Academy's leadership team:

(a) Fulfil their statutory duties in respect of school attendance including support and challenge around the trends or areas identified as needing to improve.

(b) Receive regular adequate training to discharge their duties in respect of school attendance.

14.1.5 Regularly review the data and reports provided by the Academy to identify patterns in attendance and common issues and barriers to pupils attending school using appropriate comparators including data from local authority area, region and nationally.

14.1.6 Identify patterns in attendance and common issues and barriers to pupils attending school to ensure that effective practice can be shared across academies within the Trust.

14.1.7 Work with Academy leaders to identify areas of focus for improvement.

14.1.8 Devise specific strategies to address areas of poor attendance identified through data; and

14.1.9 Monitor the impact of school-wide attendance efforts, including any specific strategies implemented.

15 Staff responsibilities

15.1 **The SLT Attendance Lead**: The Proprietor has appointed a senior member of staff of the Academy's leadership team to have overall responsibility for championing and improving attendance in school. Details of the individual appointed are at the front of this policy and are widely publicised within the Academy.

15.1.1 The SLT Attendance Lead's responsibilities are:

(a) To lead on and embed a whole school culture that promotes the benefits of high attendance.

(b) to formulate a clear vision for attendance and drive improvement.

(c) to evaluate and monitor expectations and processes.

(d) to have oversight of and regularly analyse attendance data to identify trends/patterns and ensure rapid and robust intervention is in place to secure good attendance.

(e) to communicate clear messages on the importance of attendance to staff, pupils, and parents/carers.

(f) to ensure whole school attendance is a standing agenda item in weekly SLT meetings.

(g) to complete Appendix 1 of the E-ACT Attendance Strategy Framework and discuss regularly within the Academy SLT meetings.

15.2 **Staff with specific responsibilities for attendance**: The staff identified in Appendix 1 of this policy have day to day responsibility for monitoring and promoting good attendance and punctuality.

15.2.1 They should:

(a) follow the academy's attendance policy and re-enforce expectations through interaction and communication with pupil and families.

(b) have a formal routine for registers being taken accurately each morning and afternoon.

(c) ensure all registers are completed accurately and on time every lesson, every day.

(d) seek explanations of absences required from pupils, parent/carers.

(e) make enquiries about unexplained absences, including those within the school day, and follow up with pupils and parent/carers to ensure that an explanation has been formally given to the Academy.

(f) look out for trends or patterns in a pupil's attendance and inform the SLT Attendance Lead of any specific concerns.

(g) inform the SLT Attendance Lead of any known future absences for pupils.

(h) deal with lateness to lessons consistently and promptly through robust tracking of registers and inform SLT Attendance lead of any specific concerns.

(i) discuss non-attendance and / or lateness with pupils and parents (where possible) and emphasise the importance of punctuality.

(j) apply the Academy 'escalated stage process' (see Appendix 1) robustly.

15.3 **All staff**

15.4 The Academy ensures that all teaching and non-teaching staff know the importance of good attendance and are consistent in their communication with pupils and parents about it.

15.5 The Academy provides appropriate training and professional development for staff consistent with their roles and responsibilities.

16 Academy arrangements

16.1 The Academy will accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence. Contact details of relevant staff can be found at the front of the policy and other details about the Academy's arrangements can be found in appendices 1-3.

17 Monitoring attendance

17.1 The Academy will undertake regular data analysis to identify and provide additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the Academy and develop strategies to address them. In order to achieve this, it will:

17.1.1 monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families.

17.1.2 use this analysis to provide regular attendance reports to class teachers to facilitate discussions with pupils and leaders (including the special educational needs coordinator and designated safeguarding lead).

17.1.3 conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends.

17.1.4 effectively communicate attendance concerns with pupils, parents and carers and work with them to remove any barriers.

17.1.5 benchmark attendance data at whole school, year group and cohort level to identify areas of focus for improvement.

17.1.6 devise specific strategies to address areas of poor attendance identified through data taking into account any reasonable adjustments that may be required to support students with special educational needs or mental health or well-being concerns.

17.1.7 monitor the impact of school-wide attendance efforts, including any specific strategies implemented; and

17.1.8 provide data and reports to the Proprietor to support its work.

18 Pupil responsibilities

18.1 School attendance is important to pupil attainment, wellbeing, and development. The Academy therefore has high expectations of pupils as to their attendance and has systems in place to reward good attendance and manage poor attendance.

18.2 Pupils should be aware that:

18.2.1 they are expected to attend school, on time each school day.

18.2.2 they are expected to attend all timetabled lessons on time.

18.2.3 they should not leave a lesson or the Academy site without permission.

18.2.4 they should engage with the Academy's arrangements for recording and managing attendance as set out in this policy.

18.2.5 any unexplained absence will be followed up.

18.2.6 persistent or severe lateness or non-attendance will result in action being taken by the Academy. This may take the form of:

(a) offers of support to seek to identify and address any barriers to attendance.

(b) communication with parents/carers.

(c) reporting to other agencies such as children's social care.

(d) Escalation of cases to the local authority which may lead to formal support or attendance prosecution.

18.2.7 If pupils are having difficulties that might discourage or prevent them from attending school or specific lessons regularly, they should speak to the Academy via their class teacher/tutor, or pastoral/safeguarding team. Pupils are entitled to expect this information to be managed sensitively.

19 Additional needs

19.1 The Academy recognises some pupils may find it harder than others to attend school and will work with those pupils and parents/carers to try to remove barriers to attendance by building strong and trusting relationships and work together to put the right support in place.

19.2 The Academy will make reasonable adjustments where a pupil has a disability that affects their ability to attend school regularly. These may include considering support or reasonable adjustments for transport, routines, access to support in school and lunchtime arrangements, and / or time limited phased returns.

19.3 It will also work with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities and medical conditions as appropriate e.g., ensuring the provision outlined in a pupil’s education, health and care plan is accessed.

19.4 Where barriers are outside of the Academy's control, the Academy will work with parents, pupils, and external agencies / partners to identify alternative sources of support or consider, where appropriate, making a referral for early help.

20 Parent/carer responsibilities

20.1 The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have**. It is the legal responsibility of every parent/carer to make sure their child receives that education**.

20.2 Where frequent sporadic illness occurs without sufficient justification in relation to health, the Academy will challenge the veracity of the illness and request that medical evidence be provided by the parent to authorise the absence (I code).

20.3 The Academy expects parents/carers to:

20.3.1 ensure their child attends school every day on time and remains in school for the duration of the school day.

20.3.2 notify the Academy of any absence or delay as soon as reasonably possible in accordance with this policy and when doing so, give an accurate explanation for this.

20.3.3 understand that any appointments where possible need to be made for out of school hours to avoid their child missing any learning. Orthodontic appointments, specialist medical appointments and hospital appointments we recognise cannot always be moved to out of school hours.

20.3.4 notify the Academy of any planned absence in advance and understand that this would be for exceptional circumstances only. This is in line with the Department for Education guidance which states that holidays and other leave of absence should not be taken during term time unless there are exceptional circumstances. Exceptional circumstances are a matter of discretion of the principal. All cases would be judged on a case-by-case basis.

20.3.5 work with the Academy to explore barriers to attendance and to improve it where attendance has been raised as an issue.

20.4 Parents will be reminded of this policy at the start of each new school year and when any changes are made.

21 Training

21.1 **Staff**: The Academy ensures that regular guidance and training on attendance is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. As a minimum this will include all staff understanding:

21.1.1 the law and requirements of schools including on the keeping of registers.

21.1.2 the importance of good attendance and that absence is always a symptom of wider circumstances; and

21.1.3 the Academy's strategies and procedures for tracking, following up and improving attendance.

21.2 Dedicated attendance training is provided to any member of staff with a specified attendance function in their role, including administrative, pastoral, or family support staff and senior leaders. This should include:

21.2.1 the law and requirements of schools including on the keeping of registers.

21.2.2 the process for working with other partners to provide more intensive support to pupils who need it.

21.2.3 the necessary skills to interpret and analyse attendance data; and

21.2.4 any additional training that would be beneficial to support pupils and pupil cohorts to overcome commonly seen barriers to attendance.

21.3 The Academy will help parents/carers to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development and provide clarity on the short- and long-term consequences of poor attendance.

21.4 The Academy maintains written records of all staff training.

22 Information and sharing

22.1 Personal information on attendance will only be shared in line with legal obligations and having regard to Government guidance on attendance, safeguarding and children missing education.

23 Record keeping and confidentiality.

23.1 All records created in accordance with this policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.

23.2 The information created in connection with this policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published privacy notices on its website which explains how the Academy will use personal data.

Appendix 1 Academy arrangements

1. Academy Attendance Target

1.1.1 The attendance target at E-ACT Blackley Academy is 97%.

2. AM/PM Registration Timings

1.2.1 Morning registers will be completed between 8:45am and 9am. Due to lunchtimes being staggered, afternoon registers will be completed 15 minutes following the end of lunch time. For example, if a year group comes in from lunch at 1:15pm the afternoon register needs to be completed by 1:30pm.

3. Daily Absence Process (including CME)

1.3.1 All morning registers to be completed by 9am
1.3.2 Absence line messages uploaded to SIMS
1.3.3 Class register checks (walk round)
1.3.4 Absence texts and calls made by 10:30am (vulnerable students priority calls)
1.3.5 List of children who are unaccounted for emailed to teachers
1.3.6 Teachers to send message via Dojo
1.3.7 Home visits to be completed by 11:30am and need to be recorded on CPOMS
1.3.8 Response from parents/carers to be recorded in the comments section of the register
1.3.9 If a response from the parent is not received, please gain information requested above at next available drop off / pick up and record in the comments section of the register.
1.3.10 If a child is leaving school early parents must be asked to provide medical evidence to show where the child is going to
1.3.11 CME children to receive a home visit at least once a week until removed from register.

4. Escalated Stage and Punctuality Process

An escalated attendance stage process will be in place that includes interventions (of increasing magnitude) applied when triggers are met.

Universal stage	**Stage 1** Less than national average	**Stage 2** Less than 92% attendance (risk of persistent absence)	**Stage 3** Less than 90% (Persistent absence)
Continue to monitor attendance through attendance checks Class teacher attendance checks Attendance team communication with parents/ carers	Pastoral interventions Breakfast club Class teacher attendance checks Attendance team communication with parents/ carers Referrals to external agencies e.g. school nurse, CAMHS, Early Help, Social care referral where concerns link to safeguarding Dojo campaign for parents (target children with less than 90%)	Pastoral interventions Breakfast club Risk of persistent absence letter Class teacher attendance checks Attendance team communication with parents/ carers SLT communication with parents/ carers Staff attendance caseloads (SLT accountable for 10 targeted children each) Attendance surgeries (coffee mornings, parent meetings) Attendance support plan Modified curriculum plan Penalty notice Target support meetings Team around the child meetings Referrals to external agencies e.g. school nurse, CAMHS, Early Help, Social care referral where concerns link to safeguarding	Pastoral interventions Attendance calculator (e.g. if you attend for 10 days without absence then you will no longer be PA) Class teacher attendance checks Attendance team communication with parents/ carers SLT communication with parents/ carers Staff attendance caseloads (SLT accountable for 10 targeted children each) Attendance surgeries (coffee mornings, parent meetings) Attendance support plan Modified curriculum plan Education welfare officer Penalty notice Target support meetings Team around the child Referrals to external agencies e.g. school nurse, CAMHS, Early Help, Social care referral where concerns link to safeguarding

		Dojo campaign for parents (target children with less than 90%)	Dojo campaign for parents (target children with less than 90%)

5. Attendance Rewards

Weekly Rewards	Termly rewards
• Raffle ticket entry to win one of two attendance prizes from the trolley in assembly (Lego, games etc.) • Class attendance reward – VR session, Ipad session or extra break time. • Raffle ticket entry to win the punctuality prize from the trolley in assembly (Lego, games etc.)	• 100% attendance certificates • Attendance disco • Improved attendance reward • Improved punctuality reward • 100% attendance badge
End of year reward	
• 100% attendance trip to Blackpool Beach. Day to include cricket games, football, picnic on the beach and sand castles.	

6. Absence Reporting Process

6.1 Parent/carers are asked to report the absence of students on each day of absence by contacting the absence line at school on 0161 740 2185 before 8.30am. The information required is name of student, class and reason for absence.

7. Absence Request Process (including medical/holiday/religious observance)

7.1 Requests for absence during term time should be made in writing to the Attendance Lead. Forms can be obtained through the school office.

8. Attendance Tracking

8.1 Weekly attendance meeting between Headteacher and Attendance Lead where all students below 96% are allocated to a member of staff, who will contact parent/carer (depending on % and trajectory of attendance) or set meeting with parents/carers, Headteacher and Attendance Lead.

Additional attendance meeting held with SLT to discuss barriers to students with poor attendance and possible solutions.

9. Issuing Penalty Notices

9.1 All students who accrue 10 or more unauthorised sessions of absence, qualify for an attendance fine to be requested from the Local Authority. In order for a fine to be issued, the students attendance marks and evidence of communication from school to parent/carer, about a student's attendance and the offer of help (including Early Help) must be submitted to the Local Authority. The Local Authority will then decide if a fine will be issued.

% Attendance	Impact on learning	Interventions
99%-100%	Children are accessing all learning opportunities	Inclusion in termly attendance incentives Attendance recognition certificates
97%-98.9%	Some learning opportunities are being missed	**Tutors** to notify students when attendance falls below 98% and discuss reasons for unauthorised absence. **Text message** to be sent to parents with 2% unauthorised absence as per half termly triggers (see table below) **Tutors** to complete an early help assessment of needs to identify causes of unauthorised absence for students for students with 4% unauthorised absence.
94-96.9%	Risk of underachievement	**Letter 1** to be sent to parents of students with 5% unauthorised absence. **Deputy Heads of Year/Heads of Year/SLT** to develop an attendance support plan with student and parent and set targets for students with unauthorised absence of 5%.
91-93.9%	High risk of underachievement	**Letter 2** to be sent to parents of students with 8% unauthorised absence. **Education Welfare Officer** weekly discussion with Attendance Officers **Attendance officers** develop an attendance improvement plan with student and parent for students with unauthorised absence of 8% or more. **Targeted Support meeting** with the Local Authority Education Welfare Service. Referral to Education Welfare Service in targeted support meetings.
Under 90.9%	Severe risk of underachievement	**Letter 3 -PA Letter** to be sent to parents/carers of students with more than 10% unauthorised absence. Cases monitored by the **Attendance Officer or Education Welfare Officer.** Formal warning notices issued.

Unauthorised absence thresholds for 2023-24

	Days missed at 98%	Days missed at 95%	Days missed at 93%	Days missed at 90%
Half term 1	0.5 days	2 days	3 days	3 days
Half term 2	1.5 days	4 days	6 days	8 days
Half term 3	2 days	5 days	8 days	10 days
Half term 4	2.5 days	6 days	10 days	14 days
Half term 5	3 days	8 days	12 days	17 days
Halt term 6	4 days	10 days	15 days	21 days

Appendix 2 Attendance Early Help Assessment of Need

Attendance Early Help Assessment of Need

To be completed by tutors or tutors can have the conversation and log on CPOMs (Academy choice)
Attendance certificates to be provided for tutors or alternative MOS

Pupil Details	
Name	
Year/Tutor Group/ Tutor Name	
Reasons for Unauthorised Absence Identify absences (particularly unauthorised absence) on the attendance certificate. Discussion with student and/or parent to determine reasons for the absence.	
Barriers Identified Discussion with student/parent to identify any barriers they may have to prevent them attending.	
Interventions/Targets discussed. Attendance improvement target set	

Outline any interventions needed or put in place to prevent further absence.	

Appendix 3 Attendance Support Plan

Attendance Support Plan

To be completed by the Student Care Team

Pupil Details	
Name	
Year/Tutor Group	
Home language	
Parent's names	
Student Care Team Lead	

Attendance	
Attendance data overview	

Attendance Meeting 1	Date	
Attendees		
Pupil's view		
Parents' view		

Discussion	• • • • • • • • • • • • • •
Agreed Aims	

Commitments	Evaluation (*to be completed in review meeting)*
The pupil agrees to:	
The parent(s) / carer(s) agree to:	
The school agrees to:	

Signed

……(pupil)

……(parent/carer)

……(school)

Review Meeting	Date	
Attendees		

Next steps	

Appendix 4 Attendance Improvement Plan

Attendance Improvement Plan

To be completed by an Attendance Officer

Pupil Details	
Name	
Year/Tutor Group	
Home language	
Parent's names and contact details	
Attendance Officer	

Attendance	
Attendance data overview	

Attendance Meeting 1	Date	
Attendees		
Pupil's view		
Parents' view		
Discussion	•	

	• • • • • • • • •
Agreed Aims	

Commitments	Evaluation (*to be completed in review meeting)*
The pupil agrees to:	
The parent(s) /carer(s) agree to:	
The school agrees to:	

Signed

……(pupil)

……(parent/carer)

……(school)

Review Meeting	Date	
Attendees		
Next steps		

Appendix 5 Admission register

1 **Admission register**

1.1 In accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended), the Academy will:

1.1.1 maintain an admission register of pupils admitted to the Academy (also known as the school roll); and

1.1.2 inform the local authority of any pupil who is going to be added to or deleted from the Academy's admission register at non-standard transition points.

1.2 The admissions register contains specific personal details of every pupil in the Academy, including their date of admission, information regarding parents and carers and details of the school they last attended.

1.3 The Academy will not 'off-roll' pupils, that is, it will not remove a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal would be primarily in the interests of the school rather than in the best interests of the pupil.

1.4 Where the Academy notifies the local authority that the pupil's name is to be deleted from the admission register, the Academy must provide it with the following information:

1.4.1 the full name of the pupil.

1.4.2 the full name and address of any parent with whom the pupil lives.

1.4.3 at least one telephone number of any parent with whom the pupil lives.

1.4.4 the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable.

1.4.5 name of the pupil's other or future school and pupil's start date or expected start date there, if applicable.

1.4.6 the ground (prescribed in regulation 8) under which the pupil's name is to be deleted from the admission register.

Appendix 6 Attendance register

1 **Attendance register**

1.1 Attendance of compulsory school-aged pupils is recorded and monitored in accordance with the statutory requirements and the Academy has adopted the national codes system to enable it to monitor attendance and absence in a consistent way which complies with the regulations.

1.2 The attendance of non-compulsory school age will be recorded in the same way so that attendance can be monitored, unexplained absences are investigated, and the Academy can ensure their safety and welfare.

1.3 The Academy will also use these records to identify patterns of poor attendance (at individual and cohort level) and work with pupils and parents to resolve any issues before they become entrenched.

1.4 The Academy is required by law to take attendance registers twice daily - once at the start of the morning session and once during the afternoon session.

1.5 On each occasion it will be recorded whether every pupil is:

1.5.1 present.

1.5.2 absent.

1.5.3 attending an approved educational activity.

1.5.4 unable to attend school due to an exceptional circumstance.

2 **Recording absence**

2.1 Absence will be recorded as set out in 3 and 5 below using national absence codes correlating to:

2.1.1 authorised absence.

2.1.2 excluded (while still on the admission register).

2.1.3 holiday authorised by the Academy.

2.1.4 illness.

2.1.5 medical or dental appointments.

2.1.6 religious observance.

2.1.7 study leave.

2.1.8 Gypsy, Roma, and Traveller absence.

3 **Authorised absence from school.**

3.1 All applications for authorised absence from school should be made with reasonable notice and addressed to the Headteacher.

3.2 Only exceptional circumstances will warrant an authorised leave of absence. The Academy will consider each application for authorised absence individually taking into account the specific facts and circumstances and the relevant background context behind the request.

3.3 If a leave of absence is granted, it is for the Headteacher to determine the length of time the pupil is authorised to be away from school.

3.4 Absence will usually be authorised for religious observance if the day concerned is exclusively set apart for religious observance by the religious body to which parents and pupils belong. Parents are expected to make a request for this type of leave of absence in advance.

4 Remote education

4.1 The Academy is required to record all absence from in-person lessons.

4.2 The Academy may, in limited circumstances, provide remote education to enable pupils, who are well enough to learn but unable to attend the Academy site, to keep pace with their education.

4.3 There is no specific code for remote education. Separate records will be maintained to monitor a pupil's engagement with this activity and plans for their reintegration to class.

5 Unauthorised absence

5.1 The "unauthorised absence" code will be used when prior permission for absence has not been given and where the Academy is not satisfied with the explanation given for absence or delayed attendance meaning that the code for "unable to attend due to an exceptional circumstance" is not appropriate. Examples include:

5.1.1 holiday has not been authorised by the Academy or is in excess of the period determined by the Headteacher.

5.1.2 the reason for absence has not been provided.

5.1.3 a pupil is absent from school without authorisation.

5.1.4 a pupil has arrived in school after registration has closed and without reasonable explanation.

5.1.5 frequent sporadic illness without sufficient justification in relation to health.