

January 2024


# PADGATE ACADEMY

**Insall Road, Warrington WA2 0LN**

**Telephone:** 01925 822 632

[info@padgateacademy.co.uk](mailto:info@padgateacademy.co.uk)

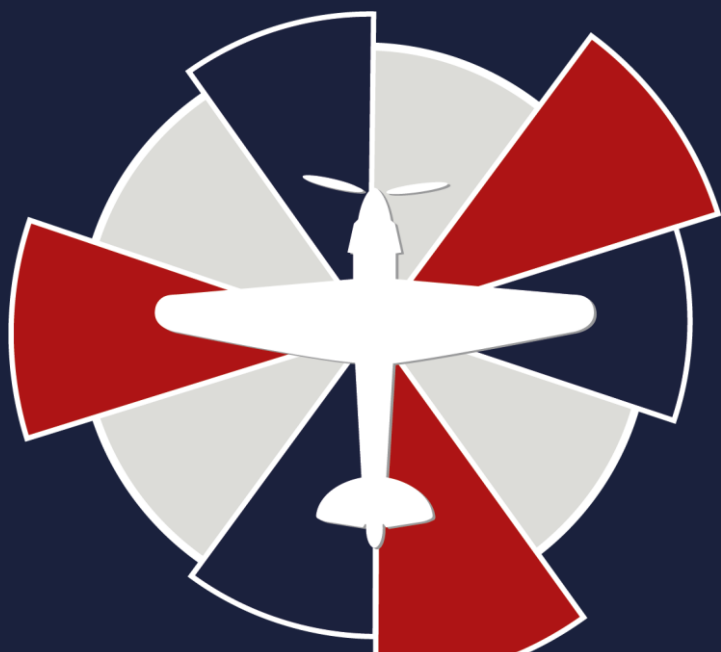
[www.padgateacademy.co.uk](http://www.padgateacademy.co.uk)

 [padgateacademy](#)

**Principal:** Mr A McMillan Bsc (Hons)

## ATTENDANCE AND LATENESS POLICY

|                                      |               |
|--------------------------------------|---------------|
| DATE APPROVED BY THE GOVERNING BODY  | December 2023 |
| SIGNATURE OF CHAIR OF GOVERNING BODY | Carole Owen   |
| SIGNATURE OF ACADEMY PRINCIPAL       | Adam McMillan |
| NEXT REVIEW DATE                     | December 2024 |





## TABLE OF CONTENTS

|  |           |
|--|-----------|
| 1. Introduction.....   | 3         |
| 2. Legal Responsibility of the Parent.....   | 3         |
| 3. Authorised/Unauthorised Absence .....   | 4         |
| 4. Persistent Absence.....   | 4         |
| 5. Registration (including Punctuality) .....  | 5         |
| 6. Absence Follow Up Procedures .....  | 5         |
| 7. Rights, Responsibilities, and Duties.....   | 6         |
| 8. Procedures for Following Up Absence/Lateness.....   | 6         |
| 9. Procedures for completing the register.....   | 7         |
| 10. Permission to leave school before the end of the session.....  | 7         |
| 11. Internal Truancy.....  | 7         |
| 12. Reintegration of students with long term or persistent absence.....  | 8         |
| Appendix A – Roles and Responsibilities of Key Staff.....  | 9         |
| <b>Appendix B .....</b>  | <b>14</b> |
| Appendix c   |           |
| Appendix D – Attendance Codes – What do they mean? .....   | 15        |
| Appendix E – Attendance Legislation and Key Documents .....  | 16        |
| Appendix F – ‘Personalised Plan for Success’ Explained.....  | 17        |
| Appendix G – Use of Attendance Data for Tracking and Monitoring.....   | 18        |
| Appendix H – Procedures for Following up School Absence/DfE guidance - Legal Action to Enforce School Attendance ..... | 20        |



The Padgate Academy Attendance and Lateness Policy has been created in accordance with the School Attendance Guidance for maintained schools, academies, independent schools and local authorities (August 2020) and considers all additional and relevant legislation and guidance documents (see Appendix E).

## 1. Introduction

As an Academy we have high expectations for our students. We want students to be able to take advantage of all the opportunities available to them. If students are not in school, they are unable to learn therefore encourage outstanding levels of attendance and punctuality for every student in the Academy.

At Padgate Academy we are committed to fostering an environment where our values of PRIDE - Pride, Resilience, Integrity, and Endeavour - are not only upheld but also integrated into every aspect of school life, including attendance and punctuality.

**Pride in Attendance:** We believe that attending school regularly and punctually is an essential part of demonstrating pride in oneself, one's education, and the school community. Students are expected to take ownership of their attendance, understanding its impact on their academic progress and personal development.

**Resilience in Overcoming Challenges:** We recognise that various challenges may affect a student's ability to attend school regularly. We encourage students and families to communicate with the school regarding any challenges they face, ensuring that necessary support and resources are provided to promote consistent attendance.

**Integrity in Time Management:** Punctuality reflects a student's integrity in managing their time responsibly. Arriving to school on time demonstrates a commitment to learning and respect for classmates, teachers, and the learning environment.

**Endeavour for Success:** Regular attendance and punctuality are fundamental to achieving academic success and developing habits that contribute to future accomplishments. We encourage students to endeavour towards consistent attendance to maximise their learning potential.

Research by the DfE has revealed that regular and punctual attendance is an essential prerequisite to effective learning, thus maximising the academic progress an individual makes in school. When children are not in school, they are deprived of the educational opportunities which our Academy has to offer and they are at much greater risk of subsequently becoming socially excluded and disadvantaged due to the impact their absences may have on their overall welfare. Also, if they are not in school then there is a higher risk of safeguarding concerns arising, such as increasing the risk of becoming either the perpetrators or the victims of crime.

Levels of attendance are a key indicator of a school's overall performance so as a school we have set an aspirational target of 95% attendance amongst our students. Schools are also required not just to improve levels of overall attendance but to reduce the numbers of persistent absentees (a persistent absentee being defined as a child whose attendance rate is below 90%) and we work hard to explore personalised pathways to support all our students who struggle to attend school regularly for a variety of reasons.



We have a number of rewards and interventions in place to support and recognise attendance. The tiered system of intervention allows us to track and monitor data throughout the year. The data provided allows us to support students and families to overcome any barriers or challenges that they are facing in terms of attending school regularly. Padgate Academy also has a legal obligation to address the issue of absenteeism, especially persistent absenteeism when it occurs. The policy details the steps that are taken within the academy as our response.

## **2. Legal Responsibility of the Parent**

The parent of a child of compulsory school age is required by law to ensure that the child regularly attends the school at which they are registered. Should a parent fail to ensure that their child attends that school regularly then the parent is guilty of an offence. Parents who are convicted of this offence may be sentenced to up to three months in prison



Alternatively, parents may be subject to a fixed penalty notice. At Padgate Academy we are committed to working with parents and families to help them meet their obligation of ensuring their child regularly attends school.

In line with our whole school values, we want to trust our students to make the right choices about their attendance and punctuality; where they fail to do so there could be consequences which impact on them and their families. The responsibility for avoiding such consequences lies with the student, and we encourage all parents to support the school with any intervention that may be assigned to increase their child's attendance to school, as per the home school agreement that is officially accepted by all members of the school community when the school place is initially accepted – a copy of which can be found in the welcome pack and parental handbook (available on the academy website) (see Appendix C).

Note: The term parent is a collective term taken to mean any person with parental responsibility for a child.

### **3. Authorised/Unauthorised Absence**

The High Court has ruled that it is the school which decides whether an absence is to be authorised or unauthorised. Authorised absence is where the school has either given approval in advance for the child to be away or where an explanation offered afterwards has been accepted as satisfactory justification for absence.

Parents are reminded that communication containing a written explanation does not in itself authorise an absence; only the school's acceptance of the explanation offered authorises the absence. In the event that the school has reason to doubt that the explanation offered about a particular absence is genuine, the absence will be treated as unauthorised. The government is very clear that family holidays should not be taken during school term time, so the school is not required to authorise any such requests. However, mitigating or extenuating personal circumstances can be taken into consideration so we encourage parents to approach the school in writing if they wish to discuss this any further.

### **4. Persistent Absence**

Persistent absence refers to a student's continuous pattern of absence from school, typically defined as missing 10% or more of scheduled sessions. At the Academy, we understand the impact that persistent absence can have on a student's academic progress and overall well-being. Therefore, it is imperative to address and support students facing such challenges.

The school's attendance monitoring system will regularly track and identify students with a persistent absence record. Parents/Guardians will be promptly notified if their child's attendance falls within the persistent absence category.

Upon identification of persistent absence, our school will initiate a series of interventions to support the student and their family. These may include:

**Supportive Discussions:** The Attendance Officer, along with appropriate school staff, will hold discussions with the student and their parents/guardians to understand the reasons behind the absences and offer support.

**Action Plan:** A tailored action plan will be developed collaboratively, outlining steps to improve



attendance. This plan may involve setting attendance targets, identifying barriers, and providing necessary support services or referrals to external agencies.

**Monitoring and Review:** Regular monitoring of the student's attendance will occur, with scheduled reviews of the action plan's effectiveness. Adjustments will be made as needed to ensure ongoing support.

**Involvement of External Agencies:** If underlying issues contributing to persistent absence require specialised support, the school may involve external agencies or support services to provide additional assistance.

**Consequences:** Consistent efforts will be made to support students and families facing challenges with attendance. However, persistent absence without valid reasons or improvement despite interventions may lead to escalating consequences, which may include but are not limited to:

Parental meetings and agreements to address the issue.

Referral to the local authority's education welfare service.

Legal measures as outlined in education regulations.

The school aims to work collaboratively with families to address persistent absence, promoting a positive and supportive environment conducive to academic success.



Sessions of absence are used to determine the Stages of Intervention required for each student according to the time of year, and appropriate follow up is put in place to make the required improvements upon review of data (see Appendix A).

## 5. Registration (including Punctuality)

Registers are taken punctually each day at 08.30am (9:20am on a Friday) during the timetabled registration period (see Appendix B). The Form Tutor, or member of staff taking the register, should insist on silence and will call the student by name for which they should respond accordingly and respectfully. The student has to be additionally seen by the member of staff before they officially mark them present in school for the start of that day.

Any students who arrive in school between 08.30am and 10.30am will be recorded as present (but late) using the register code 'L'. Students who arrive after the close of the register (10:30 am and later) will be recorded as absent for the morning session, using the register code 'U'. Students arriving in school after the 10.30am register closure should sign in at reception, providing an explanation for their lateness, and a notification will be sent home to inform parents should a suitable reason not be given – see Appendix D for Attendance Codes.

In addition, all teaching staff will take a register at the start of each lesson to maintain accurate records of attendance throughout the school day, including punctuality to lessons. Students are encouraged to be on time to their lessons to avoid any sanctions for delaying the start of the lesson or interrupting the learning of others.

Student attendance and punctuality to school/lesson data is used for tracking and monitoring purposes and will be shared with parents at appropriate times (see Appendix G). All student data is available to parents upon request.

## 6. Absence Follow Up Procedures

We follow a strict absence follow up procedure to ensure all students are accounted for and that we know our students are safe, in accordance with whole school Safeguarding procedures. We are judged by Ofsted to ensure our follow up procedures ensure a swift resolution for appropriate coding of absence and ensuring all students are checked to be safe each day. All absences that are not reported to school will be coded as 'N' and will be followed up by the Attendance Officer immediately. Students identified internally as 'Red Flag' are considered vulnerable due to additional circumstances that may affect their safety, so will be followed up as a priority.

Failure to provide an appropriate reason for absence will lead to the code to be changed to code 'O' for an unauthorised absence and could involve a home visit according to the identified level of need.



## 7. Rights, Responsibilities, and Duties

We have high expectations of all our stakeholders within the Padgate community to promote positive attitudes towards attendance according to their role or responsibility (see Appendix A & F).

For example:

Staff will Investigate all unexplained and unjustified absenteeism; Praise and recognise the efforts of students in achieving outstanding attendance or making positive progress/improvement with their attendance; Work closely with parents and external agencies should attendance or punctuality give cause for concern; Set a good example in matters of attendance and punctuality; work closely with Warrington Local Authority for any students or families in need of additional external support.

Students will ensure that they attend school regularly and on time (including each lesson); Not leave the school without permission; Have individual records of attendance/punctuality acknowledged by the school.

Parents will contact the school to inform us of any pre-planned absences or reasons for non-attendance before the start of the school day where possible; Inform the school if they have any concerns about their child's attendance and punctuality; Engage with the schools' attempts to work productively and creatively with families/carers to try and overcome problems which prevent their child from attending school and arriving punctually.

The school aims to keep parents fully informed of their child's attendance/punctuality record. Letters will be sent home periodically to inform parents if their child's attendance has fallen below national average or the expectations of the school. Details of additional attendance support will be available on the school website. It is envisaged this will help families/carers to make the right decisions concerning whether to send their child into school on any given occasion.

The Governing Body will be regularly updated by the Senior Leadership Team (SLT) member with responsibility for the Attendance and Lateness policy; Challenge the SLT to account when presenting data and policies/practices to meet the needs of all students and uphold the highest of expectations; Assist with Attendance Panel Interventions, as and when required.

## 8. Procedures for Following Up Absence/Lateness

Should a student be absent at morning registration, unless a message explaining the absence has been received, the Attendance Officer's primary response is to send an SMS message to parent/carers asking why the child is absent. The attendance Officer and/or pastoral team will also attempt to make contact with the student's home.





All notes from parents regarding a student's absence will be recorded on Arbor by the Attendance Officer.

Should a student return to school after an absence without a written explanation from his/her parent and one is not forthcoming, and school has been unable to contact parents by phone in subsequent days, then the Attendance Officer will write to the parents.

Persistent poor punctuality is regarded as a behaviour issue and will be followed up in line with the school behaviour policy.

When a student is persistently late or absent without good reason and the school's efforts to effect improvement have been unsuccessful, it may be necessary to refer the matter to the Local Authority. The school reserves the right to apply all legal instruments at its disposal to ensure the highest levels of punctuality and attendance amongst its students.

## **9. Procedures for completing the register**

Taking a register is a legal duty imposed on all schools. The attendance register is a legal document and must be recorded accurately twice a day. The attendance register is a critical document in the event of a fire, a safeguarding concern and is a critical document in the event of the school pursuing a prosecution for lateness or absence. Failure to keep an accurate register could result in prosecution for negligence and result in the school being found wanting in its statutory duties.

## **10. Permission to leave school before the end of the session**

If a student needs to leave school for a legitimate appointment (GP/dental/interview etc.) they should request this via the Attendance Officer. If authorised, the student may go to reception and sign out. Students should aim to make appointments outside of the school day where possible. If not, then all students who leave for an appointment are expected to return to school at the earliest opportunity to maximise their time in school.

## **11. Internal Truancy**

Students who fail to arrive at lessons punctually or who are present in school but do not attend a lesson are engaging in "Internal Truancy". The Behaviour Policy will be followed and escalating sanctions could follow as persistent internal truancy is regarded as a serious behaviour issue and safeguarding concern.



## **12. Reintegration of students with long term or persistent absence**

The school is committed to creatively and flexibly supporting students who have been absent for long periods of time. Our commitment to supporting the Inclusion and Welfare of each student means that when a student returns to school after prolonged absence they will be entitled to a Return to School Meeting to explore ways of supporting their transition back to school and catching up with missed work. This is likely to involve a Personalised Plan for Success (see Appendix F).

Reference link to published DfE research material regarding impact of poor attendance on academic progress across Key Stages 2 to Key Stage 4 (2016):

<https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014>)



## Appendix A – Roles and Responsibilities of Key Staff

| Stage   | Attendance Officer   | Form tutor  | Class teacher   | Heads of Department   | Pastoral Leader   | Assistant Principal  |
|---|--|---|---|---|---|--|
| <ul style="list-style-type: none"> <li>&gt;95%</li> </ul> | <p>First day absence procedure (see appendix I)</p> <p>Update team on daily/weekly/YTD attendance</p> <p>Update Keep kids safe team of any safeguarding concerns</p> <p>Phone calls and text messages sent and complete</p> <p>Co-ordination of the minibus pick up. Wave 1 – Red students. Second wave – strategic response to attendance patterns, data and parental contact</p> | <p>Basic expectations of attendance</p> <p>Update attendance diamond weekly with form</p> <p>Six for Six attendance monitoring – six students to monitor for six weeks.</p> <p>Use praise for outstanding or improved attendance</p> <p>Notice student's absence and 'return to school conversation'</p> <p>Calls made to parents to discuss concerns</p> <p>Registers to be taken in a timely way and accurately</p> | <p>Positive and welcoming to the lesson</p> <p>Ensure work is available to students who have been absent</p> <p>Follow up conversations regarding progress and work</p> <p>Calls made to parents to discuss concerns</p> <p>Discussion with Head of Department if concerns surrounding attendance</p> | <p>Ensure all staff in departments are aware of expectations</p> <p>Ensure teachers are equipped with appropriate resources and strategies to implement subject specific intervention – if needed</p> <p>Follow up calls made to support previous calls made by teacher. This is to further raise concerns with regards to attendance</p> <p>Follow up conversations with staff is work not set Via teams</p> | <p>Liaise with form tutors on a weekly basis</p> <p>Update team on weekly attendance</p> <p>Follow up on issues raised</p> <p>Weekly audit check on attendance diamond and displays</p> <p>Support tutors with attendance incentives.</p> <p>Regular meeting with Attendance Officer to discuss key students.</p> | <p>Review weekly attendance data and track attendance trends</p> <p>Plan and implement effective methods of communication with staff, parents and students with regards to attendance.</p> <p>Ensure all codes are analysed and appropriate intervention is in place</p> <p>Review student attendance in a weekly basis in meeting with pastoral team and Attendance Officer</p> <p>Authorise appropriate warning letters</p> <p>Attend attendance meetings with parents, students and LA.</p> |



| Stage    | Attendance Officer   | Form tutor | Class teacher | Heads of Department | Pastoral Leader   | Assistant Principal |
|----------|--|------------|---------------|---------------------|---|---------------------|
| 90-94.9% | <p>As above plus:</p> <p>Discussion in fortnightly meeting with pastoral team</p> <p>Staged letters sent regarding attendance concerns (see below)</p> <p>Meeting with student – contract signed</p> <p>Warning letters issued for concerns with attendance</p> <p>Home visits completed</p> |            |               |                     | <p>As above plus:</p> <p>Discussion in fortnightly meeting with Attendance Officer</p> <p>Informal conversations with students – attendance contract signed</p> <p>Appropriate support put in place, where identified, and communicate this with parents.</p> <p>Depending on need – support with calls and home visits</p> |                     |



| Stage    | Attendance Officer   | Form tutor | Class teacher | Heads of Department | Pastoral Leader   | Assistant Principal |
|----------|--|------------|---------------|---------------------|---|---------------------|
| 80-89.9% | <p>As above plus:</p> <p>Meeting with parents – contract signed</p> <p>Explore the need for personalised support</p> <p>Offer and follow up of appropriate referrals e.g. school nurse</p> <p>Home visit to be completed for students who have been off for 3 consecutive days</p> |            |               |                     | <p>As above plus:</p> <p>Attend meeting with Attendance Officer, where appropriate, to discuss concerns with parents.</p> <p>Depending on need – support with calls and home visits</p> |                     |
| <80%     | <p>As above plus:</p> <p>Continuation of fast-track prosecution process</p>  |            |               |                     | As above  |                     |

**No response letter**

This is sent daily by Attendance Officer for any student who have unauthorised attendance due to lack of parental contact.

**Letter 1 – Letter of concern <95%**

Sent by Attendance Officer on 2-week cycle or ad-hoc where necessary. Any student who falls below 95% will receive a letter of concern.

**Letter 2 – Medical evidence <92%**

Letter sent to parent where continued concerns regarding attendance. This may be trend from this academic year or historic. Once received, any further absence will be unauthorised unless medical evidence is provided to the Attendance Officer.

**Letter 3 – Meeting <90%**

Parent invited in for a meeting if continued cause for concern regarding attendance and PA. Meeting to be held with Attendance Officer and Assistant Principal

**Letter 4 – referral to LA – Continued PA**

If attendance is still a concern following Stage 3 meeting, parents will receive the letter informing them they have been referred to the Local Authority Attendance Team. This will trigger a meeting and the start of a 9-week Fast Track Prosecution process.



## Appendix 2

### Timings of School Day 2022-23



#### Monday to Thursday

| 8.25-8.30           | 8.30-9.00  | 9.00-10.00 | 10.00-11.00 | 11.00-11.20 | 11.20-12.20 | 12.20-1.20 | 1.20-2.05         | 2.05-3.05 |
|---------------------|------------|------------|-------------|-------------|-------------|------------|-------------------|-----------|
| Arrival and Line-up | Tutor time | Period 1   | Period 2    | Break       | Period 3    | Period 4   | Lunch/enrichments | Period 5  |

#### Friday

| 8.30-9.15             | 9.15-9.20           | 9.20-10.00              | 10.00-11.00 | 11.00-11.20 | 11.20-1.20 | 12.20-1.20 | 1.20-2.05           | 2.05-3.05 |
|-----------------------|---------------------|-------------------------|-------------|-------------|------------|------------|---------------------|-----------|
| Professional learning | Arrival and Line-up | Period 1 (Tutor led PD) | Period 2    | Break       | Period 3   | Period 4   | Lunch / enrichments | Period 5  |



## Appendix C

### HOME - ACADEMY PARTNERSHIP AGREEMENT

#### The Student Agreement

1. I shall actively support the Academy ethos and core values.
2. I shall try my hardest to model these core values in everything I do in the Academy.
3. I shall abide by all the Academy Standards that underpin the Academy core values – this includes the Academy dress code, code of conduct, in the Academy classroom I will statement and in the Academy building I will statement.
4. I will help to maintain an atmosphere of trust and confidence so that everyone has a sense of personal worth and feels valued.
5. I will always be polite, use appropriate language and be respectful to Academy staff and students.
6. I will be mature and seek support from staff and other students to reconcile any differences I have with other members of the Academy community.
7. I shall work to the best of my ability in lesson time, meet work deadlines set by my teachers and complete all set homework.
8. I shall attend the Academy on time at 8.35am or earlier each day and attend all lessons on time.
9. I will make every effort to attend the Academy 100% of the time and always look to be above the 95% Academy attendance target.
10. I shall attend all of my timetabled lessons and make sure I arrive to each lesson on time.
11. I will be organised and well equipped everyday, coming to the Academy with a large bag, Student Planner and pencil case with a minimum of two pens, a pencil and a ruler.
12. I will follow the Academy dress code (as displayed on the Academy website) and wear it as it would be worn in the business sector.
13. I will actively keep the Academy free from litter and graffiti making it a pleasant place to study.
14. I will pay for any intentional damage I make to property of the Academy building.
15. I will comply with the Academy rules on IT and internet use (as displayed on the Academy website).

Signing the agreement commits you to all of the above statements. *If I choose not to abide by the Academy standards consequences will be set and will become more severe if this occurs more than once.*

Signed \_\_\_\_\_ Name \_\_\_\_\_ Date \_\_\_\_\_

#### The Parent / Carer Agreement

1. I will ensure my child attends the Academy and makes every effort that they attend above the 95% Academy attendance target. Under no circumstance will I take my child out of the Academy in term time to go on a family holiday.
2. I will ensure my child attends the Academy on time at 8.35 am or earlier each day.
3. I will ensure my child is in correct uniform each day (as displayed on the Academy website).
4. I will ensure my child is well equipped and organised for the Academy at the start of each day (as displayed on the Academy website).
5. I will support the Academy policies and guidelines on standards and behaviour, working with the Academy to progress my child's learning.
6. I will attend Parents' Evenings to discuss my child's progress and take an active interest in their education.
7. I will support all of the Academy standards that underpin the Academy core values and support the consequences used to improve these standards.
8. I shall support the Academy behaviour management policy and work closely with the Academy to ensure my child's expectations and standards are high, allowing them to progress their more quickly.
9. I will check my child's Planner regularly and sign it weekly ensuring all homework/independent study is completed within the time given.
10. I will keep the Academy informed of any issues/events which may affect my child's behaviour or performance, negatively or positively.
11. I will keep up to date with Academy news and developments through the website, VLE and occasional letters/newsletters.
12. I shall support the Academy ethos and core values.
13. I support the Academy protocol on IT and internet use (as displayed on the Academy website) and grant permission for my child to use the Academy network system.
14. I give permission for my child's image (still or video) to be used on the website, in the media and in the prospectus/other promotional Academy publications.

Signing the agreement commits you to all of the above statements.





## Appendix D – Attendance Codes – What do they mean?

The DfE offers a comprehensive set of register codes which all schools are required to use. These codes are applied accordingly, and the school is judged against the accuracy of its coding for present or absence marks. Attendance codes are analysed regularly throughout each week and inform strategies and intervention according to the trends observed throughout the school year.

These codes are as follows:

- / \ - Present am/pm
- B - Educated off site - Approved Educational Activity.
- C - Other authorised circumstances (including public performances licensed by the local authority, family bereavements, exceptional special occasions) - Authorised Absence.
- D - Dual registration (i.e. student attending other establishment) - Approved Educational Activity.
- E - Excluded (no alternative provision made) - Authorised Absence.
- F - Extended family holiday (agreed) - Authorised Absence.
- G - Family holiday (not agreed or days in excess of agreement) - Unauthorised Absence.
- H - Family holiday during term-time (provided this has been agreed by the school) - Authorised Absence.
- I - Illness (not medical/dental appointments) - Authorised Absence.
- J - Interview - Approved Educational Activity.
- L - Late (before registers close) - Present.
- M - Medical/Dental appointments - Authorised Absence.
- N - No reason yet provided for absence - Unauthorised Absence.
- O - Unauthorised Absence.
- P - Approved Sporting Activity - Approved Educational Activity.
- R - Religious Observance - Authorised Absence.
- S - Study Leave - Authorised Absence.
- T - Traveller child travelling - Authorised Absence.
- U - Late after registers close without an acceptable explanation - Unauthorised Absence
- V - Educational visit or trip - Approved Educational Activity.
- W - Work Experience - Approved Educational Activity.
- X - Non-compulsory school age absence - not counted in possible attendances.
- Y - Enforced closure – not counted in possible attendances.
- Z - Student not yet on roll - not counted in possible attendances.
- # - School closed – not counted in possible attendance.



**\*Please note** – Students who are coded with an 'X' **do not** have their overall attendance percentages affected by this absence as they are officially not expected to attend. This is particularly important and reassuring to know during the COVID-19 pandemic

## Appendix E – Attendance Legislation and Key Documents

- The Education Act 1996 - sections 434(1)(3)(4) & (6) and 458(4) & (5)
- The Education (Student Registration) (England) Regulations 2006
- The Education (Student Registration) (England) (Amendment) Regulations 2010 The Education (Student Registration) (England) (Amendment) Regulations 2011
- The Education (Student Registration) (England) (Amendment) Regulations 2013
- The Education (Student Registration) (England) (Amendment) Regulations 2016
- The Data Protection Act (2018)
- DfE Statutory guidance - School behaviour and attendance: parental responsibility measures Children Act 2004
- Keeping Student Registers. Guidance on Applying the Student Registration Regulations" (DCSF October 2007
- Absence and Attendance Codes. Guidance for Schools and Local Authorities" (DCSF August 2006
- Education (School Day and School Year) Regulations 1999
- Education Act 2002 (s32).
- Education (Penalty Notices) Regulations (England) 2007
- The Education (School Leaving Date) Order (Statutory Instrument 1970/1997
- Children who are forced into marriage guidance
- Children who are missing from education guidance
- Children who have long term illnesses and other medical conditions guidance
- Working Together to Safeguard Children
- Multi-agency working and targeted youth support.



The link to the document for School attendance Guidance for maintained schools, academies, independent schools and local authorities is as follows:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907535/School\\_attendance\\_guidance\\_for\\_2020\\_to\\_2021\\_academic\\_year.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf)

## **Appendix F – ‘Personalised Plan for Success’ Explained**

Key staff will meet with students identified as needing additional support to improve their attendance to school. This may be because they are facing certain barriers preventing them from attending regularly, or they are school refusers. Staff will meet the student to create an Attendance ‘Plan for Success’ based on a conversation that is aimed at supporting the welfare of the individual.

These plans enable the student to take ownership of their own target setting and empower them to identify key barriers affecting their attendance and strategies for how they may be overcome.

Set targets may then be reviewed with the student at a later date to inform the next stages of intervention.



## PERSONALISED PLAN FOR SUCCESS

Current attendance:

Attendance target:

What helps me come to school

What stops me coming to school?

Plan

| Areas of concern | Target | Student contribution | Parent contribution | School contribution |
|------------------|--------|----------------------|---------------------|---------------------|
|                  |        |                      |                     |                     |
|                  |        |                      |                     |                     |
|                  |        |                      |                     |                     |
|                  |        |                      |                     |                     |
|                  |        |                      |                     |                     |

## Appendix G – Use of Attendance Data for Tracking and Monitoring

Attendance Data is used for a range of internal tracking, monitoring and reporting procedures, including:

- Daily attendance update – codes and student information – sent to SLT
- Weekly attendance data analysis – Shared with form tutors and pastoral team for Academic Review



- Half-Termly attendance data reports
- Celebration assemblies
- Half termly attendance incentive – delivered on last day of each half term
- Termly Governors Report

This will allow the school to: support and underpin the target-setting process (for individual students, form/year groups, identified cohorts [Special Educational Needs category, EAL, Pupil Premium, year groups, SEN, whole school) in relation to overall attendance and unauthorised absence on a termly and yearly basis; identify individual children and particular groups of children who are or may be at risk of becoming persistent absentees; facilitate and encourage early intervention; identify particular types or patterns of absenteeism (for example, time lost to illness, regular absences on Mondays and/or Fridays, etc); match attendance trends with attainment trends; identify possible inconsistencies in the implementation of school policy; report attendance matters to parents.

All use of data complies with the Data Protection Act (2018) in line with GDPR rules and regulations, with no named individuals directly associated with data shared with anyone outside of the organisation, including the Governing Body.

Access to your child's attendance and punctuality data is available upon request, as per the Freedom of Information Act (2000).



## **Appendix H – Procedures for Following up School Absence/DfE guidance - Legal Action to Enforce School Attendance**

Any absence from school must be reported in by phoning the school by 08:40am each day of absence, detailing the reason for absence and any symptoms of illness if appropriate. Decisions can then be made for the appropriate code and whether the absence will be recorded as authorised or unauthorised.

Absence from school may be authorised if it is for the following reasons:

- sickness
- unavoidable medical/dental appointments
- days of religious observance
- exceptional family circumstances, such as a bereavement.
- study leave;
- exclusion;
- Traveller child travelling;
- a child caring for a sick or disabled family member (authorisation should, in such instances, be of limited duration);
- involvement in a public performance;
- 'special' occasions (the nature of such special occasions will be determined by schools on an individual basis);
- lateness (when the child arrives after the register has closed and offers a satisfactory explanation).

Unauthorised absence is where no explanation has been given for the child's absence or where the explanation offered is considered by the school to be unacceptable.

Absence from school will not be authorised for:

- shopping



- looking after brothers, sisters or unwell parents
- minding the house
- birthdays
- family holidays

Absence will be recorded as unauthorised if:

- no explanation is offered by the parent/carer;
- the explanation offered is unsatisfactory (e.g. shopping, minding the house, etc.);
- family holidays;
- lateness when the child arrives after the register has closed and fails to offer a satisfactory explanation;
- 'special' occasions (when the school does not agree that leave should be given).

As a guide, students are considered to be 'at risk' of becoming Persistently Absent if they have accumulated a specified number of absences at the following half-term markers throughout the year:

| Half Term               | School Sessions | School Days | Hours of Learning Missed (Approx.) |
|-------------------------|-----------------|-------------|------------------------------------|
| 1 (September - October) | 7               | 3.5         | 21                                 |
| 2 (November - December) | 14              | 7           | 42                                 |
| 3 (January - February)  | 20              | 10          | 60                                 |
| 4 (February - March)    | 26              | 13          | 78                                 |
| 5 (April - May)         | 32              | 16          | 96                                 |



|                |    |    |     |
|----------------|----|----|-----|
| 6 (May - July) | 38 | 19 | 114 |
|----------------|----|----|-----|

The school will use this as a guide to inform formal measures of communication to parents/carers by means of written communication where necessary, including warning letters and Fixed-Term Penalty notifications.

Students who do not have sufficient evidence to support reasons for school absence or have not responded to the stages of school intervention, leave themselves open to legal action.

Legal action to enforce school attendance Local councils and schools can use various legal powers if your child is missing school without a good reason. They can give you:

- ❖ a Parenting Order
- ❖ an Education Supervision Order
- ❖ a School Attendance Order
- ❖ a fine (sometimes known as a 'penalty notice')

Further details can be obtained by following this link: <https://www.gov.uk/school-attendance-absence/legal-action-to-enforce-school-attendance>