

# Attendance Policy



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**Responsible Colleagues**

Education Directorate



Westbourne is an inclusive academy. We support all students, regardless of starting point, to achieve their potential and develop



# 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 a 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.

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# Statement of Intent

We are committed to providing education of the highest quality to our Students. We recognise the clear link between attendance and the attainment of Students. 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. We aim to:

	<b>01</b>	Ensure every pupil is safeguarded and their right to education is protected.
	<b>02</b>	Promote a culture across our academies which identifies the importance of regular and punctual attendance.
	<b>03</b>	Make attendance and punctuality a priority for all those associated with our academies, including principals, parents, teachers, support staff and governors.
	<b>04</b>	Further develop positive and consistent communication between home and our academies.
	<b>05</b>	Set targets to improve individual pupil and whole academy attendance levels.
	<b>06</b>	Work with external agencies in order to address barriers to attendance and overcome them.

We support parents to perform their legal duty to ensure their children of compulsory school age attend regularly and in addition, to promote and support punctuality in attending lessons.

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 Students attend our academy and receive the education that they deserve and are, indeed entitled to, is central to our values.

The detail of how we put this policy into practice can be found in [Appendix 1 – Attendance Procedures](#).

## 1 | Legal Framework and Definitions

1.1 This policy meets the requirements of the [working together to improve school attendance](#) 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:

- [The Education Act \(1996\)](#)
- [The Education Act \(2002\)](#)
- [The Education and Inspections Act \(2006\)](#)
- [The Education \(Pupil Registration\) \(England\) Regulations \(2006\)](#)
- [The Education \(Pupil Registration\) \(England\) Regulations \(Amendment 2010\)](#)
- [The Education \(Pupil Registration\) \(England\) Regulations \(Amendment 2011\)](#)
- [The Education \(Pupil Registration\) \(England\) Regulations \(Amendment 2013\)](#)
- [The Education \(Pupil Registration\) \(England\) Regulations \(Amendment 2016\)](#)
- [The Education \(Penalty Notices\) \(England\) Regulations \(Amendment 2013\)](#)

This policy also refers to the DfE’s guidance on the [school census](#), which explains the persistent absence threshold.

## 2 | Scope of Policy

2.1 This policy applies to all academy leaders, academy staff (see [2.2](#) and [2.3](#)) and academy Students.

2.2 For the purposes of this policy, references to ‘teachers’ include all paid staff responsible for the supervision of Students.

2.3 For the purposes of this policy, references to ‘Students’ include all learners in our academies.

2.4 For the purposes of this policy and the procedures in [Appendix 1](#), we refer to Section 576 of the Education Act which defines the ‘parent’ of a pupil or young person as including:

- Both of their natural parents, whether they are married or not
- Any person who, although they are not the natural parent, has parental responsibility for the pupil or young person, as defined in the *Children Act* (1989)
- Any person who, although not the natural parent, has the care of the pupil or young person i.e. a person with whom the pupil lives, irrespective of their relationship to the pupil.

## 3 | Responsibilities

- 3.1 All children aged 5-16 years old must receive suitable education. (Section 7, *Education Act* (1996)) A pupil of compulsory school age who is registered at an academy must by law attend regularly.
- 3.2 In law parents have the prime responsibility for ensuring that Students of compulsory school age attend regularly. (Section 576, *Education Act* (1996)).
- 3.3 The Local Authority (LA) must offer educational provision for all children of school age.
- 3.4 By law all academies (except those where all Students are boarders) are required to keep an attendance register, and all Students must be placed on this register.
- 3.5 Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.
- 3.6 By law, all academies must keep an admissions' register, the contents of which includes all Students, their personal details, (including at least **three telephone numbers for different safe adults**, to ensure that we can always contact someone in the event of an emergency) the date of admission (or re-admission), information regarding parents and details of the academy last attended.
- 3.7 Students will be removed from roll only when they complete their education stage, transfer to another school or academy, move out of the area or emigrate or following a parental request for elective home education. We follow statutory guidance for removing Students from roll and notifying the local authority. Further information can be found in [Appendix 5](#).
- 3.8 There is a clear link between attainment and attendance. The *Education Act* (1996), Section 444 (1) states: ***If a pupil of compulsory academy age who is a registered pupil at an academy fails to attend regularly at the academy, his parent is guilty of an offence.*** We therefore enforce the use of statutory action to encourage and promote attendance. This is done to encourage pupil attendance and to ensure that all Students are able to benefit from their legal right to receive an education.
- 3.9 Academies will communicate attendance concerns to the pupil's social worker, if they have one or The Virtual School Head, if the pupil is a looked after child. This will be done as soon as there is an attendance concern and immediately upon becoming a persistent absentee. Unexplained absences will also be communicated to the social worker and Virtual School Head, if the pupil has one.

- 3.10 We have a framework ([Appendix 2](#)) to complement this policy that defines agreed roles and responsibilities for parents, Students and staff.

## 4 | Definitions

- 4.1 A pupil is classed as absent if they arrive after the register has closed or if they do not attend for any reason.
- 4.2 An authorised absence is when approval has been given in advance for a pupil of compulsory academy age to be absent for a specific (legal) purpose, or we have accepted an explanation offered afterwards as justification for absence from a parent or carer. This may include:
- An absence for illness for which we have granted leave
  - Medical or dental appointments which fall unavoidably during the academy day for which we have granted leave
  - Religious or cultural observances for which we have granted leave. The day must be exclusively set apart for religious observance by the religious body to which the parents or pupil belong. Where necessary, we will seek advice from the parents' religious body about whether it has set the day apart for religious observance.
  - An absence due to a family emergency.
- 4.3 An unauthorised absence is defined as one where we are not satisfied with the reasons given for the absence. Reasons may include:
- Parents keeping children from attending unnecessarily or without reason
  - Truancy before or during the academy day
  - Absences which have never been properly explained
  - Arrival after the register has closed
  - Day trips and holidays in term time that have not been agreed
  - Leaving our academy without authorisation during the day
- 4.4 **Persistent Absence** is defined as: 10% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.
- 4.5 **Severe Absence is defined as:** 50% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.
- 4.6 Persistent lateness is defined as Students who have five or more late marks recorded in a single half-term.

## 5 | Monitoring and Reviewing Attendance

- 5.1 We recognise that early intervention can prevent poor attendance. We monitor attendance and punctuality throughout the year. We recognise that certain groups of Students may be more at risk of poor attendance and will provide support and assistance wherever possible.
- 5.2 We set challenging attendance targets for whole academy attendance.
- 5.3 Pupil-level absence data is collected each term and published at national and local authority level through the DfE's school absence national statistics releases. We compare our attendance data to the national average and share this with our local academy committee members.
- 5.4 Specific measures are taken to monitor attendance at an academy and trust wide level. These processes are embedded and regularly checked to ensure the effective safeguarding of all Students through specific tailored interventions. Data on attendance is collected and analysed a minimum of once a half term. Key analysis is made of:
- Patterns of absence
  - Patterns of lateness
  - Patterns of medical appointments
  - Correct and consistent use of absence codes
  - Trends in reasons for absence- for example, use of the C code, leave of absence and exclusions
  - Trends in particular groups (SEN, PP, vulnerable, ethnic groups, gender, year groups)
  - The use an impact of premia funding to support improving attendance of specific groups of Students
- 5.5 Attendance data informs action planning and supports the identification of key priorities in our academy development plan and future revisions of this policy. The attendance data will be reported to Heads of House, Pastoral Leads and other school leaders to facilitate discussions with Students and families. Data will also be used by the academy to monitor the impact of any interventions put in place, in order to modify them and inform future strategies.

## 6 | Reviewing this Policy

- 6.1 This policy will be reviewed every three years or in the following circumstances:
- Changes in legislation and/or government guidance
  - As a result of any other significant change or event
  - In the event that the policy is determined not to be effective

# Appendix 1- Attendance Procedures

## 1 | Key Personnel

<b>Attendance Officer</b>		<b>Jenny Wright</b>
<b>Contact Details</b>	Email	<a href="mailto:jennifer.wright@attrust.org.uk">jennifer.wright@attrust.org.uk</a>
	Telephone	
<b>Attendance Assistant</b>		Bev Marlow
<b>Contact Details</b>	Email	<a href="mailto:Bev.marlow@attrust.org.uk">Bev.marlow@attrust.org.uk</a>
	Telephone	
<b>Part-time attendance assistant</b>		Matt Agate
<b>Contact Details</b>	Email	<a href="mailto:Matt.agate@attrust.org.uk">Matt.agate@attrust.org.uk</a>
	Telephone	
<b>Vice Principal</b>		Rachel Green
<b>Contact Details</b>	Email	<a href="mailto:Rachel.green@attrust.org.uk">Rachel.green@attrust.org.uk</a>
	Telephone	

## 2 | Maintaining an Attendance Register

2.1 The attendance register will be taken at the start of the first session of each academy day and once during the second session. It will mark whether each pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

2.2 Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person making the amendment

- 2.3 The academy day starts at 8:28 All students should be in their classroom at this time.
- 2.4 The first (morning) registration session starts at 8:30am. Students will receive a late mark if they are not in their designated classroom by this time. The register closes at 9:00. Students will receive a mark of absence if they do not attend before this time. Attendance after the register closes will receive a mark to show that the pupil is on site, (U) but will count as an absent mark.
- 2.5 Students arriving late should report to reception
- 2.6 The second (afternoon) registration session starts at 12:10pm (except Wednesdays when it is 11:55) and closes at 12:20 (except Wednesdays when it is 12:10)
- 2.7 If a pupil needs to leave our academy during the day they must sign out at the main reception once authorisation has been given from the attendance officer/assistant.
- 2.8 Students educated off-site are monitored daily for their attendance at the off-site/alternative provision. Staff work closely with the staff at the off-site provision, the pupil and their parents to act to support the pupil to maintain good attendance.

### 3 | Recording Attendance

- 3.1 The national absence and attendance codes enable academies to record and monitor attendance and absence in a consistent way which complies with the regulations. They are also used for collecting statistics through the Census. The data helps academies, ATT, local authorities and the Government to gain a greater understanding of the level of, and the reasons for absence. See Appendix 3 for the DfE attendance codes.
- 3.2 There should be no pre-population of codes and individual academy tracking systems which monitor the whereabouts of Students educated off-site, must be robust and quality assured regularly.
- 3.3 Where Students are dual registered, are on voluntary service or are taking part in other approved educational activities, the register will be updated following regular discussion and information sharing with the other establishment.
- 3.4 A register will be taken by the class teacher in every lesson as a safeguarding measure. All colleagues are aware of the signs and symptoms of different types of abuse, including peer-on-peer abuse and are aware of the reporting mechanisms should such concerns arise and follow our Safeguarding and Pupil Protection Policy.
- 3.5 All incidents when Students receive an absence mark during the day will be picked up by our 'compare' system. When internal absence is discovered, establishing the location of the pupil to safeguard them is our first priority. Where a student is found to be truanting, they will be

picked up by the pastoral team and, unless extenuating circumstances, will lose social time and parents are likely to be called in for a meeting with a member of SLT.

- 3.6 The attendance assistant will check the missing register report throughout the day and report any registers that have not been completed.

## 4 | Reporting Absence

- 4.1 It is the responsibility of the parent to inform us of a pupil absence and also to inform us of any changes to contact details.
- 4.2 Parents are expected to inform us of their pupil's absence before **9.00 a.m.** on **each day of absence** providing the reason for absence and when their pupil will be returning to our academy. We will contact parents and/or other listed emergency contacts where no contact has been made. Where required, we may conduct reasonable enquiries with friends or neighbours and will carry out 'safe and well' home visits as necessary. If no contact is made we may request a 'safe and well' check from the police.

## 5 | Reasons for Absence- Authorised

### 5.1 Appointments

- 5.1.1 As far as possible, medical and dental appointments should be made outside of the academy day. Where this is not possible, a note and appointment card should be sent to us prior to the appointment.
- 5.1.2 Students must attend before and after the appointment wherever possible. If the appointment requires the pupil to leave during the day, they must be signed out by our receptionist on receipt of evidence. Should a pupil arrive late following an appointment, they should report to reception.
- 5.1.3 Absences for medical appointments will be recorded with an M code.

### 5.2 Religious Observance

- 5.2.1 Parents must inform us in advance if absences are required for days of religious observance. We will authorise absences where a reasonable request is made. **The day must be exclusively set apart for religious observance by the religious body to which the parents belong.** Where necessary, we will seek advice from the parents' religious body about whether it has set the day apart for religious observance.
- 5.2.2 Absences for religious observance will be recorded with the R code.

### 5.3 Illness

- 5.3.1 In order to make informed decisions about their pupil's fitness for attending parents are encouraged to refer to the NHS guidance [\*Is My Child Too Ill for School?\*](#) Any authorisation of absence through illness is done so at the discretion of the Principal or member of staff delegated to carry out this task.
- 5.3.2 In the case of an illness which lasts for five days or more (or four days in the event of an INSET day or Bank Holiday), parents are required to provide medical evidence which may enable us to authorise the absence. Where medical evidence is not provided, the absence may be recorded as unauthorised.
- 5.3.3 Where attendance is of a serious concern, we may require medical evidence to authorise any further periods of absence through illness. This will be determined on an individual basis. Parents will be notified of this by letter. Telephone calls and handwritten notes from a parent will not be accepted as medical evidence when attendance is a serious concern. For the purpose of this policy, 'serious concern' may be defined as: repeated unexplained/unauthorised absences or 3 x separate illnesses within a half term where no medical condition or underlying health issues have been identified.
- 5.3.4 Acceptable forms of medical evidence include:
- Medical card with one appointment entered with the pupil's name and surgery stamp included, signed by the receptionist
  - Letter from a professional such as a hospital consultant
  - Evidence of consultation with NHS 111
  - Medication prescribed by a GP
  - Copy of prescription
  - Print screen of medical notes
  - Letters detailing hospital appointments
- Doctor or GP 'sick notes' are not required and we do not expect parents to request these from their GPs.
- 5.3.5 In some cases, a pupil may be absent for long term due to an illness or injury. We will liaise with families in order to ensure children return to our academy quickly and that there are no safeguarding concerns. On occasions where this is not possible we will make a referral to the In-Year Fair Access Panel (IYAF) which provides educational opportunities for Students who are unable to attend their regular academy.

#### 5.4 Traveller Students Travelling for Occupational Purposes

- 5.4.1 Traveller Students travelling for occupational purposes covers Roma, English and Welsh Travellers, Irish and Scottish Travellers, Circus workers, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with us but it is not known whether the pupil is attending educational provision.

## 6 | Requesting Leave in Term Time

- 6.1 Absence for purposes of leave during term time can only be authorised by the Principal, within the boundaries set by the *Education (Pupil Registrations) (England) Regulations (2006)*. **“Head Teachers may not authorise leave during term time except where the circumstances are exceptional.”** Under the Regulations, retrospective authorisation for leave in exceptional circumstances is not permitted.
- 6.2 The fundamental principles for defining ‘exceptional circumstances’ are that they are: **‘rare; significant; unavoidable and short’**. **Holidays during term time will not usually be considered as exceptional circumstances.** The following guiding principles apply:
- Term times are for education. This is the priority. Children and families have 175 days off a year including weekends and academy holidays. Principals will rightly prioritise attendance.
  - The decision to authorise a pupil’s absence is wholly at the Principal’s discretion based on their assessment and merits of each individual request.
  - If an event can be reasonably scheduled outside of term-time then it would be normal to authorise absence for such an event – holidays are therefore not considered ‘exceptional circumstances’. It is acceptable for the Principal to take a pupil’s record of attendance into account when making absence-related decisions.
  - We will take the needs of the families of service personnel into account if this prevents them from being able to take family holidays during scheduled holiday time.
  - We have a duty to make reasonable adjustments for Students with special needs and/or disabilities.
  - We understand that families may need time together to recover from a trauma or crisis.
- 6.3 We will consider granting leave for a ‘once in a lifetime’ opportunity for Students which will further enhance their educational and enrichment experience.
- 6.4 Parents are required to put their requests in writing to the Principal, to obtain authorisation for leave under exceptional circumstances for taking Students out of our academy during term-time.
- 6.5 Medical evidence will be required to authorise absence through illness directly following a period of leave in term-time absence.
- 6.6 Family emergencies need careful consideration before decisions about attendance are made. It is not always appropriate or in the best interests of the pupil to miss education for emergencies which are being dealt with by adult family members. Being at our academy with support from staff and peers can provide children with stability. The routine offers a safe and familiar background during times of uncertainty. Relevant members of staff will work with parents to decide what is in the best interest of the pupil.
- 6.7 When leave in term time is taken which involves foreign travel, we require parents to provide proof of booking time, flight information and contact information for the duration of the leave.

## 7 | Persistent and Severe Absence

- 7.1 Students with 90% or less attendance are classified as Persistent Absence (PA). PA includes both authorised and unauthorised absences.
- 7.2 Students with 50% or less attendance are classified as Severe Absence (SA). SA includes both authorised and unauthorised absences.
- 7.3 All PA Students will have bespoke action plans to try to improve their attendance to above 90%. This will be monitored by the attendance officer and Heads of House. Students who are PA will be discussed as a potential concern at weekly link meetings with the attendance officer and Vice Principal.
- 7.4 The academy's strategy for tackling persistent absence, can be found in Appendix 8.

## 8 | Following Up Absence and Taking Statutory Action

- 8.1 We will follow up any absences to ascertain the reason. Any Students who fail to attend regularly or who are absent for more than one week will be referred to the Safeguarding Manager (DDSL) and, if there are previous issues of prolonged non-attendance, the EWO.
- 8.2 Unexplained absences will be followed up on the morning of the first day of unexplained absence and the academy will identify whether the absence is approved or not. The academy will identify the correct code to use and will input it as soon as the reason for absence is ascertained. This will take place no later than 5 working days after the session.
- 8.3 In the case where the reason for absence can not be ascertained by the academy and no reason has been issued for the pupil's absence, the academy will initiate safeguarding procedures and the DSL will decide on the best course of action to ensure the safety of the pupil, following procedures for [children missing in education](#) as outlined in the document from the Department of Education.
- 8.4 Where it is appropriate, a member of staff may carry out a 'Return to Academy Interview' (RTAI) to discuss the absence and to offer any support. Following three separate periods of absence the RTAI will be carried out by a senior member of staff such as the Attendance Lead, Head of House, Designated Safeguarding Lead or Vice Principal.
- 8.5 It may occasionally be necessary to inform parents that no further absences will be authorised for a particular pupil unless medical evidence is provided. This decision can only be made by the Attendance Lead.

8.6 It is a parent's legal responsibility to ensure their children receive appropriate education. Failing to send children to our academy regularly without good reason is a criminal offence. Academies can fine parents for the unauthorised absence of their pupil, where the pupil is of compulsory school age. The decision on whether or not to issue a penalty notice ultimately rests with the Principal, in line with the local authority's code of conduct for issuing penalty notices. This may consider:

- A number of unauthorised absences occurring within a rolling academic year – 8 unauthorised absence marks (equivalent to four days missed)
- Singular incidences of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is in a public place during academy hours without a justifiable reason

**8.6.1 Issuing Penalty Notices:** Each parent receives a penalty notice for each pupil who has unauthorised absence. If issued with a penalty notice, parents must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority. If the payment has not been made after 28 days, the local authority can decide whether to prosecute the parent or withdraw the notice.

**8.6.2 Taking Parents to Court for Unauthorised Absence:** *Education Act (1996) Section 444 (1)* – courts can fine each parent up to £1000 per pupil, order payment of prosecution costs and/or impose a Parenting Order.

**8.6.3 Taking Parents to Court for Persistent Unauthorised Absence:** *Education Act (1996) – Section 444 (1A)* – courts can fine each parent up to £2500 per pupil, order payment of the prosecution costs, impose a Parenting Order and/or sentence parents to a period of imprisonment of up to three months.

## 9 | Children Missing from Education (CME)

9.1 We have due regard to our statutory duty to safeguard students. We follow the Local Authority's processes for reporting students missing from education. The DfE guide can be found [here](#).

9.2 If a student fails to return following a period of absence, investigations will be made by staff to their whereabouts. If our investigations fail to contact the parents/pupil the case will be referred to the Local Authority Children Missing Education (CME) Team within ten days.

## 10 | Reporting to Parents

10.1 A summary of attendance is included in termly reports to parents.

10.2 All non-explained absences are followed up with parents/carers. A letter is sent by the Academy following an absence of six sessions. When a student is at risk of persistent absence, the EWO will send a letter. Should this not improve attendance, we invite parents in for a meeting to discuss and agree actions, this is followed up with a letter. If attendance doesn't improve, a meeting is called and a parental school contract is drawn up and signed. Should there continue to be no improvement, a referral is made to the EWO.

## 11 | Attendance Causing Concern

11.1 Specific measures to monitor attendance are embedded and regularly checked to ensure the safeguarding of all Students through specific and tailored interventions.

11.2 All attendance data is collected on our Management Information System (MIS) and used to identify areas of risk. Reports are run on targeted groups and students of concern on a daily basis and any concerns are raised with the appropriate staff (Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL), a member of the Senior Leadership Team (SLT), Head of House (HoH), Pastoral Lead (PL) etc.).

11.3 Early contact is made with parents when there are concerns around attendance. The pastoral team are proactive in supporting families where issues have been identified. Form tutors are the first point of call for student concerns. We will also acknowledge positive improvements.

11.4 Where attendance is deemed to be a concern, we talk to the pupil using the signs of safety framework and, if appropriate, invite students and their families to meet with the attendance panel which sits every half term. From this, there may be one of three Early Help outcomes:

- Initiate simple reasonable adjustments to address the pupil's unmet safeguarding needs
- Develop an academy focused plan with the pupil and their parent as appropriate
- Initiate a multi-agency referral by completing a Multi-Agency Referral Form (MARF)

11.5 If the conversation with the pupil indicates a serious safeguarding concern we will follow our safeguarding procedures as set out in our Safeguarding and Pupil Protection Policy.

## 12 | Supporting the Attendance of Every Pupil

12.1 We use a variety of strategies to encourage attendance:

- Verbal encouragement, praise and rewards
- Create personalised and achievable targets for Students, based on their medical needs and on what is realistic and appropriate for each individual
- Create safe spaces for Students to thrive

- Make decisions on targets in consultation with families, while understanding that a medical condition can worsen suddenly and taking this into account.
- Create opportunities for dialogue with families about attendance, ensuring that we work in partnership with parents
- Use different methods to encourage attendance; for instance, explaining the links between attendance and outcomes
- Raise the profile of attendance with families, particularly when Students start at the setting
- Teach and model a love of learning, helping families to see the value of the education that is offered to them
- Look at the effect on attendance of decisions made at academy level, for instance ending terms on a Monday or Tuesday
- Be aware of the complexity of different contexts and the pressures that families might experience, which may in turn contribute to poor attendance; for instance, in areas where many parents perform seasonal work and are unable to take holidays over the summer break

12.2 We recognise that not all children, particularly those who are most vulnerable, are able to achieve 100% attendance through no fault of their own. Due to this, rewards for attendance are given on a weekly, half termly, termly and yearly basis to enable all students to be rewarded throughout the year.

12.3 **Each pupil is supported and encouraged to achieve their individual highest possible attendance.** Pupil's will be provided with SMART (Specific, Measurable, Achievable, Realistic, Time bound) individual targets for their attendance which should be reviewed regularly and include parental consultation where appropriate. Attendance effort awards will be awarded on a weekly, half termly, termly and yearly basis for Students who have made a clear effort to improve or maintain their attendance. The minimum expectation of students is that they will attend every lesson, on time and with the correct equipment. In expectation of this, students are awarded STAR points for every lesson, they only lose these if they do not meet minimum expectations.

12.4 Our *Behaviour Policy* (Including Rewards, Sanctions and Exclusions) sets out the detail of how we reward Students for attendance and punctuality, and what sanctions we apply for lateness and truancy.

12.5 Our Attendance Ladder ([Appendix 4](#)) sets out our expectations for attendance and is displayed in every classroom in our academy.

## Appendix 2- Framework of Responsibilities

### Parents/Carers

- Ensure Students attend regularly and punctually
- Provide the school with at least 2 emergency contacts for their child
- Ensure that all medical appointments, are taken before or after the academy day where possible. Provide proof of medical appointments that can only be attended during the academy day.
- Contact us on first day of absence by either telephone, email or attending the main academy office (not the class teacher).
- Contact us each day for continued absence and provide suitable medical evidence in the event of an illness lasting for more than five days (or four days in the event of an INSET day or Bank Holiday
- Understand that any leave of absence in term time will only be granted in exceptional circumstances
- Requests for leave of absence to be submitted on the authorised form
- When leave in term time is granted which involves foreign travel, to provide proof of booking time, flight information and contact information for the duration of the leave
- Make early contact with the Academy when parents become aware of problems with attendance.
- Attend meetings if concerns are identified
- Participate in case meetings with the Education Welfare Officer as required
- Support attendance contracts where appropriate
- Support us in actioning agreed interventions/action plans

### Students

- Attend the academy every day and should attend every timetabled lesson
- Acknowledge behaviours needed outside of our academy e.g., early bedtimes to allow punctual attendance
- Attend regularly and punctually
- Adhere to our systems for late registration
- Adhere to attendance contracts where appropriate
- Aim for the highest possible attendance for their individual circumstances
- Discuss concerns about their attendance or punctuality with a trusted adult within our academy

## Support Staff

- Understand the promoting pupil attendance is the responsibility of all staff
- Assist in ensuring attendance has a high profile within the academy
- Build on a culture of challenge when addressing persistent illness absences with parents
- Challenge parents when no reason has been provided for an absence
- Complete signs of safety and mentoring conversations with Students where requested to do so
- Complete return to academy interviews with Students where required
- Escalate concerns where required as per the *Safeguarding and Pupil Protection Policy*
- Participate in training in relation to attendance as appropriate

## Teachers

- Understand that promoting pupil attendance is the responsibility of all staff
- Ensure attendance has a high profile within the class
- Display the Attendance Ladder poster in the classroom
- Take registers electronically within the first ten minutes of every lesson including when the lesson is also the legal registration session
- Build on a culture of challenge when addressing persistent illness absences with parents
- Challenge parents when they do not provide a reason for absence
- Escalate concerns where necessary as per the *Safeguarding and Pupil Protection Policy*
- Participate in training relating to attendance as appropriate

## Form Tutors

- Understand that promoting pupil attendance is the responsibility of all staff
- Ensure attendance has a high profile within the class
- Display the Attendance Ladder poster in the tutor base
- Take registers electronically within the first ten minutes of every tutor group session
- **Work proactively on building strong relationships with families**
- Build on a culture of challenge when addressing persistent illness absences with parents
- Challenge parents when they do not provide a reason for absence
- Complete signs of safety and mentoring conversations with Students where requested to do
- Complete return to academy with Students where required
- Escalate concerns where necessary as per the *Safeguarding and Pupil Protection Policy*
- Report annual attendance figures for each pupil to parents
- Discuss attendance concerns with parents at parents' evening
- Participate in training relating to attendance as appropriate

## Heads of House

- Understand that promoting pupil attendance is the responsibility of all staff.
- Ensure attendance has a high profile within their respective houses.
- Build on a culture of challenge when addressing persistent illness absences with parents.
- Work on proactively on building strong relationships with families
- Challenge parents when no reason has been provided for absence.
- Monitor patterns of attendance in the house and take appropriate actions to pro-actively mitigate any periods in the academic calendar when attendance levels might dip.
- Complete *signs of safety* and mentoring conversations with Students, where requested to do so.
- Complete *Return to Academy* Interviews with Students where required.
- Escalate concerns where required as per the *Safeguarding and Pupil Protection policy*.
- Liaise with Attendance Lead, DSL, DDSL, Behaviour Lead and SENDCo as appropriate to discuss attendance concerns for individual Students.
- Participate in training in relation to attendance as appropriate.

## The Attendance Officer

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Offer support and guidance on attendance where needed
- Monitor and analyse attendance data
- Benchmark attendance data to identify areas of focus for improvement
- Provide regular attendance reports to school staff and report concerns about attendance to the Designated Senior Leader responsible for attendance
- Monitor Students with attendance below 90% with regular communication with both the pupil and their parents, holding attendance meetings where required and agreeing individual action plans.
- Attend safe and well home visits where required.
- Escalate concerns where required as per the *Safeguarding and Pupil Protection Policy*.
- Work with Education Welfare Officer to tackle persistent absence
- Advise the Principal and Designated Senior Leader responsible for attendance when to issue fixed-penalty notices

The Attendance Officer is Sabrina Bennai and can be contacted via [Sabrina.bennai@attrust.org.uk](mailto:Sabrina.bennai@attrust.org.uk)

## The Designated Senior Leader responsible for Attendance

- Take the lead in ensuring attendance has a high profile within our academy and develop a whole school culture which promotes the benefits of high attendance.
- Offer a clear vision of attendance improvement
- Monitor daily attendance and implement interventions as appropriate.

- Monitoring and evaluating expectations and processes
- Have an oversight of data analysis
- Conduct *Return to Academy* Interviews where Students have had 3 absences of 6 sessions or more within 25 days and no medical evidence has been provided.
- Provide rewards for improving attendance, punctuality and overall high attendance while not penalizing Students with complex medical needs which impacts on their ability to attend academy regularly.
- Set annual targets in liaison with the Principal.
- Support all staff to monitor attendance and tackle attendance concerns effectively.
- Work proactively on building strong relationships with families
- Monitor Students with attendance below 90% with regular communication with both the pupil and their parents, holding attendance meetings where required and agreeing individual action plans.
- Devise specific strategies to address areas of poor attendance, identified through data
- Follow the Local Authority procedure and support staff to involve the Education Welfare Officer, opening a case where necessary.
- Work with Education Welfare Officers to tackle persistent absence.
- Work with the LA, agencies and safeguarding partners to overcome barriers to attendance.
- Advise the Principal when to issue fixed-penalty notices.
- Attend safe and well home visits where required.
- Escalate concerns where required as per the *Safeguarding and Pupil Protection Policy*.
- Lead training in relation to attendance as appropriate.
- Communicate attendance concerns to the pupil's social worker, if they have one or The Virtual School Head, if the pupil is a looked after child. This will be done as soon as there is an attendance concern and immediately upon becoming a persistent absentee. Unexplained absences will also be communicated to the social worker and Virtual School Head, if the pupil has one.

The Designated Senior Lead for attendance is Rachel Green who can be contacted via [Rachel.green@atrust.org.uk](mailto:Rachel.green@atrust.org.uk)

## Senior Leadership Team

- Understand that promoting pupil attendance is the responsibility of all staff.
- Ensure attendance has a high profile across our academy.
- Work on proactively on building strong relationships with families
- Build on a culture of challenge when addressing persistent illness absences with parents.
- Attend safe and well home visits where required.
- Escalate concerns where required as per the *Safeguarding and Pupil Protection Policy*.
- Liaise with Attendance Lead, DSL, Behaviour Lead and SENCo as appropriate to discuss attendance concerns for individual Students.
- Participate in appropriate training in relation to attendance as appropriate.
- Ensure there are designated staff with day-to-day responsibility for attendance matters.
- Ensure adequate, protected time is allocated to discharge these responsibilities.

- Take overall responsibility for ensuring our academy conforms to all statutory requirements in respect of attendance-deletion from academy roll is adhered to for example.

## Principal

- Ensure the attendance policy is implemented consistently across our academy.
- Ensure that staff understand that promoting pupil attendance is the responsibility of all.
- Ensure attendance has a high profile across our academy.
- Monitor academy level absence data and report it to the Local Governing Board
- Supports other staff in monitoring the attendance of individual Students.
- Agree with the Attendance Lead when to issue fixed-penalty notices, where necessary.
- Decide whether to grant leave during term time for exceptional circumstances.

## Local Governing Board

- Review the implementation of the *Attendance Policy* in our academy
- Making sure the academy fulfil their statutory duties
- Ensuring the promotion of the importance of school attendance across the academy policies and procedures
- Making sure staff receive adequate training on attendance
- Discuss the targets for attendance with the Principal and review progress towards these at ECSI and LGB meetings.
- Monitor attendance figures termly through documentation presented at ECSI and LGB meetings.
- Ask questions about attendance trends and what is being done to challenge and prevent persistent poor absence.

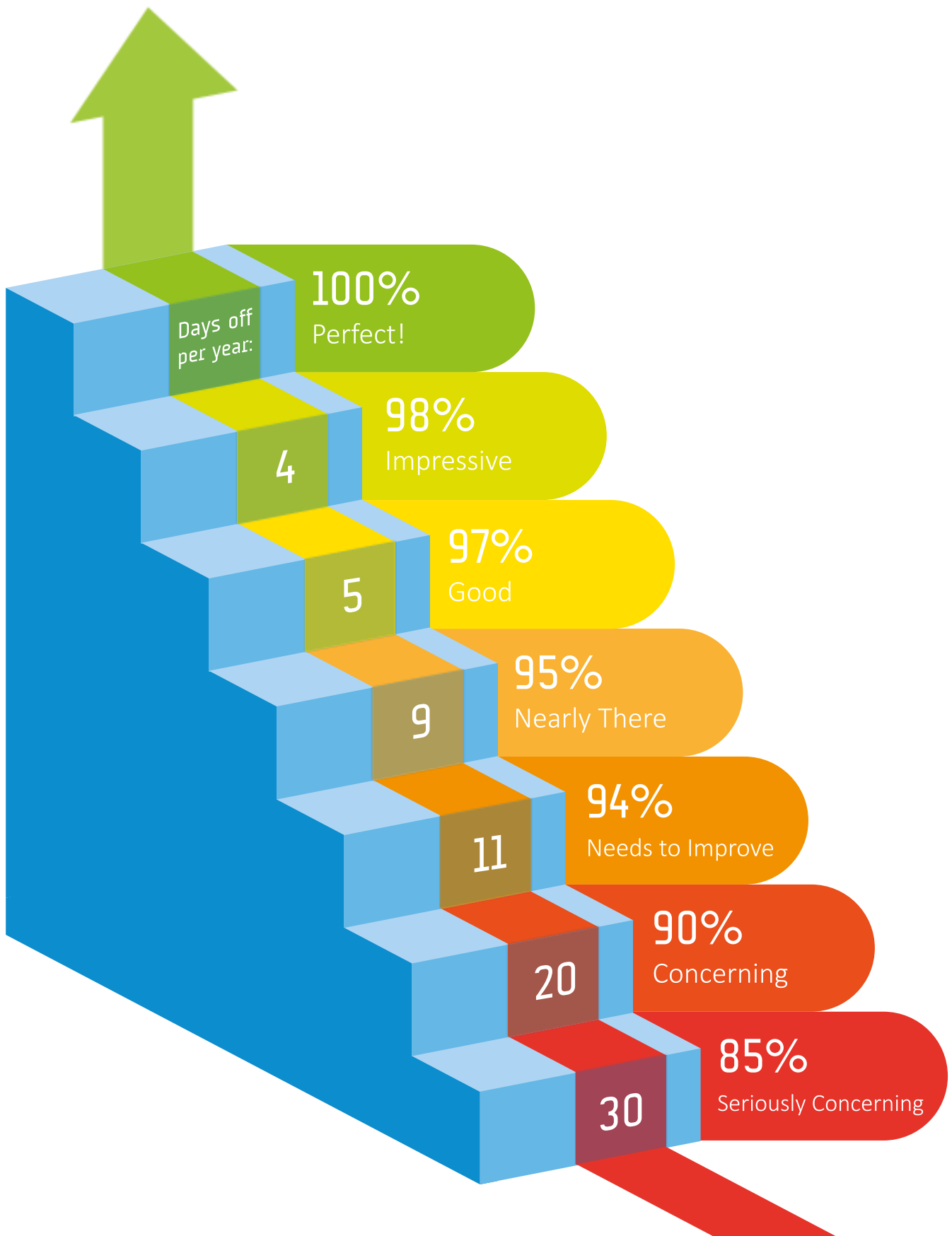
## Appendix 3- Attendance Codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement
<b>Authorised absence</b>		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance

<b>S</b>	Study leave	Year 11 pupil is on study leave during their public examinations
<b>T</b>	Gypsy, Roma, and Traveler absence	Pupil from a Traveler community is travelling, as agreed with the school
<b>Unauthorised absence</b>		
<b>G</b>	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
<b>N</b>	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
<b>O</b>	Unauthorised absence	School is not satisfied with reason for pupil's absence
<b>U</b>	Arrival after registration	Pupil arrived at school after the register closed
<b>Other</b>		
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>Y</b>	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel because of a local/national emergency, or pupil is in custody
<b>Z</b>	Pupil not on admission register	Register set up but pupil has not yet joined the school
<b>#</b>	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

## Appendix 4- Attendance Ladder



## Appendix 5- Guidance for Removing Students from Roll

Best practice processes:

**Elective Home Education:** The Statutory Notification and the EHE form (if different in the academy's LA) must be submitted on the day of receiving the de-registration letter from the parent with a copy of the letter. The pupil should be taken off roll from the day the academy receives the letter or in cases where the parent is giving advance notice of the date requested. Do not backdate it to an earlier date than receipt of the letter even if the parent requests this. The academy should confirm that the pupil has been registered with the LA as EHE to ensure that they have assumed responsibility for the pupil. Do not just assume that because the academy has submitted the paperwork it has all gone through.

**Pupil Moves Out of Area:** unreasonable distance to travel: submit the Statutory Notification as soon as the academy finds this out (some LAs will not allow academies to do this so follow the local procedure if it is different). Continue to track destination and liaise with LA admissions team. They will advise the academy when a pupil may be removed from roll if it has been established that the pupil/family have left the last known address and their new location is known. They may allow the academy to backdate the leaving date if they or the academy receives confirmation of the pupil starting at another school or within the care of a different LA. The academy must have written confirmation from the LA to backdate the leaving date. If the academy does not receive this and the academy has no other confirmation of where the pupil is the academy must keep them on roll for 20 days.

**Pupil Emigrates:** The academy must follow the procedure above for moving out of area but also need to have ascertained from the parent the forwarding address, details of destination school and moving date.

**Pupil Transfers to a New School:** Confirm the pupil's start date at the new school and that the pupil has started there. Submit the Statutory Notification on the day the academy has it confirmed that the pupil started at their new school. The academy can take the pupil off roll from the confirmed start date or the last school day if it precedes it e.g., a Friday and they started on a Monday. If the start date is the first day of a school term the academy can back date the leaving date for the academy's pupil to the last day of the previous term. If the academy must investigate in the new term to find out why the pupil is 'absent' keep them on roll until the academy gets a confirmed start date at the new school.

If there is a gap between the leaving date the academy has been given by a parent and the start date for a pupil, the pupil should remain on the academy's roll, marked absent, until the transfer school confirms the pupil has started there. If after ten days, the pupil has still not started the academy should submit a CME form. In some LAs the academy must complete a safeguarding referral/MAR after a pupil has been missing for ten days and cannot submit the statutory notification until after 20 days so follow the academy's local procedure.

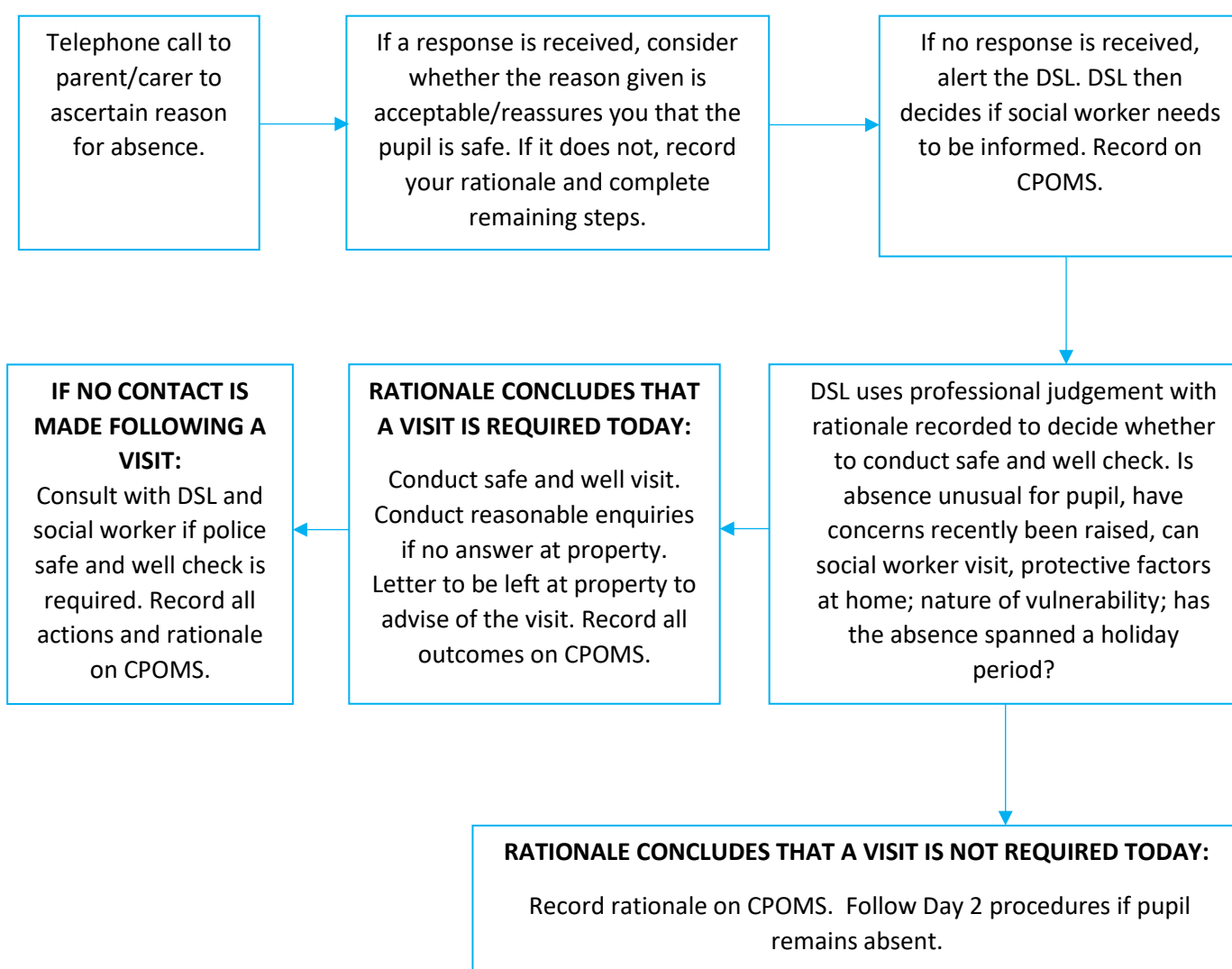
CME forms are usually the same form now as the Statutory Notification form. The academy cannot remove a CME pupil from the academy's roll for a further ten days from the initial notification or safeguarding referral (so 20 days in total from the first day of absence) unless the LA confirms where the pupil has gone.

1	Annex A: Grounds for deleting a pupil from the academy admission register  ( <a href="https://www.gov.uk/government/publications/children-missing-education">https://www.gov.uk/government/publications/children-missing-education</a> )
2	8(1)(a) - where the pupil is registered at the academy in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability, and aptitude otherwise than at school.
3	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.
4	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the academy and the proprietor of any other school at which he is registered has given consent to the deletion.
5	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the academy and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
6	8(1)(e) - except in the case of a boarder, that he has ceased to attend the academy and no longer ordinarily resides at a place which is a reasonable distance from the academy at which he is registered.
7	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the academy within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the academy by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
8	8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend the academy before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the academy the intention to continue to attend the academy after ceasing to be of compulsory school age.
9	8(1)(h) - that he has been continuously absent from the academy for a period of not less than twenty academy days and — (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the academy by reason of sickness or any unavoidable

	cause; and (iii) the proprietor of the academy and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
10	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the academy at the end of that period.
11	8(1) ( j ) - that the pupil has died.
12	8(1) (k) - that the pupil will cease to be of compulsory school age before the academy next meets and— (i) the relevant person has indicated that the pupil will cease to attend the academy; or (ii) the pupil does not meet the academic entry requirements for admission to the academy's sixth form.
13	8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college, or a city college for the technology of the arts, that he has ceased to be a pupil of the school.
14	8(1) (m) - that he has been permanently excluded from the academy.
15	8(1) (n) - where the pupil has been admitted to the academy to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the academy.
16	8(1) (o) where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

## Appendix 6- Safe and Well Home Visits Flowchart

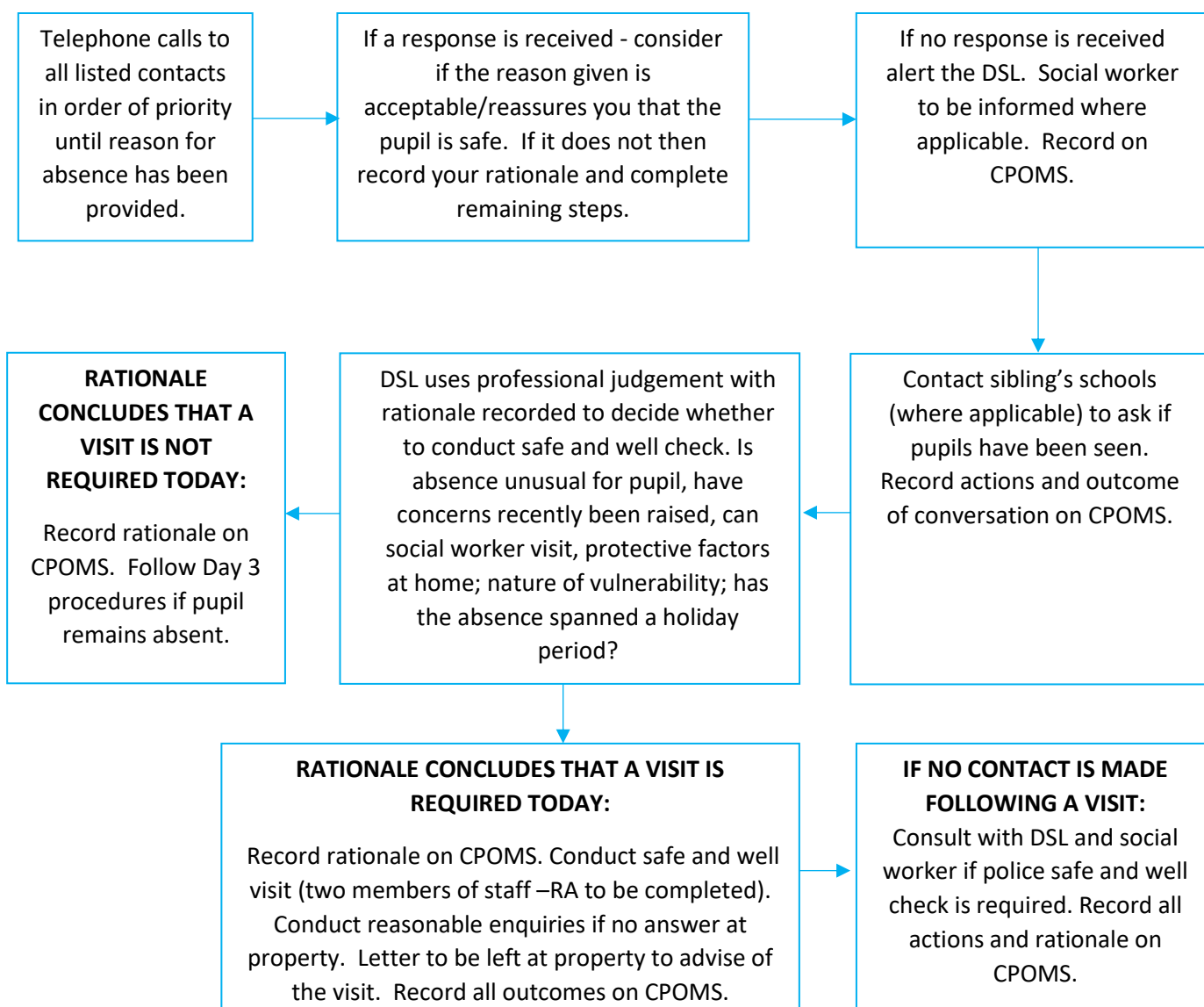
Day 1: Pupil is absent, and no reason has been provided. They are included on the regularly updated vulnerable list.



**NOTE** – A safe and well check should always be conducted within three days of a pupil absence with no contact from home. Professional judgement should be used to determine if a home visit is required, and how quickly, even if contact from parent/carer is made where there are known vulnerabilities. Where contact is not made or the reason given for absence is a cause for concern, the DSL/Attendance Officer should record clear rationale for the decision to conduct a home visit or not on that day. Outcomes of home visits must always be recorded on CPOMS along with information regarding to referrals to other appropriate agencies made where no contact is made with the pupil.

DSLs and Attendance Officers should have due regard to the Chadrack SCR which underlines the importance of adopting a safeguarding first approach and actively consider the wider context of a child's life. Contextualised professional curiosity can enhance our collective ability to safeguard and protect the young and vulnerable. <https://www.chscp.org.uk/wp-content/uploads/2018/03/CHSCB-Local-Review-Chadrack-Report-FINAL.pdf>

Day 2: A safe and well check was not conducted on Day 1. Pupil is still absent, and no reason has been provided (or you remain concerned and have noted your rationale on CPOMS).

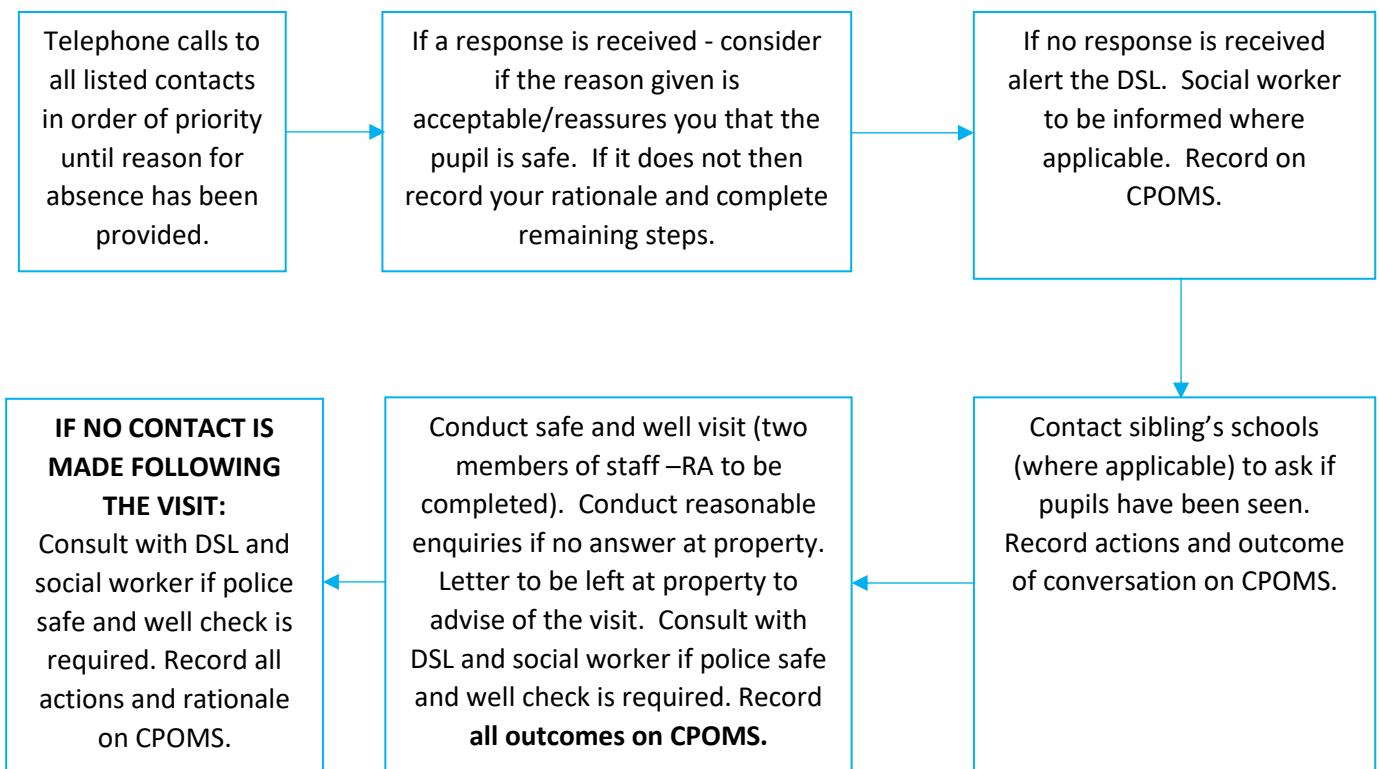


**NOTE** – A safe and well check should always be conducted within three days of a pupil absence with no contact from home. Professional judgement should be used to determine if a home visit is required, and how quickly, even if contact from parent/carer is made where there are known vulnerabilities. Where contact is not made or the reason given for absence is a cause for concern, the DSL/Attendance Officer should record clear rationale for the decision to conduct a home visit or not on that day. Outcomes of home visits must always be recorded on CPOMS along with information regarding to referrals to other appropriate agencies made where no contact is made with the pupil.

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Day 3: A safe and well check was not conducted on Day 1 or Day 2. Pupil is still absent, and no reason has been provided (or you remain concerned and have noted your rationale on CPOMS).



**NOTE** – A safe and well check should always be conducted within three days of a pupil absence with no contact from home. Professional judgement should be used to determine if a home visit is required, and how quickly, even if contact from parent/carer is made where there are known vulnerabilities. Where contact is not made or the reason given for absence is a cause for concern, the DSL/Attendance Officer should record clear rationale for the decision to conduct a home visit or not on that day. Outcomes of home visits must always be recorded on CPOMS along with information regarding to referrals to other appropriate agencies made where no contact is made with the pupil. DSLs and Attendance Officers should have due regard to the Chadrack SCR which underlines the importance of adopting a safeguarding first approach and actively consider the wider context of a child's life. Contextualised professional curiosity can enhance our collective ability to safeguard and protect the young and vulnerable. <https://www.chscp.org.uk/wp-content/uploads/2018/03/CHSCB-Local-Review-Chadrack-Report-FINAL.pdf>

## Appendix 7- Westbourne Academy Letters

### Attendance Support letter

«salutation»

«address\_block»

«date\_of\_printing»

Dear «salutation»,

I am writing with reference to «chosen forename»'s recent absence(s) from the academy and to take this opportunity to give you some information regarding the provision we are able to make for students, should «chosen\_forename» feel unable to attend in the future:

(Add/delete as appropriate)

If a student is feeling a little unwell in the morning, they may well improve during the day and therefore, it is usually better to send them to the academy and we can provide a quiet working area until they feel able to re-join their classes.

We also provide 'stationary' areas for students to work in, should mobility be an issue so that they do not have to move around the academy. We would also allow students to leave lessons early to avoid crowds should they have an injury.

We have a full time First Aider at (insert academy name) that can assess the condition and, with your authorisation, administer medication should «chosen\_forename» feel unwell after arriving at the academy.

We also have mentoring support for any students who have been absent due to sadness from a bereavement or other personal circumstances.

Heads of House and Assistant Heads of House are always willing to support students and therefore should «chosen\_forename» have any problems or issues that may prevent «him\_her» from wanting to attend, please contact (insert academy name) immediately so that these problems or issues can be resolved.

We have a strong network of staff here at (insert academy name), and I am sure you will agree that whatever problem «chosen\_forename» may encounter, there is support available to «him\_her», to ensure regular attendance to the academy.

Yours sincerely,

## Focus Group Letter

«date\_of\_printing»

«addressee»

«address\_block»

«salutation»

I am writing to inform you that «chosen\_forename»'s attendance is currently «percentage\_attendance»%.

At Bristnall Hall Academy we believe that regular attendance contributes to our students achieving their full potential, so the academy has a minimum target of 98% for all students.

«chosen\_forename» is now a persistent absent student (**Persistent absence is when a pupil enrolment's overall absence equates to 10 per cent or more of their possible sessions**) and will remain so for this academic year. I am sure you will agree that that this is unsatisfactory and clearly needs to improve. «chosen\_forename» has been absent for 19 days or more this academic year, resulting in over 95 hours of lost learning time. This is time that cannot be given back to «chosen\_forename» and may impact on any examinations «he\_she» may be entered for.

Poor attendance can seriously affect your child's educational attainment and future life plans. The Department for Education, 'Guide to absence statistics' states:

***“Research has found a strong statistical link between absenteeism and underachievement (e.g. Gottfried 2011, 2013a; Hancock et al., 20103). For example, a robust study of over 20,000 pupils in Philadelphia found a potentially causal, detrimental negative effect of absences on both reading and maths achievement (Gottfried, 2013a)”***

If there are any problems or issues that you feel may be affecting «chosen\_forename»'s attendance, please contact their Pastoral Lead who will be happy to offer support. I am confident that working together we will see a significant improvement in «chosen\_forename»'s attendance and help «him\_her» reach «his\_her» potential.

**I would remind you that Section 444 of the Education Act 1996 makes it Parents and Carers responsibility to ensure their child's at the school at which they are on roll. Failure to do so may result in a Fixed Penalty Notice of £60/£120 imposed on parents.**

Yours sincerely

**Letter 1 – following 6 sessions missed out of 25 without supporting evidence**

«salutation»

«address\_block»

«date\_of\_printing»

Dear «salutation»,

**Child's Name: Class:**

**Your child's current attendance percentage is xx%.**

At Westbourne Academy we believe that regular attendance contributes to our students achieving their full potential, so the academy has a minimum target of 98% for all students.

I am writing to advise you that «forename» has missed «total\_unexplained\_sessions» sessions which is a concern as this has a great impact on «his\_her» learning. (2 sessions = 1 day)

The academy will continue to monitor «forename»'s attendance closely and look forward to seeing an improvement. If there are any issues or problems that may affect «forename»'s attendance, please contact their Achievement Co-ordinator to discuss this.

**Also I would remind you that Section 444 of the Education Act 1996 makes it Parents and Carers responsibility to ensure their child's attendance at the school at which they are on roll Failure to do so may result in a Fixed Penalty Notice of £60/£120 imposed on parents.**

Yours sincerely,

## Letter 2 – Subsequent absence

«salutation»

«address\_block»

«date\_of\_printing»

Dear «salutation»

At Westbourne Academy we believe that regular Academy attendance contributes to our students achieving their full potential and therefore expect all of our students to reach an attendance percentage of at least 98%. Our routine monitoring of attendance has identified a decline in your child's attendance which is currently at «percentage\_attendance»%.

A meeting has been arranged with the Attendance Team to establish reasons for absence and offer advice and support if necessary.

Date:

Time:

Please confirm this appointment by 3pm on ..... if this is not convenient and we will re-arrange it to a more convenient date and/or time.

Failure to hear from you, or non-attendance at the above meeting, may result in a referral to the Attendance and Prosecution Service. I have no alternative at this time but to inform you that any further absence «forename» «surname» has will be recorded as unauthorised and a doctor's note or medical certificate will be required to explain «his\_her» absence.

**I would remind you that Section 444 of the Education Act 1996 makes it Parents and Carers responsibility to ensure their child's prompt and regular attendance at their school. Failure to do so may result in legal action being taken.**

Yours sincerely,

## School Attendance - Meeting Attended – «forename» «surname»

Thank you for attending the meeting on **(date)** regarding your child's school attendance. At the meeting we discussed the following points with you:

*(Bullet point list of agreed actions and by whom i.e. parent or school etc)*

- *You could consider a referral to early help?*
- 
- 

**In line with legislation and our School Attendance Policy we may refer unauthorised absence to the Attendance & Prosecution Service.**

Please be aware that, as discussed at the meeting, «forename»'s attendance will be monitored and if further unauthorised absences occur, a referral will be made to the Attendance & Prosecution Service for consideration of further action against you.

Please see the Legal Action Information for Parents overleaf which explains the legislation regarding irregular attendance.

Please do not hesitate to contact the Attendance Team or the Head of House on 01473 466106 if you have any additional concerns regarding your child's attendance.

Yours sincerely

## School attendance meeting not attended

Dear «salutation»

Further to our letter dated ....., a meeting was booked to discuss attendance issues for «forename» «surname» «reg» on ..... at ..... which I am aware you did not attend or contact the academy to rearrange.

At this meeting we would have discussed the following points with you:

- We would advise you to ensure that your child attends the academy every day it is open and to arrive on time.
- We would offer advice, support and guidance if necessary to enable your child to achieve an improved attendance level for the current academic year.
- We would request you provide medical evidence for absences due to illness – failure to do so may result in an unauthorised mark.
- Further unauthorised marks may result in a Fixed Penalty Notice being issued.

Failure to ensure your child's attendance at the Academy may result in a referral to the Attendance and Prosecution Service. An Educational Welfare Officer who works on behalf of the Local Authority may consider taking legal action against you under **Section 444 of the Education Act 1996**.

Yours sincerely,

## Further absence following scheduled meeting

«salutation»

«address\_block»

«date\_of\_printing»

### **Re: «forename» «surname» «reg»**

Your child's irregular attendance at the academy is a cause for concern. «His\_\_Her» current attendance is «**percentage\_attendance**» and this clearly needs to improve.

Poor attendance can seriously affect your child's educational attainment and future life chances. Absence and underachievement can have a detrimental impact on social development, especially where students are not able to participate fully in the academy community.

For one day's absence **6 lessons are missed**, for one week's absence **28 lessons are missed**. This is time that cannot be given back to «forename» and it may impact on any examinations «he\_she» may be entered for.

As «forename»'s attendance has continued to deteriorate, we will make a referral to the Educational Welfare Officer which could lead to further action being taken. In more serious cases, this can mean court action.

I am sure you will agree that in order for «forename» to receive the best education available to «him\_her», «he\_she» needs to be attending the Academy regularly.

If you wish to discuss «forename»'s attendance, please contact either the Attendance Team or Head of House on 01473 466106

Yours sincerely,

## Parental Contract School Attendance

Date: «date\_of\_printing» Pupil Name: «forename» «surname»

Year: «year» Current Attendance: «percentage\_attendance»

Westbourne Academy regards school attendance to be extremely important and believe that it is in «forename»'s interest to be in school in order to achieve «his\_her» full potential. A student's ability to achieve and make good progress is dependent on good attendance.

In order for «forename» to achieve this «he\_she» will:

- Be in school on a daily basis
- Be on time
- Will only be signed out of school with permission from their Head of House, Pastoral Lead or the Attendance Team
- Go to the Doctor's if «he\_she» is not well enough to come to school.
- Doctor's note/certificate, prescription or medication will be brought into school for any illness related absence.

As parent(s)/ Carer(s), I will

- Ensure «forename» attends every day.
- Provide doctors note/medical evidence to cover any absences.
- Contact the Pastoral/Attendance Team to inform them of any exact problem/illness that may affect «forename»'s attendance.

As an Academy we will:

- Ensure that we respond to any concerns raised by parent(s)/carer(s)
- Authorise absence that is covered by medical evidence
- Review attendance in 2 weeks by phone or further meeting
- Refer to the Attendance and Prosecution Service should attendance not improve

**Parent's or Carers are legally responsible for ensuring their child's regular attendance at school. Failure to ensure your child's attendance at school may result in a referral to the Attendance and Prosecution Service.**

Signed(school).....date.....

Signed (parent/carers).....date.....

Signed (student).....date.....

## Legal Action Information for Parents

### **Section 23(1) Anti-Social Behaviour Act 2007:**

Penalty Notices may be issued to the parent of pupils who have unauthorised absence from school. The amount of the penalty is £60.

- If this is not paid within 21 days the amount rises to £120.
- If not paid within 28 days the Local Authority may prosecute under Section 444(1) unless it comes to our attention that the penalty notice had been issued in error.

### **Section 444(1) Education Act 1996:**

“If you are the parent of a child of compulsory school age who fails to attend school regularly, you are guilty of an offence.”

- The court can fine each parent up to £1,000 per child, order payment of the prosecution costs and/or impose a Parenting Order.

### **Section 444(1A) Education Act 1996:**

“If in the above circumstances you, the parent, know that your child is failing to attend regularly at the school and fail without reasonable justification to cause him/her to attend, you are guilty of an offence.”

- The court can fine you up to £2,500 per child, order payment of the prosecution costs, impose a Parenting Order and/or sentence you to a period of imprisonment of up to 3 months.

#### **Please note that:**

- Penalties and prosecutions are in respect of each parent for each child.
- “Parent” includes any person who is not a parent but who has parental responsibility for the child or who has care of him/her.

### **How does your child compare?**

Attendance during one school year	Equals this number of days absent	Which is approximately this many weeks absent	Which means this number of lessons missed
90%	19 days	4 weeks	100 lessons
80%	38 days	8 weeks	200 lessons
70%	57 days	11.5 weeks	290 lessons

**Frequent absence can add up to a considerable amount of lost learning and can seriously disadvantage your child in adult life.**

## Appendix 8- Strategy for reducing persistent and severe absence

Initial absence will trigger an attendance support letter to explain to parents the support available in school.

Further absence will then trigger a Focus Group Letter.

Where there are 6 sessions (3 days) absence without medical evidence in a 25-day period, letter 1 will be sent.

Any further absence within the next 25 days, where no medical evidence is provided, parents will be invited in for a meeting to agree further steps and completing a parental contract where appropriate. A failure to attend that meeting will mean a referral to the Education Welfare Officer who will make contact via letter.

Unauthorised absences of 8 periods (4 days) will trigger a fixed penalty notice.

Following these steps, if the students continues to be persistently absent, the case will be referred to the Educational Welfare Officer.

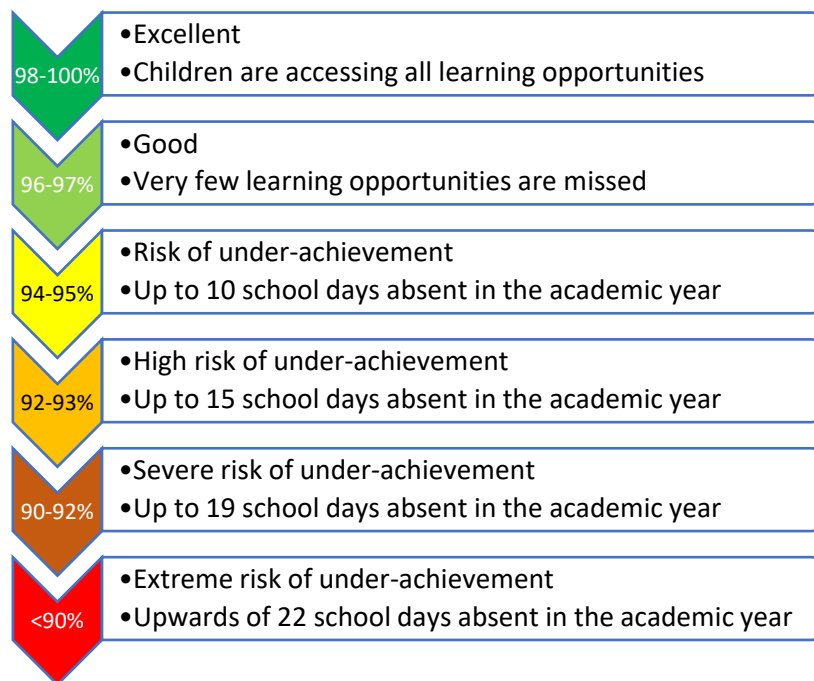
Home visits by the attendance, pastoral, safeguarding and senior leadership teams will take place frequently to ensure we get students into school and support parents in doing this.

For students with previous persistent absence who are apprehensive about returning to school, we have a number of in-house alternative provisions that can be used to support a child back into the main school community. These include Aspire, Thrive and Oasis.

In addition to addressing absence, we also understand the importance of students arriving to lessons on time. Therefore, students who are late to registration, but arrive before registers close, will receive a 15-minute detention at break/lunch. For those who arrive after registers close, contact will be made with parents to let them know and the student will receive a 15 minute break time detention, a 30 minute lunchtime detention and an hour after school.



<b>0 - 2 DAYS OFF</b>	99 – 100%	Form Tutors	Warm welcome on the gate and to every lesson Attendance triangles in form Assemblies and tutor time highlighting the importance of attendance and punctuality so all students are clear on this key message STAR Card and Individual, House and Form awards 100% club re-set every half term
<b>4 - 7.5 DAYS OFF</b>	96 – 98%		
<b>9.5 - 17 DAYS OFF</b>	93 – 95%	Pastoral Leads	Letter 1 at 95% Letter 2 at 93% Weekly review with Pastoral Lead Attendance monitored and reviewed, progress recognised
<b>19 - 25 DAYS OFF</b>	90 – 92%	Heads of House / Attendance Officer	Letter 3 and parental meeting to create a support plan Home visits Risk Assessment Possible fixed penalty notice
<b>26 + DAYS OFF</b>	89% and below	Vice Principal / EWO	Fixed penalty notice Involvement of Educational Welfare Officer (EWO) and VP Possible referral to CME Possible prosecution



<b>Attendance incentives – re-set half termly so improvement <u>and</u> sustained attendance are rewarded</b>	
Weekly House award	Top form for attendance in each house, awarded in house assembly
Attendance VIP Day	Top 5 students per house, per week: free food and queue jump
Most improved attendance	Awarded at the end of each half term
100% Attendance	Prize draw half termly, £20 Amazon Voucher
100% Club	Attendance and behaviour, special event at the end of each half term
95% attendance + STAR card	Early free lunch each half term
95% attendance + STAR card	Termly winner from each house, £20 Amazon Voucher



Westbourne is an inclusive academy. We support all students, regardless of starting point, to achieve their potential and develop the skills necessary for employment and life.

