





Attendance and Absence Policy

2023-2024

Version and Date		Action/Notes
1.0	Sept 2016	Policy drafted
2.0	Sept 2019	Policy revised and updated by Mr R Owens, Assistant Headteacher
3.0	June 2021	Policy revised and updated by Mrs L Hardman, Assistant Headteacher
4.0	Sept 2022	Policy revised and updated
5.0	Sept 2023	Policy revised and updated by Louise Charles, Deputy Headteacher

Reviewed:	September 2023
Review frequency:	Annually
Next Review:	September 2024
Signature of Headteacher: 	Signature of Chair of Local Governing Committee: 

Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Roles and responsibilities
4. Attendance expectations
5. Absence procedures
6. Attendance register
7. Authorising parental absence requests
8. SEND- and health-related absence
9. Absence in exceptional circumstances
10. Truancy
11. Missing children
12. Attendance intervention
13. Working with parents to improve attendance
14. Emotionally Based School Non-Attendance (EBSNA)
15. PA
16. Legal intervention
17. Monitoring and analysing absence
18. Training of staff
19. Monitoring and review

Appendices

- A. Attendance Monitoring Procedures
- B. Attendance Reporting Structure
- C. Attendance Agreement Forms

Statement of Intent

Dean Trust Ardwick believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

We understand that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

We take a whole-school approach to securing good attendance, and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- DfE (2022) 'Working together to improve school attendance'
- DfE (2016) 'Children missing education'
- DfE (2023) 'Keeping children safe in education 2023'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Children Missing Education Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Attendance Officer Home Visit Policy
- Pupils with Additional Health Needs Attendance Policy

2. Definitions

The following definitions apply for the purposes of this policy:

Absence:

- Arrival at school after the register has closed
- Not attending school for any reason

Authorised absence:

Illness There may be the exceptional occasion where a pupil is ill and there is no alternative but to stay at home to ensure a speedy recovery. We would expect parents to take their children to the doctor in such cases.

Parents must advise the school by telephone on the first day of absence by 8.30am or as soon as practically possible and provide the school with an expected date of return. School may require medical evidence at any time to authorise any absence. This will usually be in the form of an appointment card, prescription etc. We will not ask for medical evidence unnecessarily.

Medical / dental appointments Parents are advised where possible to make medical appointments **outside of the school day** (e.g. doctors, dentist). **Where this is not possible, and appointments can only be made during the school day, pupils should attend school for part of the day.** If the medical appointment is during the school day, evidence must be provided. Schools should not authorise a whole day's absence for a medical appointment that occurs in the morning; the child would be expected to return to school in the afternoon, and vice versa. Parents should notify the school in advance of an appointment and bring in the hospital appointment letter or dentist / doctors' appointment card to reception.

Other authorised circumstances These relate to where there is cause for absence due to exceptional circumstances.

Excluded (No alternative provision made) Exclusion from attending school is counted as an authorised absence. The child's Head of Year will make arrangements for work to be sent home.

Granting approval for term time absence

According to The Education (Pupil Registration) (England) Regulations 2013 Headteachers may not grant any leave of absence to pupils during term time unless they consider there to be 'exceptional circumstances'. (see below).

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the Headteachers discretion. **Absence during term time should be avoided because pupils can fall behind with their work and find it hard to reintegrate.** Parents who need to take their child out of school during term time due to exceptional circumstances **must send a written request to the Headteacher in advance of the event, leaving enough time for the school to discuss the request with the parent.** Retrospective requests, or requests which leave no time for the school's consideration, will not be considered and therefore will result in the absence being categorised as **unauthorised**.

All requests for leave of absence will be responded to in writing outlining the conditions of any leave granted.

Exceptional circumstances for which Headteacher may grant leave include:

- When a family needs to spend time together because of an immediate family member's bereavement, crisis or serious illness.
- Funeral of immediate family member.
- Religious observance.
- Children of service personnel about to go on deployment (permission would be considered as long as the request is accompanied by a letter from the Commanding Officer).
- One off sporting events/performing arts competitions, if the child is participating and is at county standard or above and a letter has been provided from the performing arts/sports regional governing body as evidence.
- One day of absence could be authorised for an immediate family member's graduation ceremony/passing out parade.

Religious observance We acknowledge the multi-faith nature of British society and recognises that on some occasions, religious festivals may fall outside school holiday periods or weekends. This necessitates a consideration by written request by the parent/carer of the pupil before the period of absence. Requests cannot be made retrospectively and any such requests will be unauthorised.

Study leave Study leave may be granted for Year 11 pupils approaching GCSE examinations. School will offer in school study programmes during this period to reduce absence levels.

Gypsy, Roma and Traveller absence It is expected that Traveller children, in common with all other children, are to attend school as regularly and as frequently as possible. To help ensure continuity of education for Traveller children, it is expected that the child should attend school elsewhere when their family is travelling and be dual registered at that school and the main school. Children from these groups whose families do not travel are expected to register at a school and attend as normal. They are subject to the same rules as other children in terms of the requirement to attend school regularly once registered at a school.

To protect Traveller parents from unreasonable prosecution for non-attendance, the Education Act 1996, section 444(6), states that a Traveller parent is safe from prosecution if their child accrues 200 attendances (i.e. 200 half days) in a year. This is only when the family are engaged in a trade or business that requires them to travel and when the child is attending school as regularly as that trade permits.

When in or around the area, if a family can reasonably travel back to their Base School (see

below) then the expectation is that their child will attend full-time.

School will be regarded as the base school if it is the school where the child normally attends when they are not travelling. However, the pupil must have attended in the last 18 months.

Traveller children can register at other schools temporarily while away from their base school, in such cases, the pupil's school place at Dean Trust Ardwick will be kept open for them whilst travelling. This is to protect them from unfairly losing their place at their school of usual attendance.

We can only effectively operate as the child's base school if it is engaged in on-going dialogue with Traveller families. This means that parents must:

- advise of their forthcoming travelling patterns before they happen; and
- inform the school regarding proposed return dates

We will authorise absence of Traveller children if we are satisfied that a family is travelling for work or trade purposes and has given indication that they intend to return.

Traveller children will be recorded as attending an approved educational activity when:

- The child is on roll and attending another visited school.
- Undertaking supervised educational activity under the jurisdiction of another Local Authority's Traveller Education Service.
- The child is undertaking computer-based distance learning that is time evidenced.

Where Traveller children are registered pupils at a school and are known to be present either at a site (official or otherwise) or in a house and are not attending school, the absence will be investigated in the same way as that for any pupil and appropriate statutory action may be undertaken.

If a pupil fails to return and contact with the parents has not been made or received, school may take the pupil off the school's roll in compliance with the Education (Pupil Registration) (England) Regulations 2013. This means that the child will lose their school place. See below on **Children Missing Education**.

If the permission to take leave is not granted and the parent takes their child out of school the absence will be **unauthorised**. In such cases the school may request the local authority to issue a Penalty Notice or consider other legal sanctions including prosecution in the magistrate's court. An application for leave must be made in writing to the school, detailing the exceptional circumstances. (Please collect Absence Request form from school reception).

- An absence for sickness for which the school has granted leave
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised absence:

- Parents keeping children off school unnecessarily or without reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time which have not been agreed
- Leaving school for no reason during the day

Persistent absence (PA):

- Missing 10 percent or more of schooling across the year for any reason

Late Arrivals

Pupils who are repeatedly late to school miss out on their education. **Registration begins at 8.40am.** Pupils arriving after this time will be marked as present but arriving late. **The register will close at 9.10am.** Pupils arriving after the close of register will be recorded as late (code U). This is not authorised, unless there is a satisfactory explanation and will count as an absence for that school session and statutory action may be taken where appropriate.

Upon late arrival, pupils must immediately report to reception.

The absence will only be authorised if a satisfactory explanation for the late arrival can be provided, for example, attendance at a medical appointment with evidence.

The absence will be recorded as **unauthorised** if the pupil has arrived late without justifiable cause.

A sanction is given for pupils who are late to school without good reason. Any pupil late will receive a detention on the day of lateness, and parents will be notified of this by text message. Any repeated lateness will require parents/carers to come into school for a meeting with the Head of Year.

3. Roles and responsibilities

The governing board has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Promoting the importance of good attendance through the school's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with the SLT to set goals for attendance and providing support and challenge around delivery against those goals.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to 'Keeping children safe in education' when making arrangements to safeguard and promote the welfare of children.
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.

The Headteacher is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Appointing a member of the SLT to the attendance officer role.
- Ensuring all parents are aware of the school's attendance expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.

Staff are responsible for:

- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.

- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the school day.

The attendance officer (SLT) is responsible for:

- The overall strategic approach to attendance in school.
- Developing a clear vision for improving attendance.
- Monitoring attendance and the impact of interventions.
- Analysing attendance data and identifying areas of intervention and improvement.
- Communicating with pupils and parents with regard to attendance.
- Following up on incidents of persistent poor attendance.
- Informing the LA of any pupil being deleted from the admission and attendance registers.

Parents are responsible for:

- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.
- The attendance of their children at school.
- Promoting good attendance with their children.

Pupils are responsible for:

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.

Staff, parents, carers and pupils will be expected to contact the attendance officer in the first instance for queries or concerns about attendance.

Key Contact Information:

Staff Role	Staff Name	Contact Information
Senior Lead for Attendance	Mrs L Charles	0161 972 2988 *3031
Designated Safeguarding Lead	Mrs L Charles	0161 972 2988 *3031 Safeguarding@deantrustardwick.co.uk
Deputy Safeguarding Lead	Mrs C McNair	0161 972 2988 *3066 Safeguarding@deantrustardwick.co.uk
Attendance Officer	Mrs S Pett	0161 972 2988 Option 1 or *3061
Head of Year 11	Mr S Diaz	0161 972 2988 * 3038 Headofyear11@deantrustardwick.co.uk
Head of Year 10	Mr C Smith	0161 972 2988 * 3039

		Headofyear10@deantrustardwick.co.uk
Head of Year 9	Mrs S Rashford	0161 972 2988 * 3033 Headofyear9@deantrustardwick.co.uk
Head of Year 8	Mr B Bridden	0161 972 2988 * Headofyear8@deantrustardwick.co.uk
Head of Year 7	Ms N Martin	0161 972 2988 * Headofyear7@deantrustardwick.co.uk
SENCO	Miss F Horsley	0161 927 2988 SEND@deantrustardwick.co.uk

4. Attendance expectations

The school has high expectations for pupils' attendance and punctuality, and ensures that these expectations are communicated regularly to parents and pupils.

Pupils will be expected to:

- Attend school every day they are required to be at school, for the full day.
- Attend school punctually.
- Attend every timetabled lesson.

The school day starts at **8.40am**, and pupils will be in their classroom, ready to begin registration at this time; therefore, pupils will be expected to be on the school site by **8:35am**. Pupils will have a morning break at **10:50am**, which will last until **11:10am**, and a lunch break at **12:50pm**, which will last until **1:30pm** – pupils will be expected to have returned from each break and be ready to recommence learning at the stated times.

Registers will be taken as follows throughout the school day:

- The morning register will be marked by **8:40am**. Pupils will receive a late mark if they are not in their classroom by this time. Pupils attending after this time will receive a mark to show that they were on site, but this will count as a late mark (L).
- The morning register will close at **9:10am** (30 minutes after registration closes). Pupils will receive a mark of absence if they do not attend school before this time (U).
- The afternoon register will be marked by **1:30pm** Pupils will receive a late mark (L) if they are not in their classroom by this time
- The afternoon register will close at **2:00pm** (30 minutes after registration closes). Pupils will receive a mark of absence (U) if they are not present

Class Teachers will record attendance to lessons using Bromcom at the start of each lesson period to ensure that pupils are attending all timetabled lessons. These registers will be monitored daily in line with the section of this policy.

Pupils will be encouraged to communicate any concerns related to attendance and absence as soon as possible to the relevant member of staff.

5. Absence procedures

Parents and carers should contact the school office as soon as possible on the first day of their child's absence, after 8am and before 8.30am. Contact can be made via telephone or **via the My Child at School app**. They will be expected to provide an explanation for the absence and an estimation of how long the absence will last, e.g. one school day.

Where a pupil is absent, and their parent has not contacted or notified the school by **the close of the morning register** to report the absence, administrative staff will notify the parent/carer via text. The morning register closes at 9:10am and Texts are usually sent out between 9:10am and 9:30am at the latest.

In addition to this, Pastoral Support Managers will complete telephone calls to parents and carers between 9:10am and 10:00am. The attendance officer will mark the pupil's absence

as

unauthorised (U) if the reason for absence is unsatisfactory, or after one week if no reason has been provided.

The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

Pastoral Support Managers, the Welfare Team and the Attendance Officer may also complete a home visit if the school is not fully satisfied with the reason for absence or on the third consecutive day of absence. When a pupil has been absent from school for 3 days in a row, the school is legally obliged to complete a home visit to check on the well-being and safety of a child/children.

If there is no answer at the address, home visits will continue on a daily basis until either the well-being & safety of the child has been confirmed or until the pupil returns to school. When a home visit is complete, members of staff in attendance must visibly see the pupil/pupils and be able to discuss their well-being with them directly

If attending staff fail to visibly confirm the well-being and safety of the pupil/pupils, or if parents & carers refuse to support attending staff, this will be reported to the school welfare team. On these occasions, the school welfare team may be required to complete a referral to children's services if the well-being & safety of a child/children cannot be confirmed

Where a pupil is absent for more than **three** school days in a row, or more than **10** school days in **one term**, the pupil's parent will be expected to provide a signed letter with an explanation for the absence(s).

The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness.

In the case of PA, arrangements will be made for parents to speak to the attendance officer and Year Teams. The school will inform the LA, on a **termly** basis, of the details of pupils who fail to attend regularly, or who have missed 10 school days or more without authorisation.

Where a pupil's attendance drops below **98%**, stages of support will be implemented to ensure that attendance improves. This may include contact (via telephone) and meetings in school with the pastoral team, and in serious cases, the Attendance Officer and the Senior Leadership Team.

Where a pupil has not returned to school for 10 days after an authorised absence, or is absent from school without authorisation for 20 consecutive school days, the school will remove the pupil from the admissions register if the school and the LA have failed to establish the whereabouts of the pupil after making reasonable enquiries.

6. Attendance register

The school uses **Bromcom** to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register **at the start of each school day** and **at the start of the afternoon session**. This register will record whether pupils are:

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

The school will use the national attendance codes to ensure attendance and absence are

monitored and recorded in a consistent way. The following codes will be used:

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

Code	Definition	Scenario
Authorised absence		
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
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
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and Traveller absence	Pupil from a Traveller community is travelling, as agreed with the school
H	Authorised Holiday	Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. The school is not likely to grant leaves of absence for the purposes of family holidays.
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	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)

O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

When the school has planned in advance to be fully or partially closed, the code '#' will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

Every entry received into the attendance register will be preserved for **three years**.

7. Authorising parental absence requests

Parents will be required to request certain types of absence in advance. All requests for absence will be handled by the headteacher – the decision to grant or refuse the request will be at the sole discretion of the headteacher, taking the best interests of the pupil and the impact on the pupil's education into account. The headteacher's decision is not subject to appeal; however, the school will be sympathetic to requests for absence by parents, and will not deny any request without good reason.

Leave of absence

The school will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect parents to contact the headteacher **in writing** at least **two weeks** prior to the proposed start date of the leave of absence, providing the reason for the proposed absence and the dates during which the absence would be expected to occur.

Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be considered. Where the absence is granted, the

headteacher will determine the length of time that the pupil can be away from school. The school is not likely to grant leaves of absence for the purposes of family holidays.

Requests for leave will not be granted in the following circumstances:

- During the first week of the autumn term when a pupil is settling into the school, unless certain exceptional circumstances apply, e.g. the death of a family member
- Immediately before and during assessment periods
- When a pupil's attendance record shows any unauthorised absence
- Where a pupil's authorised absence record is already above **10 percent** for any reason

If term-time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. The school cannot grant leaves of absence retrospectively; therefore, any absences that were not approved by the school in advance will be marked as unauthorised.

Illness and healthcare appointments

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. Parents will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment.

Performances and activities, including paid work

The school will ensure that all pupils engaging in performances or activities, whether they receive payment or not, which require them to be absent from school, understand that they will be required to obtain a licence from the LA which authorises the school's absence(s).

Additional arrangements will be made by the school for pupils engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education – this may involve private teaching. These arrangements will be approved by the LA who will ensure that the arrangements are suitable for the pupil.

The pupil will receive education that, when taken together over the term of the licence, amounts to a minimum of three hours per day that the pupil would be required to attend a school maintained by the LA issuing the licence. This requirement will be met by ensuring a pupil receives an education:

- For not less than six hours a week; and
- During each complete period of four weeks (or if there is a period of less than four weeks, then during that period), for periods of time not less than three hours a day; and
- On days where the pupil would be required to attend school if they were attending a school maintained by the LA; and
- For not more than five hours on any such day.

Where a licence has been granted by the LA and it specifies dates of absence, no further authorisation will be needed from the school. Where an application does not specify dates, and it has been approved by the LA, it is at the discretion of the headteacher to authorise the leave of absence for each day. The headteacher will not authorise any absences which would mean that a pupil's attendance would fall below **95%**. Where a licence has not been obtained, the headteacher will not authorise any absence for a performance or activity.

Religious observance

Parents will be expected to request absence for religious observance at least **two weeks** advance.

The school will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as a day where the pupil's parents would be

expected by an established religious body to stay away from their employment to mark the occasion.

The school may seek advice from the religious body in question where there is doubt over the request.

Gypsy, Roma and Traveller absence

Where a pupil's parent belongs to a community covered by this code and is travelling for occupational purposes, the parent will be expected to request a leave of absence for their child at least **two weeks** in advance. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

8. SEND- and health-related absences

The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate. Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed. All pupils will be supported with their mental health in accordance with the school's Social, Emotional and Mental Health (SEMH) Policy.

If a pupil is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA if a pupil is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the pupil's needs, capabilities and programme of work.
- Help the pupil reintegrate at school when they return.
- Make sure the pupil is kept informed about school events and clubs.
- Encourage the pupil to stay in contact with other pupils during their absence.

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there has been signs of significant improvement.

To support the attendance of pupils with SEND and/or health issues, the school will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Carrying out strengths and difficulties questionnaire.
- Identifying pupils' unmet needs through the Common Assessment Framework.
- Using an internal or external specialist.
- Enabling a pupil to have a reduced timetable.
- Ensuring a pupil can have somewhere quiet to spend lunch and breaktimes.
- Implementing a system whereby pupils can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.

- Small group work or on-to-one lessons.
- Tailored support to meet their individual needs.

9. Absence in exceptional circumstances

Exceptional circumstances will include when a pupil is unable to attend because:

- Transport provided by the school, LA or parent is not available and the pupil's home is not within walking distance.
- There has been widespread disruption to travel services which has prevented the pupil from attending.
- The pupil is in custody and will be detained for less than four months.

The use of the 'Y' code for exceptional circumstances will be collected in the school census for statistical purposes.

10. Truancy

Truancy will be considered as any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

All staff will be actively engaged in supporting the regular attendance of pupils, and understand the importance of continuity in each pupil's learning.

Any pupil with permission to leave the school during the day must sign out at the **school office** and sign back in again on their return.

Immediate action will be taken when there are any concerns that a pupil might be truanting. If truancy is suspected, the headteacher and the welfare team is notified, and the year team will contact the parent in order to assess the reasons behind the pupil not attending school.

The following procedures will be taken in the event of a truancy:

- In the first instance, a telephone call will be made to the parents and carers of the pupil, informing them of the truancy and stating that any future occurrences could result in further action being taken.
- If any further truancy occurs, then the school will consider issuing a penalty notice.
- A penalty notice will be issued where there is overt truancy, inappropriate parentally-condoned absence, excessive holidays in term-time and persistent late arrival at school.

11. Missing children

Pupils will not be permitted to leave the school premises during the school day unless they have permission from the school. The following procedures will be taken in the event of a pupil going missing whilst at school:

- The member of staff who has noticed the missing pupil will inform the pastoral team and/or the senior leadership team immediately.
- The office staff will also be informed as they will act as a point of contact for receiving information regarding the search.
- All available staff will conduct a thorough search of the school premises.
- The following areas will be systematically searched:
 - All classrooms
 - All toilets
 - Changing rooms
 - The library
 - Any outbuildings

- The school grounds
- Available staff will begin a search of the area immediately outside of the school premises, and will take a mobile phone with them so they can be contacted.
- Completion of a search may take approximately 30 minutes. If the pupil has not been found, then the parents of the pupil will be notified immediately.
- The school will attempt to contact parents using the emergency contact numbers provided.
- If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
- The missing pupil's Pastoral Support Manager record the details of the incident, describing all circumstances leading up to the pupil going missing. This will be recorded on the school system via Bromcom and CPOMS.
- If the missing pupil has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed by the Welfare Team.
- When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well.
- Parents and any other agencies will be informed immediately when the pupil has been located.

The pastoral team and/or the senior leadership team will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate disciplinary procedures will be followed in accordance with the Behaviour Policy.

The pastoral team and/or the senior leadership team will carry out a full investigation, and will draw a conclusion as to how the incident occurred. A written report will be produced, and policies and procedures will be reviewed in accordance with the outcome where necessary.

12. Attendance intervention

In order to ensure the school has effective procedures for managing absence, the attendance officer, supported by the pastoral team and the senior leadership team, will:

- Establish a range of specific, evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
- Attend or lead attendance reviews in line with escalation procedures.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
 - Sending letters to parents.
 - Having a **weekly** tutor review.
 - Engaging with LA attendance teams.
 - Using fixed penalty notices.
 - Creating attendance clinics.

The school will use attendance data, in line with the 'Monitoring and analysing absence' section of this policy, to develop specific strategies to improve attendance where patterns of absence are emerging. These strategies will be developed on a case-by-case basis, and will consider the particular needs of the pupils whom the intervention is designed to target.

The school will aim to improve attendance in the overall school cohort by acknowledging good attendance in the following ways:

- **Praise Postcards**
- **Termly 100% Attendance Certificates**
- **Termly tutor group attendance league competitions**
- **Weekly 100% Attendance Achievement Points**
- **Termly tutor group prizes and rewards**
- **Termly 100% attendance raffles**
- **Whole school rewards initiatives**

School trips and events will be considered a privilege. Where attendance drops below **90 percent**, these privileges may be taken away. The school will develop strategies for ensuring that pupils with health needs or home circumstances that result in additional absences are not unfairly excluded from attendance rewards, e.g. by setting individualised targets.

13. Working with parents to improve attendance

The school will work to cultivate strong, respectful relationships with parents and families and work to build trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services.

The school will ensure that there are **two** sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the headteacher in advance. The school will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, the attendance officer will work collaboratively with the pupil and their parents to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related to the pupil's experience in school, e.g. bullying, the attendance officer will work with the headteacher and any relevant school staff, e.g. the DSL and SENCO, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the pupil's family, the attendance officer will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

14. Emotionally Based School Non-Attendance (EBSNA)

Emotionally Based School Non-Attendance (EBSNA) is a term adopted a number of authorities to describe pupils and young people who have significant difficulties in attending school due to a range of factors. This is distinct from other types of school non-attendance and relates specifically to the emotional distress that they experience around attending school (Thambirajah, Grandison & De-Hayes, 2008).

Recognising those at risk

Whilst it is possible to support a child/young person experiencing EBSNA back into school, early identification and intervention is likely to lead to greater success. It is therefore important for schools to be attentive to:

- a pupils communication (both verbally and through their behaviours)
- staff and parent/carer concerns
- patterns of punctuality and attendance
- identification of those at higher risk

Groups at higher risk of EBSNA:

- Pupils with sensory processing, social communication needs or a diagnosis of Autism Spectrum
- Pupils who experience separation anxiety from their parents/carers
- Pupils experiencing interpersonal difficulties with peers or teaching staff
- Pupils demonstrating low confidence or 'high pressure' in relation to their learning ability or performance
- Pupils who have experienced significant trauma, loss or change
- Pupils who have family members who have experienced EBSNA
- Pupils who regularly communicate emotional distress at home and/or school
- Pupils and young people who have found it difficult to adjust to changes in schooling arrangement associated with COVID-19 and/or the return to normal school routines

We are committed to proactively identifying pupils at risk of Emotional-Based Non-Attendance (EBNAS) at an early stage, ensuring that swift and appropriate support measures are put in place. We recognise that there are times when pupils may struggle with attending school due to emotional challenges. In such cases, we are committed to providing support and understanding to ensure their emotional needs are met. Our dedicated pastoral team, will work closely with pupils and their families to identify the underlying issues and implement appropriate strategies. Additionally, we will collaborate with external agencies and professionals to provide specialised assistance when required. Our goal is to ensure that any pupil facing emotional challenges affecting their attendance receives the necessary support promptly, fostering a safe and supportive environment for their emotional well-being and educational success.

15. PA

A pupil is categorised as persistently absent when absence escalates and pupil attendance falls below 90%. This is equivalent to 1 day or more every two weeks across a full school year. When a pupil's attendance drops below 90%, the school attendance officer and the senior leadership team will work closely with families, and where needed, outside agencies and the local authority to put additional, targeted support in place to remove any barriers to attendance. In doing so, the school will endeavour to sensitively consider some of the reasons for absence and understand the importance of school as a place of safety and support for children who might be facing difficulties, rather than reaching immediately for punitive approaches.

There are various groups of pupils who may be vulnerable to high absence and PA, such as

- Children in need
- LAC
- Young carers
- Pupils who are eligible for FSM
- Pupils with EAL
- Pupils with SEND
- Pupils who have faced bullying and/or discrimination

The school will ensure it provides support to pupils at risk of PA, in conjunction with all relevant external authorities where necessary.

The school will use a number of methods to help support pupils at risk of PA to attend school. These include:

- Offering catch-up support to build confidence and bridge gaps in learning.
- Meeting with the pupil and their parent to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading **weekly** check-ins to review progress and assess the impact of support.
- Making regular contact with the pupil's parent to discuss progress.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including with regard to additional vulnerability.

The school will focus particularly on pupils who are categorised as **Severely Absent**. A pupil is categorised as severely absent is when absence escalates and pupil attendance falls below 50%. The school recognises that severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance, and as a result, are likely to need more intensive support across a range of partners. Where severe absence occurs, we will utilise a range of strategies and relevant services to prioritise improving pupil attendance. The school will make a concerted effort, along with any relevant services including the Local Authority, to prioritise critically absent pupils and engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

Where a pupil at risk of Persistent or Severe Absence is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care. The school will also bear in mind that the continuation of Persistent and Severe Absence following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

16. Legal intervention

The school will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance; however, where engagement strategies to improve attendance have not had the desired effect after **one term**, the attendance officer will consider:

- Holding a formal meeting with parents and the school's point of contact in the School Attendance Support Team.
- Working with the LA to put a parenting contract or an education supervision order in place.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, the headteacher will issue a fixed penalty notice

in line with the LA's code of conduct.

Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.

Prosecution Where intervention fails to bring about an improvement in attendance, the Local Authority will be notified and legal action in the Magistrates' Court may be taken. The school will provide the Local Authority with evidence required for a prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness if required by the court. This is to ensure that parents realise their own responsibilities in ensuring attendance at school and most importantly about returning children to education.

Section 444 of the Education Act 1996 states that 'if a parent fails to ensure the regular school attendance of their child if he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence.

A parent found guilty of this offence can be fined up to £2500 and or be imprisoned for a period of three months.

Alternatives to Section 444 prosecution are Parenting Contracts, Penalty Notices or an Education Supervision Order.

Parenting Contracts (Anti-Social Behaviour Act 2003) A Parenting contract is a voluntary agreement between school and the parent. It can also be extended to include the child and any other agencies offering support to resolve any difficulties leading to improved attendance. The contract will outline attendance targets and will detail agreed actions that will help to achieve the target. The contract will be reviewed regularly.

The contract can be used as evidence in a prosecution should parents fail to carry out agreed actions.

Parenting Contracts will be used in accordance with Manchester City Council's Parenting Contract Protocol.

Penalty Notices (Anti-Social Behaviour Act 2003) Penalty Notices will be considered when:

- A pupil is absent from school and the absence has not been authorised by the school.
- A pupil has accrued unauthorised absence without reasons provided and/or accepted as exceptional by the Headteacher.

A Penalty Notice gives the parent the opportunity to discharge themselves of their legal responsibility if a £120 fine is paid within 28 days, reduced to £60 if paid within 21 days of the date the Notice was issued.

Failure to pay the Penalty Notice may result in a prosecution under Section 444 of the Education Act 1996.

Penalty Notices will be used in accordance with Manchester City Council's Penalty Notice Protocol.

17. Monitoring and analysing absence

The attendance officer will monitor and analyse attendance data **weekly** to ensure that intervention and support is delivered quickly to address habitual absence at the first signs.

The school will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

- The school cohort as a whole.
- Individual year groups.
- Year groups preparing for exams.
- Individual pupils.
- Demographic groups, e.g. pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g. pupils with SEND, LAC and pupils eligible for FSM.
- Pupils at risk of PA.

The attendance lead who is a member of SLT will conduct thorough analysis of the above data on a **half-termly, termly and full-year** basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Subjects which have low lesson attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

The attendance lead will provide regular reports to staff across the school to enable them to track the attendance of pupils and to implement attendance procedures. The attendance lead will also be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.

The governing board will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement, and will share practice which has been shown to be effective with other schools.

The board of trustees will ensure staff from different schools within the trust regularly share expertise and collaborate on interventions.

18. Training of staff

The school will recognise that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk pupils as part of their induction and refresher training.

The governing board will ensure that teachers and support staff receive training in line with this policy as part of their induction. Following this initial training, staff will be offered regular and ongoing training as part of their CPD opportunities.

Training will cover at least the following:

- The importance of good attendance
- That absence is almost invariably a result of wider circumstances
- The legal requirements on schools, e.g. the keeping of registers
- The school's strategies and procedures for monitoring and improving attendance
- The school's procedures for multi-agency working to provide intensive support for pupils who need it

The governing board will provide dedicated and enhanced attendance training to the attendance officer and other staff with specific attendance functions in their role – this will include training regarding interpreting and analysing attendance data and supporting pupils to overcome barriers to attendance.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern, and know how such concerns should be managed.

19. Monitoring and review

Attendance and punctuality will be monitored throughout the year. The school's attendance target is **100%**, with a minimum expectation for all pupils to achieve **97%** attendance. Full details of the school's absence levels can be found on the **school website**.

This policy will be reviewed every **three years** by the headteacher. The next scheduled review date for this policy is **September 2024**.

Any changes made to this policy will be communicated to all relevant stakeholders.

Attendance Monitoring Procedures

The school will use a range of day-to-day processes and procedures to monitor attendance to school, which includes:

- Daily punctuality tracking by Pastoral Support Managers to ensure that concerns regarding poor punctuality are address swiftly and effectively
- Daily attendance calls to by Pastoral Support Managers and the Attendance Officer to speak to parents and carers of pupils that are absent from school without explanation
- Follow up calls from the attendance officer in the afternoon to ensure that absence is minimised where possible
- Daily absence monitoring by Pastoral Support Managers and the Attendance Officer to ensure that home visits are completed, in line with legal guidance, to ensure the safety and wellbeing of a child/children

Whole-school monitoring procedures will also be implemented to support long-term attendance monitoring, including:

- A weekly whole-school summary report sent to all staff to raise awareness regarding absence data and trends
- A weekly attendance matrix report sent to pastoral teams and form tutors to support attendance tracking over time
- A weekly, year group attendance dashboard sent to year teams and discussed in fortnightly tactical meetings
- Half term summary reports sent to year teams and form tutors to highlight Absence Stages and prompt commensurate action (see Absence Stages)
- A weekly, whole-school attendance dashboard presented and discussed in Senior Leadership Meetings
- Half term summary reports sent to and discussed by the Senior Leadership Team

Where a pupils' attendance drops below 98.5%, they will begin to be escalated to a Stage of Absence. Continued absence from school may result in a stage being escalated, which may result in further support and potential action from school. Where a pupils' absence raises a safeguarding concern, the school will be obliged to report this to Children's Services.

The stages, percentage boundaries and the actions in each Stage of Absence are listed below:

Stage 1 - 97% - 98.5% attendance:

- Form tutors will support pupil attendance by completing regular 1-2-1 discussions to support positive habits and overcome any potential barriers to attendance.
- Contact parents & carers to notify our concern regarding pupil attendance.
- In the event of no response, a formal letter may be sent in addition.
- Continued failure to engage with pupil form tutors may result in escalation to further action, including parental contact from a member of the Year Team

Stage 2 - 95% - 97% attendance:

- Pastoral Support Assistants will support pupil attendance, completing regular 1-2-1 discussions to support positive habits and overcome any potential barriers to attendance.

- Pastoral support assistants will also contact parents & carers to notify our concern regarding pupil attendance, suggesting potential support for families to address poor attendance.
- Pupils will also be placed on attendance report to their pastoral support assistant.
- In the event of no response, a formal letter may be sent in addition.
- Continued failure to engage with pastoral support assistants may result in escalation to further action, including parental meetings with the Head of Year

Stage 3 - 93% - 95% attendance:

- Pastoral Support Managers will support pupil attendance, completing regular 1-2-1 discussions to support positive habits and overcome any potential barriers to attendance
- Contact will be made with home to invite parents & carers in to school to meet with the Pastoral Support Manager
- During this meeting, a range of methods of support may be discussed, including support from outside agencies such as Early Help and the completion of an attendance contract, with clearly defined targets for all parties to work towards to improve pupil attendance.
- Pupils will be placed on attendance report to their pastoral support manager.
- In the event of no response, a formal letter may be sent in addition.
- Continued failure to engage with pastoral support assistants may result in escalation to further action, including parental meetings with the Head of Year
- Contact may also be made with the Local Authority, which could lead to fixed penalty notices for poor attendance.

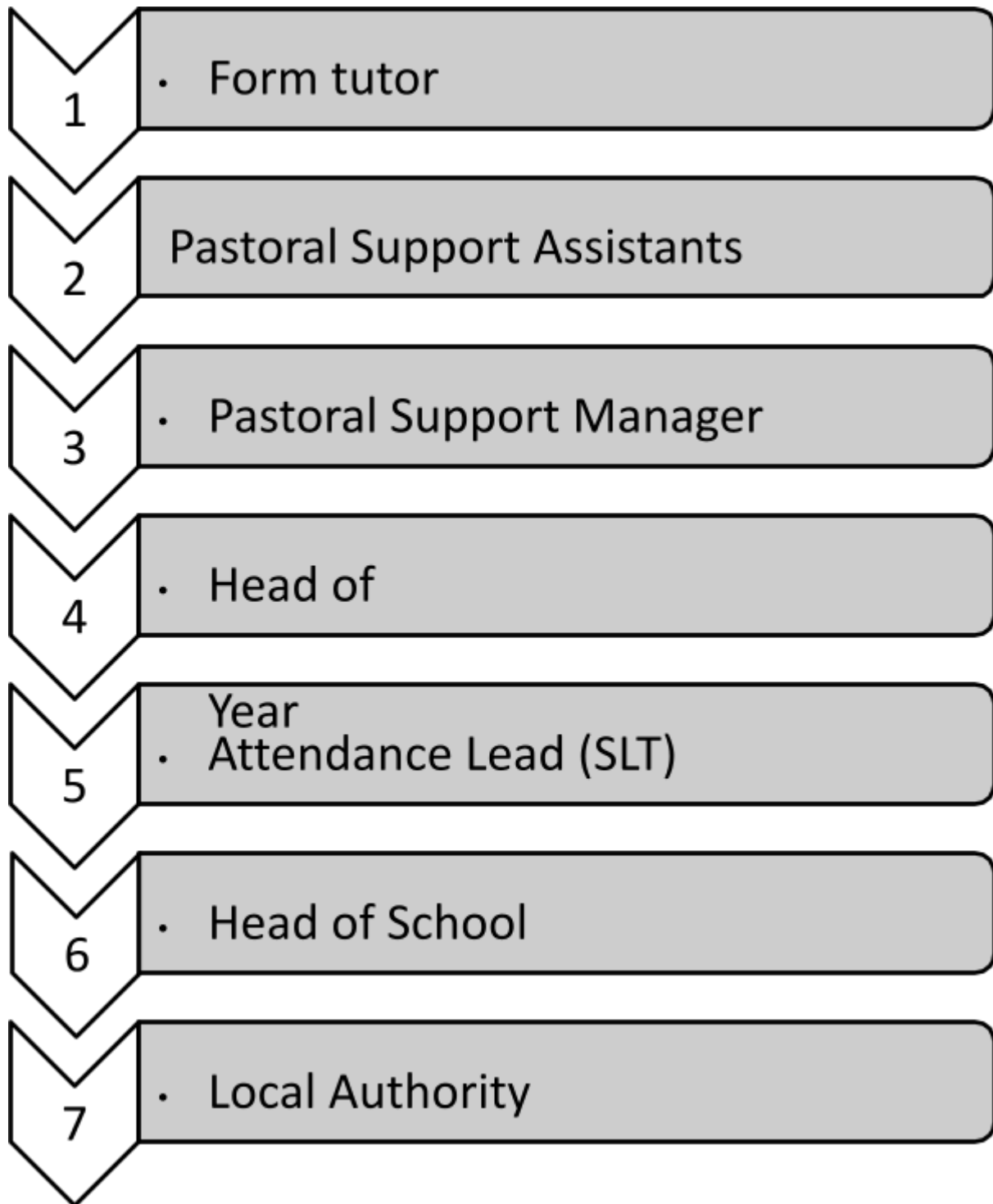
Stage 4 - 90% - 93% attendance:

- Heads of Year will support pupil attendance, completing regular 1-2-1 discussions to support positive habits and overcome any potential barriers to attendance.
- Contact will be made with home to invite parents & carers in to school to attend a formal attendance panel involving the Attendance Officer & the Head of Year.
- During this panel meeting, a range of methods of support may be discussed, including support from outside agencies including Early Help and the completion of an attendance contract, with clearly defined targets for all parties to work towards to improve pupil attendance.
- Pupils will also be placed on attendance report to their Head of Year.
- In the event of no response, a formal letter may be sent in addition
- Continued failure to engage with Head of Year will result in escalation to further action, including parental meetings with a member of the Senior Leadership Team.
- Contact will also be made with the Local Authority, which could lead to fixed penalty notices for poor attendance and refusal to engage with support from school.

Stage 5 - 89.9% attendance and below:

- Senior Leadership & the Attendance Officer will support pupil attendance, completing regular 1-2-1 discussions to support positive habits and overcome any potential barriers to attendance.
- Contact will be made with home to invite parents & carers in to school to attend a formal attendance panel involving the Attendance Officer & member of the Senior Leadership Team.
- During this meeting, a range of methods of support will be discussed, including support from outside agencies and potential legal implications should poor attendance continue.
- Pupils will also be placed on attendance report to a member of the Senior Leadership Team.
- In the event of no response, a formal letter may be sent in addition.
- Continued failure to engage with Senior Leadership will result in escalation to further action, including parental meetings with the Senior Lead for Attendance and the Head of School.
- A children's services referral will also be discussed with the school welfare team to ensure the safety and wellbeing of a child/children
- Contact will also be made with the Local Authority, which could lead to fixed penalty notices and legal action for poor attendance and refusal to engage with support from school.

Attendance Reporting Structure



Attendance Agreement Form

Pupil Attendance Agreement

I agree to attend school and understand the consequences I may face if my attendance drops below 100 percent. I will ensure that the school is made immediately aware of when I will not reasonably be able to attend, and will give the school full details of my absence.

As a pupil of **Dean Trust Ardwick** I am dedicated to:

- Being in attendance every day.
- Always being punctual to school and lessons.
- Informing the school of the reason for any absence.
- Not missing school for trivial reasons.

Pupil name:	Date:
Form tutor name:	Date:

Parental Attendance Agreement

I understand that it is my responsibility to send my child to school. I agree to send my child to school every day and understand the consequences if I fail to do so. When my child is absent from school due to exceptional circumstances, I will ensure the correct procedures are followed.

Parent name:	Date:
Form tutor name:	Date:

Appendices

Example of a Parenting Contract

Table of Responsibilities for School Attendance

The aim of this contract is for home and school to work together to improve school attendance, the child's general wellbeing and to avoid any legal action resulting from poor attendance.

Child's Name:		Meeting Date:	
School:		Meeting Location:	
Form/ Year Group:		Head of Year/ Lead:	
Name of Parent (s)			
Issues identified/ Why is this child not attending school regularly?			
As a school, we consider 'good' attendance to be at least 97% or above . There is a clear link between poor attendance and low achievement and it is therefore vital that we promote and ensure good levels of attendance to ensure positive academic outcomes for your child.			
Attendance % this academic year			
Unauthorised absence % this academic year			
No. of lates this academic year			
AGREED ACTION/S			
The parent/carer will:			Date
<ul style="list-style-type: none"> ○ Parents will ensure that their child will attend school on a regular basis aiming to increase attendance towards the school expectation of 97% ○ Put appropriate sanctions in place if their child refuses to attend school; ○ Where possible, all appointments will be made outside of Academy hours 8:40am-15:00pm. 			
The Child will (if appropriate):			Date
<ul style="list-style-type: none"> ○ Be determined to raise their attendance to schools' target of 97% in the first instance by attending school every day. 			
The Academy will:			Date
<ul style="list-style-type: none"> ○ Ensure that we provide parents with support in increasing their child's attendance; ○ Inform parents when student is absent on the first day of absence; ○ Offer support from our Pastoral Team, Welfare Team (where appropriate) ○ Allocate a member of staff to monitor the attendance daily. 			
Referral/s to external agency/agencies (where appropriate)			Date
<ul style="list-style-type: none"> ○ Refer to a range of outside agencies, including Early Help, to support engagement with education if attendance hasn't increased at the 3 week review. 			
Progress will be reviewed after 3 school weeks			Date:
The final review will be held after a further 3 school weeks			Date:

Signed on behalf of (School Name):	
Signed:	Date:
Name	
<p>This Parenting Contract has been discussed with me and I understand the purpose of this. I understand that if I do not carry out the actions agreed in this contract that further action may be put in place by the school, including referral to the Local Authority</p>	
Signed (Parent/carer) Date:	
Signed (Parent/carer) Date:	
<p>This contract has been discussed with me. I understand the agreement and that my parent/carer may be fined if I do not attend school.</p>	
Signed (child) Date	

Child's Name:	
Academy:	SCHOOL NAME
Attendance % since contract signed	
No. of lates since contract signed	
1. Have parents/carers carried out actions agreed in the contract? YES / NO If no, please explain below.	
2. Has the school carried out actions agreed in the contract? YES / NO If no, please explain below.	
ADDITIONAL ACTIONS AGREED	
The parents/carers will:	Date
The Child will:	Date
The Academy will:	Date
Referral/s to external agency/agencies (where appropriate)	Date

Final Review Date (in 4 weeks time):	
If satisfactory improvement has not been reached by this date, referral to the Local Authority will be made and a Penalty Notice will be issued.	
Signed on behalf of (School Name):	
Signed	Date:
Name	
Position	
Parental Signatures:	
Signed	Parent/carer Date
Signed	Parent/carer Date
Signed	Child (where appropriate) Date

Child's Name:	
Academy:	
Attendance % since last review:	
No. of lates since contract signed	

1. Have parents/carers carried out actions agreed in the last review? YES / NO If no, please explain below.
2. Has the Academy carried out actions agreed in the last review? YES / NO If no, please explain below.

REVIEW DECISION	
Referral to Local Authority (please circle as appropriate)	Yes / No
If Yes, send out letter to parent/carers informing them of the decision.	

Signed
.....

Date

Name

Position

Signed
.....

Date

Name

Position

(Member of staff – and Principal)

All Pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Regularly monitor the attendance of children with a social worker in their area.</p> <p>Put in place personal education plans for looked-after children.</p> <p>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.</p>

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance.	Ofsted considers schools' efforts to improve or sustain high attendance as part of inspections. Multi-academy trusts regularly review attendance data and support schools.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction.

Monitoring of attendance and Resistant Absence

Who?	Frequency	Communication	Act/Challenge
Pupils	Daily/Weekly	Face to face	Agree to be dedicated to come to school in good time. Discuss any issues/barriers with Form Tutor/Key Person that might affect your attendance.
Parents/Carers	Daily/Weekly	Through 'My child at school' app	Agree to be dedicated to sending your child to school. Inform school immediately if your child is off for any reason. Discuss any issues/barriers that might affect your child's attendance with Form Tutor/Attendance Officer (SLT)
Form Tutors	Daily/Weekly	Bromcom	Continually praise pupils for good attendance. Discuss/support any issues where pupils have barriers to attending. Seek support on offer from key staff.
Head of Year	Daily/Weekly	Bromcom	Weekly promote attendance through assemblies. Set targets, goals and rewards to ensure good attendance. Discuss poor attendance/PA with individuals.
Attendance Officer (SLT)	Daily/Weekly	Bromcom	Continually maintain attendance of PA for all pupils. Ensure all staff are aware of where pupils are having barriers to attending. Seek support on offer

			from key staff. Link to other professionals if necessary, including the LA.
Headteacher	Weekly	Report Bromcom	Continually review attendance and PA for all cohorts of pupils. Ensure all staff are aware of where good/poor attendance is happening. Utilise all/key staff to support improving areas of concern. Ensure all staff in school are aware of the importance of good attendance and support measures to improve this.
Executive Team	Half Termly unless specific issues crop up	Report Bromcom	Continually review attendance data with a view to promoting particular year groups/cohorts and support the school with strategies to improve poor attendance and cohorts of persistent absence.
Governors	Termly	Report	Review school data and promote good attendance and PA. Challenge specific areas of poor attendance and PA and discuss next steps/strategies.
Trustees	Termly	Report	Review overall Trust data. Celebrate schools with good attendance and PA and challenge schools with poor attendance and PA. Discuss strategies that the Trust can use to support individual schools.