# Plymouth CAST Attendance Policy

# January 2024

**Document Control**

**Changes History**

| Version | Date | Amended by | Recipients | Purpose |
|---|---|---|---|---|
| 2.0 | January | Kevin Butlin Director of Education | All Plymouth CAST staff | Updated Policy reflecting national expectations |

**Approvals**

This policy requires the following approvals:

| Board | Chair | CEO | Date Approved | Version | Date for Review |
|---|---|---|---|---|---|
| | | | | 2.0 | |

**National/Local Policy**

☐ This policy must be localised by schools

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## 1. Our Vision

The Catholic Church insists on the highest standards of academic achievement in its schools, so that our young people leave us as 'agents of change' – educated and caring people who have the qualifications, knowledge and skills they need to flourish as human beings and make the world a better place.

Inspired by our Teacher, Jesus Christ, and his good news to the poor, we have a commitment especially to those who are disadvantaged. We are determined that a child's start in life need not determine their future. We are committed to the well-being of the earth, our common home, inspired by the example of Pope Francis: to live wisely, think deeply and love generously.

In all our schools we will develop a culture of high expectation and aspiration, based on our fundamental belief in the dignity of all human beings. We want all our pupils to flourish in safe, happy and enriching environments, taught and supported by adults who are skilled, motivated and committed to our shared vision and values.

We will work together as one Trust, one family of schools, a community inspired by a vision for excellence. We commit ourselves to deepen our mission and raise standards in order to provide an excellent Catholic education for every child in our care.

## 2. The Importance of School Attendance

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families.

The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.

It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and nonteaching staff in school, the trust, Local CAST Board, the local authority, other local partners, and of course pupils' families.

## 3. The Law on School Attendance

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7%

compared to 2.7%). At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 41. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%)

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study

## 4. Working Together to Improve Attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:

**EXPECT**
Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

↓

**MONITOR**
Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

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**LISTEN AND UNDERSTAND**
When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

↓

**FACILITATE SUPPORT**
Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

↓

**FORMALISE SUPPORT**
Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

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**ENFORCE**
Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

## 5. Expectations of Plymouth CAST Schools

All schools have a continuing responsibility to proactively manage and improve attendance across their school community. Attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone's responsibility in school.

The most effective schools consistently promote the benefits of good attendance at school, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance. They also recognise that attendance cannot be seen in isolation and that the foundation to good attendance is a calm, orderly, safe and supportive environment in which all pupils want to attend and can learn and thrive. To manage and improve attendance effectively, all schools are expected to:

- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and, with the exception of schools where all pupils are boarders, attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

## 6. Develop and Maintain a Whole-School Culture that Promotes the Benefits of High Attendance

Good attendance is a learned behaviour, and the most effective schools recognise the importance of developing good patterns of attendance from the outset.

Schools that have good attendance recognise that it is not a discrete piece of work but rather it is an integral part of the school's ethos and culture.

In building a culture of good school attendance, all Plymouth CAST schools are expected to:

- Recognise the importance of good attendance and, alongside good behaviour, make it a central part of the school's vision, values, ethos, and day to day life.
- Recognise the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students (including use of pupil premium).
- Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school. Responsibilities should include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents.
- Make sure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need.
- Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance or pastoral support staff (either school based or contracted) who can work with families, conduct home visits and work in partnership with school leaders, the local authority's School Attendance Support Team and other partners.
- Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through all available channels. In doing so, schools should help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development. It should also include clarity on the short and long term consequences of poor attendance.

- Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level.
- Recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies.
- Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

## 7. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

## 8. Legislation and guidance

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:

- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

## 9. Roles and responsibilities

### 9.1 The Board of Directors

The Trust Board of Directors is responsible for:

- Promoting the importance of pupil attendance across trust policies, practice and ethos
- Ensuring that a member of the Senior Executive Leadership Team has responsibility for attendance
- Ensuring that the Senior Executive Leadership Team and school leaders have the necessary resources to prioritise pupil attendance

- Ensuring that the Senior Executive Leadership Team prioritises attendance, and works with school leaders to improve pupil attendance
- Ensuring that the Senior Executive Leadership Team expects and enables school leaders to fulfil expectations and statutory duties.
- Regularly reviewing and challenging trust attendance data
- Monitoring the impact of trust-wide attendance initiatives
- Holding the Senior Executive Leadership Team to account for the implementation of this policy

## 9.2 Senior Executive Leadership Team

The Senior Executive Leadership Team is responsible for:

- Promoting the importance of pupil attendance across trust policies, practice and culture
- Ensuring that school leaders have the necessary resources to prioritise pupil attendance
- Prioritising attendance, and working with school leaders to improve pupil attendance
- Supporting and challenging school leaders to fulfil expectations and statutory duties, including working with their local authority attendance teams.
- Regularly reviewing and challenging trust attendance data
- Monitoring the impact of trust-wide attendance initiatives
- Holding headteachers to account for the implementation of this policy
- Reporting on trust attendance to the Board of Directors
- Reporting on trust attendance to the DfE Regional Director and other agencies as required

## 9.3 Local CAST Board

The Local CAST Board is responsible for:

- Promoting the importance of school attendance across the school's policies and culture
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy

## 9.4 The headteacher

The headteacher is responsible for:

- Promoting the importance of pupil attendance across school policies, practice and culture
- Implementation of this policy at the school
- Ensuring that the school effectively maintains and supports all required information management systems
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Ensuring that the school works effectively with the local authority attendance team and other agencies to improve pupil attendance
- Issuing fixed-penalty notices, where necessary
- Regularly reporting on pupil attendance to the Local CAST Board and trust officers

## 9.5 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Working with the Local Authority Attendance Officer/Attendance Team/Attendance Hub to improve the attendance of identified children
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis

- Devising specific strategies to address areas of poor attendance identified through data
- Building relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is [Mr McDermott] and can be contacted via [01202 741932].

## 9.6 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher/[role] (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is [Mrs Neil] and can be contacted via [01202 741932].

## 9.7 The Special Educational Needs Coordinator (SENCo)

The SENCo is responsible for:

- Championing the attendance of children with SEND
- Working with the Designated Senior Leader for Attendance to support the attendance of children with SEND.
- Monitoring and analysing attendance data for children with SENCo (see section 7)
- Working with relevant school staff to support the attendance of children with SEND
- Working with children SEND to identify and address barriers to school attendance
- Working with the parents of children with SEND to identify and address barriers to school attendance
- Working with outside and specialist agencies to identify and address barriers to school attendance

The school SENCo is [Mrs Hodson] and can be contacted via [01202 741932].

## 9.8 The Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Championing the attendance of vulnerable children including those on Early Help, Child in Need and Child Protection Plans
- Working with the Designated Senior Leader for Attendance to support the attendance of vulnerable children
- Monitoring and analysing attendance data for vulnerable children (see section 7)
- Working with relevant school staff to support the attendance of vulnerable children
- Working with vulnerable to identify and address barriers to school attendance for children with SEND
- Working with the parents of vulnerable children to identify and address barriers to school attendance
- Working with the local authority, outside and specialist agencies to identify and address barriers to school attendance for vulnerable children

The school DSL is [Mrs Hodson] and can be contacted via [o1202 741932].

## 9.9 The Designated Teacher for Looked After Children

The Designated Teacher for Looked After Children is responsible for:

- Championing the attendance of children in Local Authority Care

- Working with the Designated Senior Leader for Attendance to support the attendance of children in Local Authority Care
- Working with the Headteacher of the Virtual School to support the attendance of children in Local Authority Care
- Monitoring and analysing attendance data for children in Local Authority Care (see section 7)
- Working with relevant school staff to support the attendance of children in Local Authority Care
- Working with children in Local Authority Care to identify and address barriers to school attendance
- Working with the parents/guardians of children in Local Authority Care to identify and address barriers to school attendance
- Working with outside and specialist agencies to identify and address barriers to school attendance

The school Designated Teacher for Looked After Children is [Mrs O'Donoghue] and can be contacted via [01202 741932].

## 9.10 The Designated Teacher for Disadvantaged Children

The Designated Teacher for Disadvantaged Children is responsible for:

- Championing the attendance of disadvantaged children
- Working with the Designated Senior Leader for Attendance to support the attendance of disadvantaged children
- Monitoring and analysing attendance data for disadvantaged children (see section 7)
- Working with relevant school staff to support the attendance of disadvantaged children
- Working with children in local authority to identify and address barriers to school attendance
- Working with the parents of disadvantaged children to identify and address barriers to school attendance
- Working with outside and specialist agencies to identify and address barriers to school attendance

The school Designated Teacher for disadvantaged children is [Mr McDermott] and can be contacted via [01202 741932].

## 9.11 Class teachers

Class teachers are responsible for:

- Promoting the importance of high levels of pupil attendance
- Championing the attendance of children in their class(es)
- Implementing school attendance policy, including policy for managing lesson transitions and arrivals
- Recording attendance on a daily basis, using the correct codes, and submitting this information to the school office
- Knowing the attendance of pupils within their teaching/tutor groups
- Knowing the attendance of pupils within their sphere of leadership i.e. SEND, PP, LAC etc
- Working with pupils, parents, other school staff and outside agencies to support high levels of attendance.

## 9.12 School office staff

School [admin/office] staff will:

- Promote the importance of high levels of pupil attendance
- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the pastoral lead in order to provide them with more detailed support on attendance

## 9.13 Parents/carers

Parents/carers are expected to:

- Promote the importance of high levels of school attendance

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9amon the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Work with the school to identify and remove barriers to good levels of attendance for their child

### 9.14 Pupils

Pupils are expected to:

- Attend school every day on time

## 10. Recording attendance

### 10.1 Attendance register

We will keep an attendance register and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

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

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 who made the amendment

See appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Pupils must arrive in school by 8:40 am on each school day.

The register for the first session will be taken at [8.40 am] and will be kept open until 9.10am.

### 10.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by [9.00am] or as soon as practically possible by calling the school [admin/office] staff (see also section 7).

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

### 10.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.

Absent requests are made using school request form available at school website or from the school office.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

### 10.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

### 10.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may conduct a home visit.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer

### 10.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels [via written reports and parents' evening].

## 11. Authorised and unauthorised absence

### 11.1 Approval for term-time absence

The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

The fundamental principles for defining 'exceptional' are rare, significant, unavoidable and short; 'unavoidable' should be taken to mean an event that could not reasonably be scheduled at another time. The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via school office or website. . The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness (including mental illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents/carers belong. If necessary, the school will seek advice from the parents'/carers' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, 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 the school, but it is not known whether the pupil is attending educational provision

### 11.2 Legal sanctions

The school or local authority can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age.

Ensure that this section is in line with policy of your Local Authority.

If issued with a fine, or penalty notice, each parent/carers must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

## 12. Strategies for promoting attendance

- Weekly class attendance data shared with Key Stage assemblies

- 100% stickers for attendees each half term

## 13. Attendance monitoring

### 13.1 Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published

alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

### 13.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

### 13.3 Using data to improve attendance

The school will:

- Provide regular attendance reports to class teachers and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

### 13.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Complete, monitor, review and revise attendance action plans for all children who are *Persistently Absent* or at risk of becoming *Persistently Absent*
- Provide access to wider support services to remove the barriers to attendance

## 14. Monitoring arrangements

This policy will be reviewed as guidance from the trust, local authority or DfE is updated, and as a minimum 3 years by school leadership team.  At every review, the policy will be approved by the full governing board.

## 15. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- SEND policy
- Managing Children's Medical Conditions in School Policy

**Appendix 1**

# Attendance Action Plan 2023/24 - PUPILS AT RISK OF PERSISTENT ABSENCE

| *School Name* | *Attendance Lead* | *School Improvement Officer* |
|---|---|---|
| | | |

*To be completed for all pupils with attendance at risk of becoming under 90% and shared with SIO*

| PUPIL | YR GROUP | SEN/PP | ATTENDANCE AUTUMN 1 | ATTENDANCE AUTUMN 2 | ATTENDANCE SPRING 1 | ATTENDANCE SPRING 2 | ATTENDANCE SUMMER 1 | ATTENDANCE SUMMER 2 |
|---|---|---|---|---|---|---|---|---|
| A | 3 | N/A | 92.2% | 91.8% | | | | |

| IDENTIFIED RISK FACTORS |
|---|
| SEMH issues identified<br>Safeguarding concerns<br>Reduction of academic attainment/progress<br>Weak preparation for next stage in education and/or life choices |
| **ATTENDANCE CONTEXT** |
| *How long has attendance been an issue? Any notable changes? Any notable patterns? Any known risks to future attendance?*<br>The pupil is often absent on:<br>● Days straddling a weekend |

- Days when staying with particular parent/carer
- Homework/coursework due
- Exam/test days
- Particular timetabled lessons eg: PE
- Days where there are school events
- Any other pupil/family/health specific context

| BEHAVIOUR CONTEXT |
| --- |
| *Highlight where appropriate*<br>● SEMH issues<br>● Current/previous victim of bullying<br>● Current/previous perpetrator of bullying<br>● Safeguarding concerns<br>● Anxiety over friendships<br>● Previous school refuser<br>● Anxiety over academic ability |

| BARRIERS TO LEARNING |
| --- |
| *Additional barrier which may be contributing*<br>● SEND<br>● EHCP<br>● Speech and language<br>● Engagement in learning due to anxiety in general or specifically<br>● Relationships with adults working within school<br>● Anxiety over transition times/changes of adults<br>● Site accessibility |

*Milestone one should begin at any point in the school year when attendance was highlighted as an issue eg; where attendance is at risk of falling below 90% in Spring term 2, milestone one will be summer 1*

| MILESTONE ONE | MILESTONE TWO | MILESTONE THREE | MILESTONE FOUR | MILESTONE FIVE | MILESTONE SIX |
|---|---|---|---|---|---|
| Data is used effectively to identify and track pupil.<br><br>Staff member checks in with pupil regularly | Pupil speaks to trusted adult at least once a week.<br><br>Class/form teacher has identified patterns of poor attendance and discussed ways to mitigate with parents and leaders | Pupil is regularly attending SEMH intervention and is beginning to talk openly about feeling<br><br>Parents engage with school and other agencies appropriately. Meetings are attended | Attendance has improved and is above 92%<br><br>Pupil shows more confidence in approaching a range of adults for support | Pupil attends netball club during lunchtimes<br><br>Parents speak positively about school and their commitment to support attendance | Attendance has increased with pupil no longer at risk and pupil speaks positively about school |

| WHO? | WHAT'S GOOD ABOUT SCHOOL? | WHAT'S DIFFICULT? | WHAT WOULD HELP? |
|---|---|---|---|
| Pupil | ● I want to see my friends<br>● I want to get good marks on my GCSEs and go to university<br>● I feel like all my friends are getting on with their lives, and I'm missing out | ● I feel anxious in large groups<br>● I feel overwhelmed when teachers put me on the spot to answer questions<br>● I was bullied in the past, so now I feel unsafe in the playground<br>● I used to enjoy playing netball, but I don't any more | ● Teacher not asking questions in front of the whole class<br>● Have a safe space to go during breaktimes |

| | | | |
|---|---|---|---|
| | | • I love being at home, I learn best there because I'm less anxious<br>• I miss my dad | |
| Parents/carers | • They miss their friends and feel like they're missing out<br>• They say that they enjoy art class and like their art teacher<br>• They have good days, when they're determined to go in<br>• They want to get good GCSEs | • Every morning it's a battle to get them up, dressed and ready for school<br>• They're not interested in their clubs and hobbies any more<br>• My husband and I recently separated, so things have been tough at home<br>• Sometimes I don't have the energy to put up a fight with them in the morning and force them to go in, so I let them stay home while I work from home | • Support with engaging husband in discussions |
| Trusted adult | • They work very hard and push themselves get good marks | • Sometimes they're too hard on themselves, and put too much pressure on themselves to be perfect<br>• They seem to be more on the periphery of their social group than they used to be<br>• They seem disengaged from lessons, especially when they've missed out a key concept when they've been off absent<br>• They rarely approach teachers to discuss what they don't understand, and prefer to figure things out alone | • Opportunities for pre-teach activities to support and close gaps. |

| | | | |
|---|---|---|---|
| Form/class teacher | | | |
| SENCO | | | |
| DSL | | | |
| Mental health lead | | | |
| [Insert other stakeholders as appropriate] | | | |

| OBJECTIVE | ACTION | WHO? | INTENDED IMPACT | MONITORING/REVIEW/ACTUAL IMPACT |
|---|---|---|---|---|
| Parental engagement with school improves | Parents to meet with attendance lead monthly<br><br>Parents proactively engage in support from school and LA AST | | Parents are able to openly discuss difficulties surrounding attendance and support school in addressing these | *Mum has attended all meetings, however, dad is not engaging with school. This means that attendance is better when pupil is staying with mum but dips when dad has custody.*<br>*Consider moving towards TAC to support with this* |
| Increase pupil confidence within lessons/breaktimes | Identified adult to check in with pupil during and at the end of each lesson | All teaching staff | Pupil becomes more confident and begins to work confidently within small group situations, asking questions when needed | |

| | | | | |
|---|---|---|---|---|
| | Pupil to engage with relevant interventions eg: ELSA | | | |
| Support parents and pupils in identifying and addressing external barriers | School leaders to identify and contact outside agencies.<br><br>Parents and pupils engage effectively with identified agencies | | External barriers are eradicated or impact diminished | |
| Regular review of attendance data to identify and mitigate against further risk | Teachers monitor attendance in school/lessons and record patterns | All teaching staff | Patterns are identified and school staff show evidence of effective mitigation | |
| Identify potential future barriers for poor attendance moving forward leading to severe absence | Work with pupil/parent/staff/ outside agencies to identify and take action to mitigate against these | | Barriers to attendance are identified and tracked.<br><br>Action plan reflects potential new issues | |

## Appendix 2

# Attendance Action Plan 2023/24 - PERSISTENTLY ABSENCE PUPIL

| *School Name* | *Attendance Lead* | *School Improvement Officer* |
|---|---|---|
| | | |

*To be completed for all pupils with attendance under 90% and shared with SIO*

| PUPIL | YR GROUP | SEN/PP | ATTENDANCE AUTUMN 1 | ATTENDANCE AUTUMN 2 | ATTENDANCE SPRING 1 | ATTENDANCE SPRING 2 | ATTENDANCE SUMMER 1 | ATTENDANCE SUMMER 2 |
|---|---|---|---|---|---|---|---|---|
| A | 3 | SEN/PP | 88.4% | 89.2% | | | | |

| IDENTIFIED RISK FACTORS |
|---|
| SEMH issues identified<br>Safeguarding concerns<br>Reduction of academic attainment/progress<br>Weak preparation for next stage in education and/or life choices |
| **ATTENDANCE CONTEXT** |
| *How long has attendance been an issue? Any notable changes? Any notable patterns? Any known risks to future attendance?*<br>The pupil is often absent on:<br>● Days straddling a weekend |

- Days when staying with particular parent/carer
- Homework/coursework due
- Exam/test days
- Particular timetabled lessons eg: PE
- Days where there are school events
- Any other pupil/family/health specific context (give detail)

| BEHAVIOUR CONTEXT |
| --- |
| *Highlight where appropriate*<br>● SEMH issues<br>● Current/previous victim of bullying<br>● Current/previous perpetrator of bullying<br>● Safeguarding concerns<br>● Anxiety over friendships<br>● Previous school refuser<br>● Anxiety over academic ability |

| BARRIERS TO LEARNING |
| --- |
| *Additional barrier which may be contributing*<br>● SEND<br>● EHCP<br>● Speech and language<br>● Engagement in learning due to anxiety in general or specifically<br>● Relationships with adults working within school<br>● Anxiety over transition times/changes of adults<br>● Site accessibility |

*Milestone one should begin at any point in the school year when attendance is highlighted as an issue eg; where attendance falls below 90% in Spring term 2, milestone one will be summer 1*

| MILESTONE ONE | MILESTONE TWO | MILESTONE THREE | MILESTONE FOUR | MILESTONE FIVE | MILESTONE SIX |
|---|---|---|---|---|---|
| Pupil and family attend monthly meeting with attendance lead to discuss attendance.<br><br>Adaptive teaching strategies allow pupil to interact effectively within a classroom situation. Staff member checks in with pupil 1:1 throughout each lesson. | Pupil speaks to trusted adult at least once a week.<br><br>Parents support school in completing remote learning where necessary so pupil can access all learning<br><br>Termly meeting with LA attendance officer is taking place | Pupil is regularly attending SEMH intervention and is beginning to talk openly about feeling | Attendance has improved.<br>A full school week has been completed at least four times this term<br><br>Pupil shows more confidence in approaching a range of adults for support<br><br>Termly meeting with LA attendance officer is taking place | Pupil attends netball club during lunchtimes<br><br>A full school week has been completed at least four times this half term | Attendance has increased to be at least 96% and pupil speaks positively about school<br><br>A full school week has been completed at least nine times this term<br><br>Termly meeting with LA attendance officer is taking place |

| WHO? | WHAT'S GOOD ABOUT SCHOOL? | WHAT'S DIFFICULT? | WHAT WOULD HELP? |
|---|---|---|---|
| Pupil | ● I want to see my friends<br>● I want to get good marks on my GCSEs and go to university<br>● I feel like all my friends are getting on with their lives, and I'm missing out | ● I feel anxious in large groups<br>● I feel overwhelmed when teachers put me on the spot to answer questions<br>● I was bullied in the past, so now I feel unsafe in the playground | ● Teacher not asking questions in front of the whole class<br>● Have a safe space to go during breaktimes |

| | | | |
|---|---|---|---|
| | | • I used to enjoy playing netball, but I don't any more<br>• I love being at home, I learn best there because I'm less anxious<br>• I miss my dad | |
| Parents/carers | • They miss their friends and feel like they're missing out<br>• They say that they enjoy art class and like their art teacher<br>• They have good days, when they're determined to go in<br>• They want to get good GCSEs | • Every morning it's a battle to get them up, dressed and ready for school<br>• They're not interested in their clubs and hobbies any more<br>• My husband and I recently separated, so things have been tough at home<br>• Sometimes I don't have the energy to put up a fight with them in the morning and force them to go in, so I let them stay home while I work from home | • Support with engaging husband in discussions |
| Trusted adult | • They work very hard and push themselves get good marks | • Sometimes they're too hard on themselves, and put too much pressure on themselves to be perfect<br>• They seem to be more on the periphery of their social group than they used to be<br>• They seem disengaged from lessons, especially when they've missed out a key concept when they've been off absent<br>• They rarely approach teachers to discuss what they | • Opportunities for pre-teach activities to support and close gaps. |

| | | | |
|---|---|---|---|
| | | don't understand, and prefer to figure things out alone | |
| Form/class teacher | | | |
| SENCO | | | |
| DSL | | | |
| Mental health lead | | | |
| [Insert other stakeholders as appropriate] | | | |

| OBJECTIVE | ACTION | WHO? | INTENDED IMPACT | MONITORING/REVIEW/ACTUAL IMPACT |
|---|---|---|---|---|
| Parents work with school and Local Authority Attendance Support Team (LA AST) to identify barriers to attendance | Parents, pupil and school leaders develop action plan<br><br>Where appropriate, parents sign an attendance contract/engage with early help plan | | Parents are able to openly discuss difficulties surrounding attendance and support school in addressing these | *Mum has attended all meetings, however, dad is not engaging with school. This means that attendance is better when pupil is staying with mum but dips when dad has custody.*<br>*Consider moving towards TAC/TAF to support with this* |
| Increase pupil | Identified adult to | All | Pupil becomes more | |

| | | | | |
|---|---|---|---|---|
| confidence within lessons | check in with pupil during and at the end of each lesson | teaching staff | confident and begins to work confidently within small group situations, asking questions when needed | |
| Where support is not working, being engaged with or appropriate, work with LA AST to enforce attendance | Fines are considered where appropriate | | Parents are aware of their statutory responsibility and engage well with the school and other agencies to improve attendance | |
| Regular review of attendance data to identify and mitigate against further risk | Teachers monitor attendance in school/lessons and record patterns<br><br>Parents to meet with attendance lead monthly | All teaching staff<br><br>Attendance lead | Patterns are identified and school staff show evidence of effective mitigation | |
| Raise with School Attendance Support Team within the local authority at termly meeting | Work with LA AST to identify and work with local schools with effective practice in managing poor attendance | | LA School Attendance Support Team are aware of specific pupils causing concern and direct school towards appropriate support | |
| Identify potential future barriers for poor attendance moving forward | Work with pupil/parent/staff/ outside agencies to identify and take | | Barriers to attendance are identified and tracked.<br><br>Action plan reflects potential | |

| | | | | |
|---|---|---|---|---|
| leading to severe absence | action to mitigate against these | | new issues | |

**Appendix 3**

# Attendance Action Plan 2023/24 - Term Time Holidays

| *School Name* | *Attendance Lead* | *School Improvement Officer* |
|---|---|---|
| | | |

*Action plan to be completed to show all pupils with attendance under 90% caused by term time holidays only - this should be added to through the year and pupils should be moved onto a action plan if attendance appears to be an issue outside of term time holidays*

| PUPIL | YR GROUP | SEN/PP | Days lost due to holidays/number of holidays | ATTENDANCE AUTUMN 1 | ATTENDANCE AUTUMN 2 | ATTENDANCE SPRING 1 | ATTENDANCE SPRING 2 | ATTENDANCE SUMMER 1 | ATTENDANCE SUMMER 2 |
|---|---|---|---|---|---|---|---|---|---|
| A | 3 | SEN/PP | | 88.4% | 89.2% | | | | |
| B | | | | | | | | | |
| C | | | | | | | | | |

| WHOLE SCHOOL ATTENDANCE | WHOLE SCHOOL ATTENDANCE WITH TERM TIME HOLIDAYS EXTRAPOLATED |
|---|---|
| | |

| ATTENDANCE CONTEXT |
| --- |
| • Term time holidays are taken at least once every academic year leading to a loss in learning |

| OBJECTIVE | ACTION | WHO? | INTENDED IMPACT | MONITORING/REVIEW/ACTUAL IMPACT |
| --- | --- | --- | --- | --- |
| All stakeholders are aware of expectations | All parents are made aware that term time holidays will be unauthorised and the potential implications | | | |
| All term time absences are appropriately challenged | Parents requesting term time holidays receive written confirmation that this is not agreed | | | |
| Parents are fully aware of pupil attendance and regularly reminded | All parents made aware of attendance levels at least termly | | | |
| Parents are fully aware impact of lack of attendance | Parents are made aware of the impact of absence on | | | |

| | | | | |
|---|---|---|---|---|
| and regularly reminded | attainment and progress | | | |
| All stakeholders are aware of whole school attendance | Newsletters show attendance levels and expectations are clear | | | |
| Raise with School Attendance Support Team within the local authority at termly meeting | Work with LA AST to identify and work with local schools with effective practice in managing term time holidays | | | |
| Identify potential barriers for poor attendance moving forward | Work with pupil/parent/staff/ outside agencies to identify and take action to mitigate against these | | | |
| Where support is not working, being engaged with or appropriate, work with LA AST to enforce attendance | Fines are considered where appropriate | | | |

## Appendix 4: 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 |

| 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 |
| **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 |
| **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 |
| **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 |