HCAT

Attendance and Punctuality Policy

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HCAT Attendance and Punctuality Policy

1. Introduction

HCAT are committed to promoting a culture of high expectation, achievement and excellence. Good attendance is crucial if students are to take advantage of the opportunities available to them and complete a successful journey through their time at our schools and as they move on into higher education or the world of work.

For our students to gain the greatest benefit from their education, it is vital that they attend regularly and arrive, on time, every day that the school is open unless the reason for absence is unavoidable. Any absence affects the pattern of a student's schooling and regular absence will affect their learning. Any student's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a student's regular attendance at school is a parent/carer's legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

We are committed to working with parents and carers to maximise the achievement and attendance for all students. There is a clear link between good attendance and punctuality with educational achievement.

In our school, in order for an attendance record to be deemed acceptable, it should be 97% or above:

98 - 100% - Outstanding Attendance

97 – 98.9 % - Good Attendance

95 – 96.9% - Requires Improvement

92 – 94.9% - Cause for Concern

90 – 91.9% - At risk of Persistent Absenteeism

Below 90% - Persistent Absentee

Below 50% - Severely Absent

Students with an attendance of 90% or below are classed as persistent absentees.

Persistent absenteeism is when a student misses 10% or more of the possible sessions in an academic year.

Particular focus should be given by all partners to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. A concerted effort is therefore needed across all relevant services to prioritise them. All partners should work together to make this group the top priority for support – this may include specific support with attendance or a whole family plan, but it may also include consideration for an education, health and care plan or an alternative form of educational provision where necessary to overcome the barriers to being in school.

Evidence suggests that students with an attendance of below 97% have a significantly lower chance of achieving 5 A*-C grades in their GCSE results, regardless of their ability.

Improving attendance is everyone's business. 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. (Working together to improve school attendance DFE 2024)

Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated - pupils need to attend school regularly to benefit from their

education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less well and make slower progress in both primary and secondary school. (DFE 2024)

2. The Legal Framework

The law entitles every child 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 school or by education otherwise than at school. Where a parent decides to have their child registered at school, they have an additional legal duty to ensure their child attends regularly (DFE 2024).

Attending regularly 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 in advance by the headteacher for an absence (DFE 2024).

The government expects schools to:

- Promote good attendance and reduce absence, including persistent absence
- Ensure every pupil has access to full-time education to which they are entitled
- Act early to address patterns of absence.

The government expects parents to:

- Perform their legal duty by ensuring children of compulsory school age who are registered at a school or academy attend regularly.
- All pupils to be punctual to their lessons.

Section 444 of the 1996 Education Act states that if a child of **compulsory school age** fails to attend regularly, the parent is guilty of an offence. Parents, therefore have a legal responsibility to ensure their child's attendance. Failure can lead to legal action being taken by the Local Authority in the Magistrates Court, or the need to issue Penalty Notices.

Since March 2001 there has been a further offence, Section 444 (1A) where a parent knowingly allows their child to be absent from school. This offence can carry a custodial sentence.

The Education (Penalty Notices) (England) Regulations 2007 also allow the Local Authority to issue Penalty Notices on behalf of schools and academies for unauthorised pupil absence for children of **compulsory school age**.

Legislation

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 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2024

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

3. Compulsory School Age

Compulsory school age is set out in section 8 of the Education Act 1996 and The Education (Start of Compulsory School Age) Order 1998. A child reaches compulsory school age on the prescribed day following their fifth birthday (or on their fifth birthday if it falls on a prescribed day). The prescribed days are 31 December, 31 March and 31 August. The term 'summer born' is used to refer to children born from 1 April to 31 August. These children are not required to start school until a full school year after the point at which they could first have been admitted.

Admission authorities are required to provide for the admission of all children in the September following their fourth birthday, but flexibilities exist for children whose parents do not feel they are ready to begin school before they reach compulsory academy age.

Irregular attendance of non-compulsory school aged children in EYFS

HCAT holds firm the belief that good attendance and punctuality will be promoted and expected from the start of student's educational journeys. We will be proactive in working with families of students in the early years if we deem attendance to be irregular and/or punctuality to be poor.

Pupils with medical conditions or special educational needs and disabilities

Some pupils face greater barriers to attendance than their peers. These can include pupils with long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore our attendance ambition for these pupils is the same as for any other pupil. That said, in working with parents to improve attendance, we will be mindful of the barriers pupils face and ensure additional support where necessary to help them access their full-time education.

This will include:

- having sensitive conversations and developing good support mechanisms for pupils with physical and mental health conditions;
- working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities;
- establishing strategies to remove any in-school barriers pupils face;
- ensuring data is regularly monitored; and,
- seeking and signpost additional support from partner agencies.

Registration

The law states that children should arrive at school on time, every day. Every school day comprises of two sessions, morning and afternoon. It is a legal requirement that the attendance register be taken at the start of each morning and afternoon session.

The register is marked using the DfE Attendance and Absence Codes. Guidance on applying Education (Pupil Registration) Regulations can be found in 'Working together to improve school attendance' published by the DfE.

Late Arrivals

Late arrivals can impact on learning and progress and can disrupt classroom routines for the class as well as the late pupil.

Arrivals after 9:00 enter the school through the main door and report to the school office. Parents are required to record the time of arrival and reason for lateness. Arrivals after 09:00 will be recorded as late (L). Parents of unaccompanied late pupils will be contacted via a telephone call to ascertain the reason for lateness. Arrivals after 09:30 will be recorded as unauthorised absence (U).

At the point of 5 U coded sessions (within a half term) a warning letter will be issued. This is notification that a Penalty Notice may be issued if persistent lateness after close of registration continues. Persistence lateness is defined as 10 U coded sessions within a 12 week period.

Statutory Safeguarding Response - thirty minutes (09:30) after close of Registration

A pupil's non-attendance at school where no reason has been reported, is a safeguarding matter. All unexplained absences will be followed up via a telephone call between 09:10 and 09:40. If we cannot reach parents in this way, a home visit by the school's pastoral team accompanied by a member of SLT may be necessary. If concerns arise the Head of School or other designated safeguarding may refer matters to the Education Welfare Officer, make a referral to Social Care Direct, or request the Community Policing Team carry out a 'safe and well' check.

4. Student Attendance Classification

Outstanding

97% - 100%

You attend more than 184 days out of 190 school days each year

----------Target 97%----------

Requires Improvement

95% - 96.9%

You attend between 181.5 and 184 days out of 190 school days each year

Cause for Concern

92% - 94.9%

You attend between 174 and 181 days out of 190 school days each year

Cause for Serious Concern/approaching Persistent Absenteeism

Below 92%

You attend less than 174 days out of 190 school days each year

5. Expectations

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 including their safeguarding and welfare and should therefore be seen as everyone's responsibility in school. That starts with the senior attendance champion on the school's leadership team, but includes all school staff.

In order to achieve everything of which they are capable, children need to be in school, on time, every day. As part of our commitment to helping every child achieve their potential, we review each child's attendance each half term. We issue every child with a colour coded letter. Each attendance letter is assigned a colour, which matches your child's current level of attendance.

Green - Indicates attendance over 96% which is in line with current school targets and gives your child the best chance of success in school.

Amber - Indicates attendance between 90% and 96%. This causes some concern as your child could not be getting the most out of school and their progress could be affected.

Red - Indicates attendance 90% or below. This is a serious cause for concern and your child's education is being seriously affected.

We appreciate in school that some pupil's absence is due to illness or holidays; however, in-line with DfE Working Together to Improve Attendance, we feel it is important to regularly make parents aware that the level of absences could impact on their child's education and performance in school.

Responsibilities

We expect that all students will:

- attend school regularly
- attend school punctually
- attend school appropriately prepared for the day
- discuss promptly with their teacher any problems that may affect their attendance.

We expect that all parents/carers who have day to day responsibility for their child will:

- Encourage regular and punctual school attendance
- Ensure that the child/children in their care arrive at School punctually, prepared for the school day
- Contact school before morning registration, on **each day** of the student's absence, by calling school and making the appropriate selection when prompted to do so and then stating the reason for absence. Alternatively, a letter can be sent for the attention of the Attendance team. The letter should explain the reason and date(s) of absence, giving the student's full name. **Any unexplained absence is treated as unauthorised absence**
- Contact School if a student will be arriving late and provide a reason for lateness. Alternatively, a letter can be sent for the attention of the Attendance team. The letter should explain the reason the student is late, giving the student's full name
- Contact the School promptly whenever any problem occurs that may keep the student away from School.
- 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

We expect that Teachers have a responsibility to:

- promote the 97% threshold for students in order for them to attend any rewards trips, visits which are not linked to the curriculum

- complete registers accurately and promptly at the start of the lesson. Persistent issues with incomplete or inaccurate registers will be addressed by the Head of School
- respond to reminders (via email or SIMs) to complete registers immediately
- amend the register for late comers and add the minutes late
- inform the Attendance Team of any information provided by students regarding their current or future attendance
- report any absence concerns to the Head of School or the Attendance officer
- inform the Attendance Officer prior to any trip/activity if any student is to be absent from "normal" lessons. The trip organiser to ensure that the Attendance Team has a full list of the students involved in the trip/activity.

We expect that the Heads of School have a responsibility to:

- promote the 97% threshold for students in order for them to attend any rewards trips, visits which are not linked to the curriculum
- have weekly meetings with the Attendance Officer/s to discuss students of concern and highlight students who they can intervene with
- phone parent/carer to enquire why the student is absent from School and advise them to send the student into School unless he/she is too unwell to be in lessons. In the absence of contact a home visit is made.
- monitor and analyse their year group attendance data on a regular basis
- liaise with the Attendance Office to introduce intervention strategies to improve the attendance of all groups of students.

We expect that the Attendance Team has a responsibility to:

- promote the 97% threshold for students in order for them to attend any rewards trips, visits which are not linked to the curriculum
- send a text message if no information is received from the parent/carer. In the event of no response being received for the absence, the absence will be recorded as unauthorised and a home visit may take place
- phone parent/carer to enquire why the student is absent from School and advise them to send the student into School unless he/she is too unwell to be in lessons
- have weekly meetings with EWO and Head of School/ Deputy Head of school to discuss students of concern and highlight students who Teachers should intervene with
- analyse School and Year Group attendance data daily and weekly
- visit the student at home to enquire about his/her absence or bring them into School
- introduce intervention strategies to improve the attendance of all groups of students
- monitor absence regularly in conjunction with the Head of School

Failure to improve attendance may result in further action, such as a fixed penalty notice or prosecution.

To ensuring the highest expectations, we will follow the Department for Education's Guiding Principles:

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 issues before they become entrenched.

Listen and Understand

When a pattern is spotted, we will discuss with pupils and parents to listen to understand barriers and will agree how partners can work together to resolve these.

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 an attendance contract or education supervision order.

Enforce

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

6. Rewards

Students are taught about the importance of good attendance and punctuality through the curriculum and celebrations. The following systems are in place to reward and celebrate good and improving attendance:

- The class with the highest attendance each week being recognised by our Attendance Trophy.
- Classes that meet or exceed the school's attendance target of 97% being recognised weekly
- Children with 100% attendance over a term being recognised.
- A special treat in the summer term for the class with the best yearly attendance.
- A special treat in the summer term for all children achieving 100% attendance for the whole school year

Sanctions

Students will be challenged for poor punctuality as follows;

- Late to school
- Persistent lateness will be dealt with by School Teams

Definitions

Authorised and Unauthorised Absences

Every half-day absence from the school counts as one session and this has to be classified by the school (not the parent/carer) as either **AUTHORISED** or **UNAUTHORISED**. This is why information about the cause of absence is always required.

Authorised Leave of Absence is an absence from the school for a valid reason such as:

- Genuine illness
- Medical/dental appointments which fall unavoidably in school time
- Other emergencies and exceptional circumstances as determined at the discretion of the Head of School

Parents/carers are requested to provide written confirmation of any medical/dental appointments and, wherever possible, arrange these appointments outside of the school day.

Unauthorised Leave of Absence is an absence which the school does not consider reasonable and for which no 'leave of absence' request has been agreed. This type of absence can lead to the Local Authority using sanctions and/or legal proceedings. This includes:

- Parents/carers keeping children off unnecessarily
- Truancy before or during the school day
- Absences which are not explained properly
- Students who arrive at school after 9.30am
- Students who have been permitted to stay up late the previous night
- Shopping
- Looking after other children
- Birthdays
- Day trips and holidays in term time which have not been agreed

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance should be addressed between the School / College, the parents/carers and the

child. If the parent/carer thinks their child is reluctant to attend school then we will work with that family to understand the root problem.

7. Persistent Absenteeism (PA)

A student becomes a 'persistent absentee' when they fall below 90% attendance for whatever reason. Absence at this level is doing considerable damage to any child's education and we need parents/carers' fullest support and co-operation to tackle this. We monitor all absence and the reasons given thoroughly.

PA Students are tracked and monitored carefully. We also combine this with academic tracking where absence affects attainment. All our PA students and their parents/carers are requested to attend an Attendance Support Plan meeting (ASP) and the plan may include allocation of additional support through the Education Welfare Officer. We may use individual incentive programmes, individual targets and participation in group activities around raising attendance. Persistent Absenteeism can also lead to legal proceedings and the issuing of Fixed Penalty Notices (fines).

The Education Welfare Officer (EWO) – (The School will be following the DFE National Framework and the Barnsley Code of Conduct 2024 when requesting Penalty Notices to be issued from the Local Authority)

Parents are expected to contact the School at an early stage and to work with the staff in resolving any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the School may refer the child to the Education Welfare Officer (EWO) from the Local Authority.

He / She will also try to resolve the situation by agreement, but if other ways of trying to improve the child's attendance have failed and unauthorised absences persist, these Officers can use sanctions such as Fixed Penalty Notices or prosecutions in the Magistrates Court. Full details of the options open to enforce attendance are available from the School or Local Authority. Alternatively, parents/carers or students may wish to contact the EWO themselves to ask for help and information. They are independent of the School and will give impartial advice. Their number is available from the School office or by contacting the Local Education Authority. If a child's attendance gives cause for concern and sickness is continually reported, support will be sought through the School Nursing team.

Children Missing Education

All schools, including academies and free schools, must monitor students' attendance through their daily register. We are in agreement with the Local Authority to inform them of students who are regularly absent from school or have missed 10 school days or more without permission. We must also notify the authority if a pupil is to be deleted from the admission register in certain circumstances. Students who remain on school roll may not necessarily be missing education but we should monitor attendance and address it when it is poor. It is also important that students' irregular attendance is referred to the authority. Schools also have safeguarding duties under section 175 of the Education Act 2002 in respect of their students, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their students.

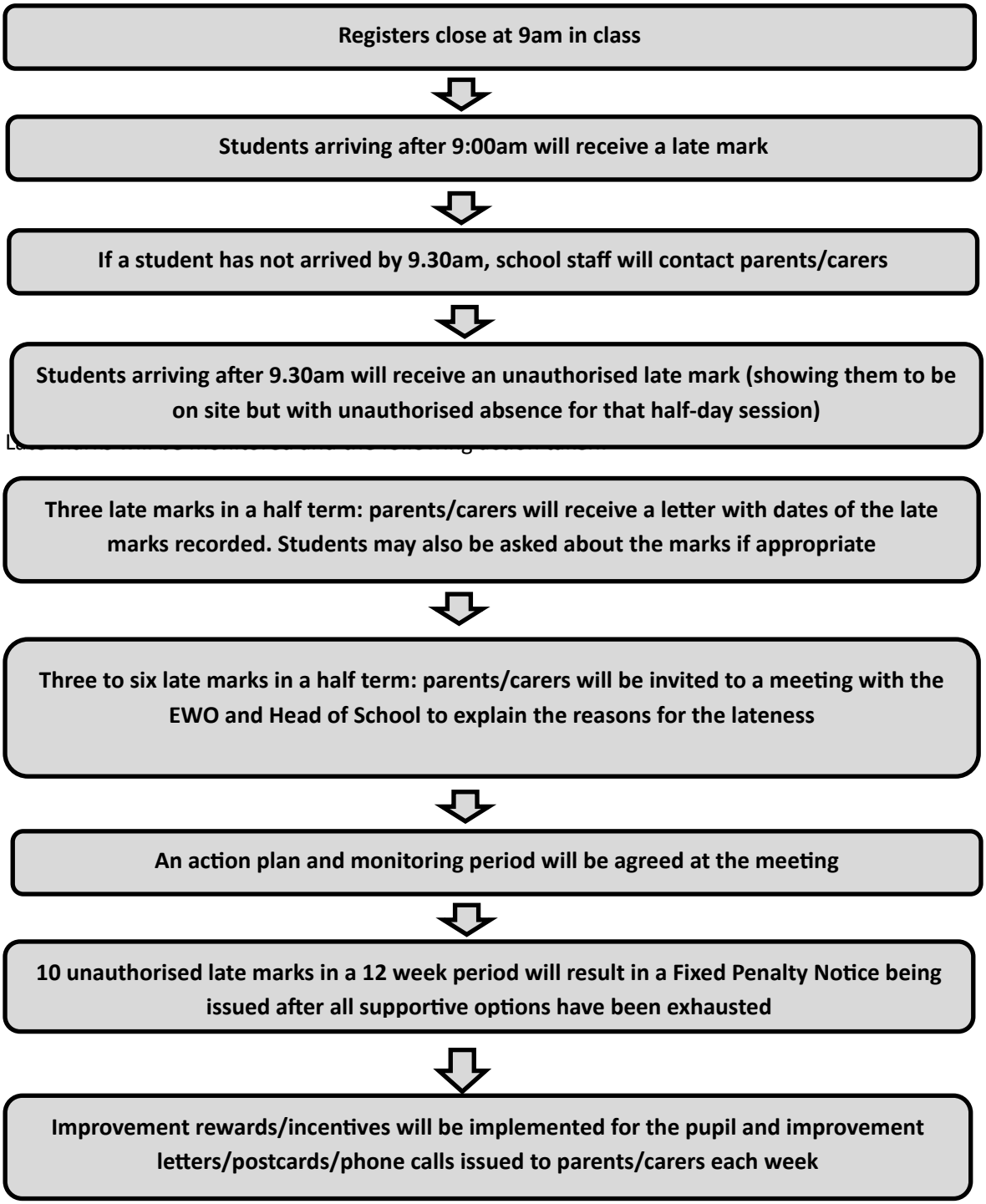
Academies must also arrange full-time education for excluded students from the sixth school day of a fixed period exclusion. This information can be found in the school exclusions guidance.

If families move away from the area, or wish to transfer their child to another school, the Head of School must be informed in writing. Children cannot be removed from roll until we have been notified by another School that a place has been offered and accepted. Children who stop attending and who cannot be traced cannot be removed from roll. They are reported to the Local Authority Attendance Service. Where a child is missing from education, Local Authority guidance will be followed.

Punctuality and Lateness

Poor punctuality is not acceptable and all students must arrive on time. If a child misses the start of the day, they can miss work and do not spend time with their class teacher getting vital information and news for the day. The late arrival of students also disrupts lessons, which can be embarrassing for the student and can also encourage absence. Good time-keeping is a vital life skill which will help our children as they progress through their school life and out into the wider world. We will encourage good punctuality by being good role models to our students and by celebrating good class punctuality.

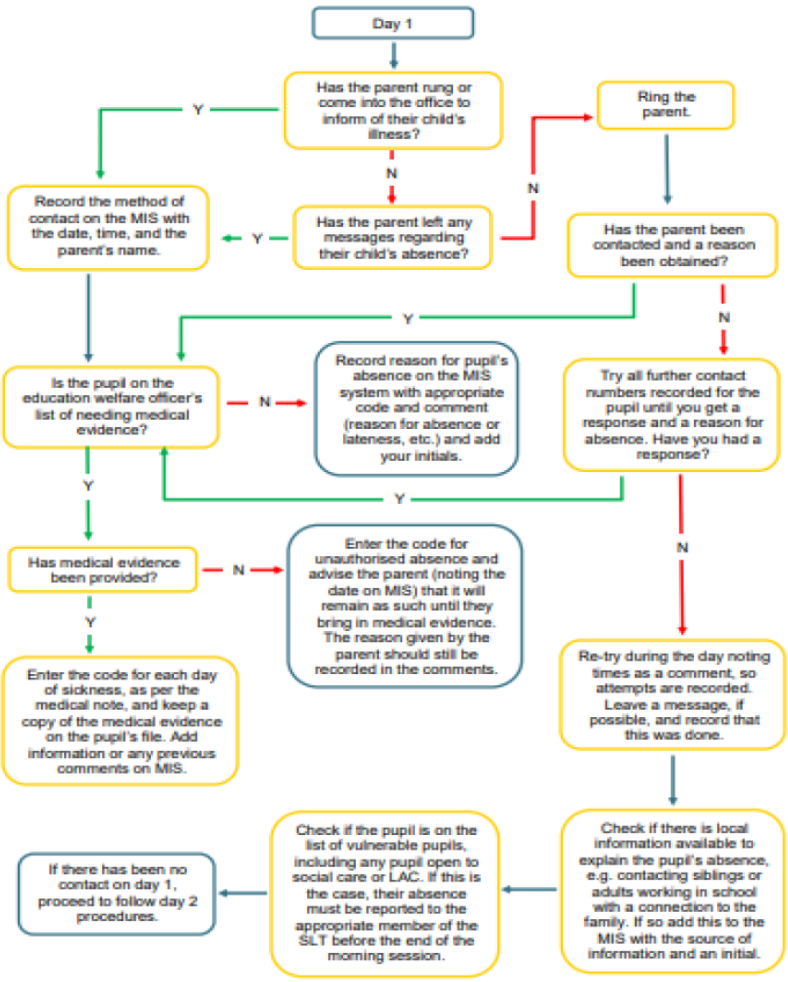
How we manage lateness:



If lateness continues to occur, additional agency support will be required to ensure that the child's educational needs are met.

Daily Absence Procedures

How we manage absence:



Unexplained Absence Protocol (After Day One):

Where parents fail to notify school on the first day of absence, school will endeavour to make all reasonable enquiries to ascertain the whereabouts of the pupil and the reason for absence. Where no contact has been established by the parent and the absence remains unexplained, we will make a home visit on day 2 and 4 of any prolonged period.

Where we have a safeguarding concern and contact cannot be established, a member of the school pastoral team and Designated Safeguarding team will make a home visit on the **first** day of absence.

Where we have a safeguarding concern and contact has not been established following a home visit, we may deem it necessary to make a referral to Social Care Direct or request the community policing team carry out a 'safe and well' check.

After 10 days' absence without contact, we will escalate the pupils' absence as a serious safeguarding concern and will refer this to the Local Authority CME Officer.

Holidays

The School Attendance (Pupil Registration) (England) Regulations 2024 sets out requirements in respect of leave of absence in term time. The school will be following the DfE National Framework and the Barnsley Code of Conduct 2024 when requesting Penalty Notices to be issued from the Local Authority. Further information on the National Framework can be found in Working Together to Improve Attendance 2024.

Any holidays or leave of absences taken during term time will be recorded as unauthorised and may result in the school requesting the Local Authority issue a Penalty Notice, unless exceptional circumstances apply, at the discretion of the Head of School.

To request a leave of absence during term time, parents/carers must meet with the Head of School or another designated Senior Leader to obtain a holiday request form and provide an explanation for the absence. Each case will be reviewed individually and all relevant evidence will be considered to inform a decision.

Until written confirmation of any authorised leave of absence is provided, parents do not have permission to remove their child from school and any absence will be recorded as unauthorised, potentially leading to school requesting a Penalty Notice to be issued.

Therefore, parents are strongly advised to submit requests well in advance, allowing a minimum of five school days for the school to process and respond before the requested leave period begins. If leave of absences are taken without a request form being submitted to school or if this form is submitted without sufficient time to process the request, then the school may still request the issue of a penalty notice in these circumstances.

Unauthorised Absences

The Head of School, within the context of the law, can authorise absence. The fact that a parent has offered a note or an explanation in relation to a particular absence does not oblige the Head teacher to accept it if it is felt that the explanation is not a valid reason for absence. If there are doubts about the explanation that remain after further investigation, the absence will be recorded as unauthorised. Where parentally condoned unjustified absence appears to be a problem the School will involve the Education Welfare Officer.

Unauthorised absences, including truancy, are recorded on a student's registration certificate.

Fixed Penalty Notices

Penalty Notices can be issued to address unauthorised absence, which may include term time holidays, irregular attendance, and poor punctuality. A Penalty Notice will be issued by the Local Authority at the point which 10 sessions (5 days) are recorded as unauthorised absence ("O" code, U code or "G" code) within a 10-week period. The 10 school week period may span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term)

This may include unexplained absence, a term time holiday and/or poor punctuality. The cost of the penalty notice is £80 per child, if paid within 21 days of receipt of the notice. This rises to £160 per child, if paid between 22 and 28 days. If the Penalty Notice is not paid within 28 days, the Local Authority may prosecute the parent/carer for failing to ensure regular school attendance under Section 444 Education Act 1996 and this could result in a criminal conviction and court costs.

Multiple Penalty Notices may be issued within a term. In the case of repeated fines, if a parent receives a second fine for the same child within any three-year period, this will be charged at the higher rate of £160.

Fines per parent will be capped to two fines within any three-year period. Once this limit has been reached, other action like a parenting order or prosecution will be considered.

If you're prosecuted and attend court because your child hasn't been attending school, you could get a fine of up to £2,500

The Local Authority may now issue Penalty Notices to both parents / carers with responsibility or day to day care. The school will notify both parents/carers that a notice may be issued for either leave of absence or unauthorised absence. Both parents/carers will then be afforded the opportunity to either improve attendance or make an informed decision regarding the leave of absence.

The Local Authority may also issue Penalty Notices if your child has been excluded from school and seen in a public place during the period of exclusion.

8. Managing Absence Procedures

The School will monitor attendance on a weekly basis.

The school will take a proactive and supporting approach to working with parents to ensure pupils who are at risk of being persistent absentees do not become so. The next section of the policy describes the approach we will take to safeguard pupils from persistence absence. When a student's attendance or punctuality begins to be a concern, parents will be informed and subsequently become involved as outlined below:

Attendance will be monitored every week and shared with parents' half termly using our RAG system and parent messages

Initial Warning: If a student's attendance falls below 95% into our 'Cause for Concern' category, the school will issue a warning letter of nearing the persistent absenteeism category.

Stage 1: If further absence occurs and a student's attendance falls below 90%, a written letter will be sent (Letter 1) to parents/carers. These students will be monitored and the Attendance Leader will contact parents/carers directly for significant concerns. This will be monitored for 4 weeks the student will continue to be monitored for one more week per day of additional absence.

Stage 2: At the end of the four-week period, if there is no evidence of improvement, an 'Internal School Attendance Panel (ISAP) meeting' will be arranged with the student and parent with the PSA and Head of School (Letter 2). A further review of absence and a formalised Attendance Plan will be agreed. Parents will be required to meet the actions stated on the plan.

Stage 3: Where all other avenues have been exhausted and support is not working, we will enforce attendance through statutory intervention. Where there is no improvements within four weeks following the Attendance Plan, parents will be notified that the matter has been referred to the Education Welfare Service (Letter 3). This stage leaves parents at risk of a Penalty Notice and/or Legal Action

Stage 4: A Penalty Notice will be issued by the Local Authority at the point which 10 sessions (5 days) are recorded as unauthorised absence ("O" code, U code or "G" code) within a 10-week period.

Stage 5: Attendance will continue to be monitored for improvement. If after improvements beyond the four-week review window, there is a decline in attendance, the school has the discretion to review attendance proceedings from the relevant stage based on prior intervention.

A second Fixed Penalty Notice could lead to automatic prosecution by the Local Authority under section 444 of the Education Act 1996.

Attendance Meetings Agendas

When the Internal School Attendance Panel (ISAP) Meetings happen they follow a set agenda:

- Meeting date and time.
- Register of people in attendance.
- Identification of key reason for absence.
- Outcomes wanted and why these outcomes are needed.
- How these outcomes will be achieved and the impact of these outcomes on the attendance %
- Agreement of actions on Attendance Plan
- Date and time of review meeting

9. Roles and Responsibilities

The table summarise the attendance responsibilities for parents, schools, academy trusts and governing bodies, and local authorities which are outlined in the *Working together to improve school attendance* guidance DFE.

These should be read alongside the statutory guidance documents on parental responsibility measures, children missing education, supporting pupils at school with medical conditions, suspensions and exclusions, alternative provision, and safeguarding.

All Pupils			
Parents are expected to:	**Schools are expected to:**	**Academy trustees and governing bodies are expected to:**	**Local authorities are expected to:**
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of poor attendance. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance. 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.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. 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.

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

Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continued support as for persistenly absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continued support as for persistently absent pupils and: All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.
Severely absent pupils			
Parents are expected to:	**Schools are expected to:**	**Academy trustees and governing bodies are expected to:**	**Local authorities are expected to:**
Not applicable.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	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 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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. 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. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. 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.
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:**
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Regularly monitor the attendance of children with a social worker in their area. Put in place personal education plans for looked-after children.

			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.
Support for pupils with a social worker			
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.

Appendix 1 – Letter 1

«date_

addressee

Dear

chosen_forename chosen_surname» «year_reg» Attendance Figure «percentage_attendance»%

At *Queens Road Academy* we fully recognise the impact of good attendance and punctuality on the success and development of young people both socially and academically.

Research has proved that any student with attendance under 95% is at risk of achieving a grade lower in every subject by the time they leave school. We expect all students to attend school regularly and their attendance should be at least 97%. At *Queens Road Academy*, we classify attendance in the following way;

100%	Outstanding Attendance
97%-99.9%	Good Attendance
95%-96.9%	Requires Improvement
92%-94.9%	Inadequate
90.1%-91.9%	At Risk of becoming Persistent Absentee
90% or below	Persistent Absence

As you will see from the attached registration certificate your child ( )has now missed three school days. Any further absence will need to be supported with evidence. The Government classifies any student with an attendance under 90% as being persistently absent from school and whilst we do acknowledge there may be extenuating circumstances affecting attendance, we will now monitor the situation closely. If there is no improvement in ( )'s attendance your child will be involved in a meeting to discuss how we can collectively improve attendance. We also have close links with our colleagues in the Education Welfare Service with whom we follow up attendance concerns rigorously.

Please be assured that we want to support you and should you feel we can help in any way do not hesitate to contact the Head of School or the Attendance team.

Yours Sincerely

Appendix 2 – Letter 2

date

addressee

Dear

chosen_forename chosen_surname year_reg Attendance Figure percentage_attendance%

At *Queens Road Academy* we fully recognise the impact of good attendance and punctuality on the success and development of young people both socially and academically.

We have previously informed you of concerns with ( )'s attendance. However, since then there have been further absences. We will now be meeting with ( ) to discuss how we can support an improvement in their attendance. The meeting will be held on …….. at ……. Should you wish to attend with your child at this time please inform school.

Research has proved that any student with attendance under 95% is at risk of achieving a grade lower in every subject by the time they leave school. We expect all students to attend school regularly and their attendance should be at least 97%. At *Queens Road Academy*, we classify attendance in the following way;

100%	Outstanding Attendance
97%-99.9%	Good Attendance
95%-96.9%	Requires Improvement
92%-94.9%	Inadequate
90.1%-91.9%	At Risk of becoming Persistent Absentee
90% or below	Persistent Absentee

Please be assured that we want to support ( ), and would like to discuss ways in which we can work together to help improve attendance. We also have close links with our colleagues in the Education Welfare Service with whom we follow up attendance concerns rigorously.

Yours sincerely

Appendix 3 – Letter 3

date

addressee

Dear

chosen_forename chosen_surname year_reg Attendance Figure percentage_attendance%

At *Queens Road Academy* we fully recognise the impact of good attendance and punctuality on the success and development of young people both socially and academically.

We have previously informed you of concerns with ( )'s attendance and have met with ( ) to discuss ways in which we can support ( ) to help improve ( ) attendance. However, since the date of the meeting there have been further absences. We would now like to invite you into School to attend an Internal School Attendance Panel (ISAP) on ---------- at ---------. The ISAP will be chaired by *Insert Chair* and the panel will consist of the *Assistant Head of School, the Education Welfare Officer, a member of the Board of Governors*. We will, however, still meet with ( ) if you are unable to attend.

Research has proved that any student with attendance under 95% is at risk of achieving a grade lower in every subject by the time they leave school. We expect all students to attend school regularly and their attendance should be at least 97%. At *Queens Road Academy*, we classify attendance in the following way;

100%	Outstanding Attendance
97%-99.9%	Good Attendance
95%-96.9%	Requires Improvement
92%-94.9%	Inadequate
90.1-91.9%	At Risk of becoming Persistent Absentee
Below 90%	Persistent Absentee

Please be assured that we want to support you and ( ) and would like to discuss ways in which we can work together to help improve ( )'s attendance. We also have close links with our colleagues in the Education Welfare Service with whom we follow up attendance concerns rigorously.

Yours sincerely

Appendix 4 – Attendance Registers and Codes

Attendance Registers	
Attendance and Absence Codes	
Attending the school	
Codes	**Description**
Code / \	Present at the school / = morning session \ = afternoon session
Code L	Late arrival before the register is closed
Attending a place other than the school	
Codes	**Description**
Code B	Attending any other approved educational activity
Code D	Dual registered at another school
Code K	Attending education provision arranged by the local authority
Code P	Participating in a sporting activity
Code V	Attending an educational visit or trip
Code W	Attending work experience
Absent - leave of absence	
Codes	**Description**
Code C	Leave of absence for exceptional circumstance
Code C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
Code C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
Code J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
Code M	Leave of absence for the purpose of attending a medical or dental appointment
Code S	Leave of absence for the purpose of studying for a public examination
Code X	Non-compulsory school age pupil not required to attend school
Absent - other authorised reasons	
Codes	**Description**
Code T	Parent travelling for occupational purposes
Code R	Religious observance
Code I	Illness (not medical or dental appointment)
Code E	Suspended or permanently excluded and no alternative provision made
Absent - unable to attend school because of unavoidable cause	
Codes	**Description**
Code Q	Unable to attend the school because of a lack of access arrangements
Code Y1	Unable to attend due to transport normally provided not being available
Code Y2	Unable to attend due to widespread disruption to travel
Code Y3	Unable to attend due to part of the school premises being closed
Code Y4	Unable to attend due to the whole school site being unexpectedly closed
Code Y5	Unable to attend as pupil is in criminal justice detention
Code Y6	Unable to attend in accordance with public health guidance or law
Code Y7	Unable to attend because of any other unavoidable cause
Absent - unauthorised absence	
Codes	**Description**
Code G	Holiday not granted by the school
Code N	Reason for absence not yet established
Code O	Absent in other or unknown circumstances
Code U	Arrived in school after registration closed
Administrative codes	
Codes	**Description**
Code Z	Prospective pupil not on admission register
Code #	Planned whole school closure