Futura Learning Partnership

Children • Choice • Collaboration

Futura Attendance Policy

Version control			
Version	Date	Author	Changes
1	03/01/2024	Trust Lead – Inclusion and Safeguarding	New Policy
2	04/04/2024	Trust Lead – Inclusion and Safeguarding	Edits based on the new DFE – Working Together to Improve Attendance August 2024.
3	21/09/2025	Trust Lead – Inclusion and Safeguarding	Reviewed by LGC – no changes

Lead professional: Trust Lead Inclusion and Safeguarding
Adopted: July 2024
Review timescale: Annual
Consultation path:
Trade union approval: n/a
Next review: June 2026
Reviewer: Education & Standards Committee
Statutory: no

Futura Learning Partnership

Children • Choice • Collaboration

Futura Attendance Policy

Contents

Futura Attendance Policy 5

Introduction 5

- Aims 5
- Legislation and guidance 5
- Effects of non-attendance 6

Roles and responsibilities 6

- Local Governance Committee (LGC) 6
- Headteacher 7
- Attendance Lead 7
- Attendance Team 7
- Special Educational Needs Co-Ordinator (SENDCO) 8
- Designated Safeguarding Lead (DSL) 8
- Class teachers 8
- School office staff 8
- Parents/carers 9
- Pupils 9
- Futura Executive Team and Trust Lead for Safeguarding and Inclusion 9

Working in Partnerships with Parents and Pupils 9

Safeguarding and Attendance 10

Recording attendance 10

- Attendance register 10
- Present at School (and Lateness) 11
- Morning registration 12
- Afternoon registration 12
- Effects of Late Arrival 12

Approval for term-time absence 13

Valid Reasons for Planned / Authorised Absence 13

Illness 13
Pupils taken ill during the School day 14
Medical/Dental Appointments 14
Religious Observance 14
Traveller Absence 15
Education off site 16
Suspensions (previously called fixed-term exclusions) 16
Absence Reporting and Response 17
First Day of Absence Reporting 17
First Day of Absence Response 17
Pre-agreed absence 18
Emergency Contacts 18
Following up Unexplained Absences 18
Rewarding Good and Improved Attendance 18
Support for School Attendance 19
Pupils who are reluctant to attend 19
Child-on-Child Abuse 19
Children in Care 20
Disability Related Absence 20
Young Carers 21
Parents who live separately 21
Complex Family Circumstances 21
Formal non-attendance process 21
Attendance Contracts 21
Leave of Absence – leave requests and sanctions for unauthorised absence 22
Unauthorised Absence 23
Penalty Notices and Prosecutions 23
Legal sanctions 23
Notice to Improve 24
Legal Sanctions for Unauthorised Absence 25
Mental Health, Wellbeing, Special Educational Needs and Disability 26
Phased Return to Full-Time Education 28
Approved Educational Activity (AEA) 29
Approved Sporting Activity 29
Alternative Education Provision 29
Alternative Education Provision: Dual Registration and use of the D code 30

Alternative Education Provision: Off-site educational activity (B code) 30
Managed Moves 31
Unable to attend due to exceptional circumstances (as set out in DfE guidance) 32
Children Missing Education (CME) and removing pupils from roll 32
Reporting to Parents/Carers 33
Recording Information on Attendance and Reasons 33
Attendance monitoring 33
Monitoring attendance 33
Analysing attendance 34
Using data to improve attendance 34
Reducing persistent and severe absence 34
The School also reference: 35
Monitoring arrangements 35
Links with other Policies/Strategy/Guidance 35
Appendix 1: attendance codes 36
Appendix 2 – Futura Attendance Process 40

Futura Attendance Policy

Introduction

The DfE guidance **Working together to improve school attendance** recognises that improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school, and are often specific to individual pupils and families.

Securing good attendance is not seen in isolation, and effective practices for improvement involves 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. 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.

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 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.

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, fully inclusive 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.

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
- The Equality Act 2010 and schools (DfE May 2014)
- Supporting pupils at school with medical conditions (DfE December 2014)
- Education for children with health needs who cannot attend school (DfE January
- 2013)
- Working together to improve School Attendance (DfE)
- School attendance parental responsibility measures (DfE January 2015)
- Suspension and permanent exclusion (DfE September 2022)
- Home to school travel and transport guidance (DfE July 2014)

Effects of non-attendance

Any absence affects the pattern of a pupil's schooling and regular absence may seriously affect their learning. The Department for Education (DfE) defines a pupil as a 'persistent absentee' when they miss 10% or more schooling across the school year, for whatever reason.

The table below indicates how what might seem like just a few days of absence can result in pupil's missing a significant number of lessons.

Attendance during the school year	**Days lost in a year**	**Which is approximately**
95%	9.5 Days	2 Weeks
90%	19 Days	4 Weeks

Roles and responsibilities

Local Governance Committee (LGC)

The Local Governance Committee is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Reviewing staff training on attendance

- Holding the Headteacher to account for the implementation of this policy

Headteacher

The Headteacher is responsible for:

- Implementation of this policy at the school
- Setting a clear vision for improving and maintaining good attendance
- Establishing and maintain effective systems for tackling absence
- Having a strong grasp of absence data
- Monitoring and evaluating 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
- Issuing fixed-penalty notices, where necessary

Attendance Lead

The school Attendance Lead is responsible for:

- Leading attendance across the school
- Implementing a clear vision for attendance improvement
- Supporting the implementation of the Futura Attendance Strategy and Guidance
- Evaluating and monitoring expectations and processes
- 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
- Monitoring and analysing attendance data
- 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 when to issue fixed-penalty notices.

The attendance Lead is Sandra Yeoman and can be contacted via 01179863824 enquiries@stjohnsprimaryschool.org.uk

Attendance Team

- Monitors attendance data at the school and individual pupil level.
- Reports concerns about attendance to the Headteacher and Designated Safeguarding Lead (DSL) as appropriate.
- Arranges calls and meetings with parents/carers to discuss attendance issues.
- Co-ordinates requests for Term-time Leave of Absence, liaising with the Headteacher as necessary. (This also includes liaison with the DSL and Safeguarding Team.)

- Makes Pupil's Missing Education referrals to the Local Authority where appropriate (this includes liaison with the DSL and Safeguarding Team).

Special Educational Needs Co-Ordinator (SENDCO)

The Special Educational Needs Co-ordinator (SENCO) meets with the School Attendance Team to review the attendance of the pupils on the School's Vulnerable list/SEND Register and agrees any action needed.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) provides safeguarding support and advice to attendance colleagues as appropriate, including in response to term-time leave requests and CME cases; taking safeguarding action where necessary.

The DSL will meet with the School Attendance Team to review the attendance of the pupils on the School's Vulnerable list and agree any action needed.

Class teachers

Class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office by 9am and 1pm each day.

Where there are attendance concerns, either raised by the class teachers themselves or by the Attendance Team, they will 'check-in' with the pupil to find out about any reasons for absence as part of their responsibilities under the School's Safeguarding Policy.

Class teachers may also be asked to meet with parents/carers whose pupil has a falling level of attendance and is flagged as a concern by the Attendance Team.

School office staff

School office staff will:

- 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 attendance lead in order to provide them with more detailed support on attendance

Attendance lead

Attendance lead will:

- Distribute attendance letters to parents / carers on following the Headteachers / attendance leads advice.

Parents/carers

Parents/carers are expected to:

- Make sure their pupil attends every day that school is open on time
- Call the school to report their pupil's absence before 8.30am on 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 pupil
- Ensure that, where possible, appointments for their child are made outside of the school day

Pupils

Pupils are expected to:

Attend school every day on time

Futura Executive Team and Trust Lead for Safeguarding and Inclusion

Reducing absence levels in Futura Trust schools is a priority for all senior leaders. The Executive Team and Trust Lead for Inclusion and Safeguarding and have a role in responding to absence levels and to improve attendance for all pupils in our schools, through:

- Setting a clear vision and strategy for improving and maintaining good attendance
- Working with leaders in schools to ensure our schools are happy and safe places where pupil's want to be and where they have access to the support and care they need
- Weekly Trust absence reports, which are shared with all school leaders to raise the profile of absence
- Weekly analysis of vulnerable groups and absence levels
- Futura attendance audits leading to support and challenge as required
- Futura focus on disadvantage and strategies to reduce absence levels for these pupils
- Providing opportunities for collaboration and the sharing of good practice
- Using research and national guidance to support effective strategy and implementation in our schools
- Training and induction support for attendance leads and new pastoral staff
- Oversight of any learners on reduced timetables

Trust schools have access to additional attendance focused support from their School Improvement Lead. This will focus on school absence procedures; audit reviews; monitoring, developing The Futura Attendance Strategy; effective implementation and review processes and data analysis.

Working in Partnerships with Parents and Pupils

Good attendance starts with close and productive relationships with parents and pupils. The School will treat all pupils and parents with dignity and staff will model respectful

relationships to build a positive relationship between home and school that will be the foundation of good attendance.

Where a pattern of absence is at risk of becoming, or becomes, problematic the school will draw on these relationships and listen to and understand the barriers to attendance the pupil or family is experiencing.

In the first instance, the school will:

- Support pupils and parents by working together to address any in-school barriers to attendance.
- Where barriers are outside of the school's control, all partners will work together to support pupils and parents to access any support they may need voluntarily. As a minimum, this will include meeting with pupils and parents at risk of persistent or severe absence to understand barriers to being in school and agreeing actions or interventions to address them. (This may include referrals to services and organisations that can provide support.)
- Actions will be regularly discussed and reviewed together with pupils and families.

Safeguarding and Attendance

The school will monitor trends and patterns of absence for all pupils as a part of its standard procedures. However, it is recognised that sudden or gradual changes in a pupil's attendance may indicate additional or more extreme safeguarding issues.

In line with government guidance Keeping Children Safe in Education, Local Procedures and the School's Safeguarding Policy, staff will investigate and report any suspected safeguarding cases on to the relevant authorities.

As part of the school's safeguarding duty and standard procedures, staff will inform the Local Authority and/or the Police of the details of any pupil who is absent from school when they cannot establish their whereabouts and is concerned for the pupil's welfare.

If a pupil is not attending as required, where the school deems it appropriate, staff may make home visits to see and speak to the pupil and parents/carers as part of the school's safeguarding and attendance processes.

If staff are unable to see and speak to the pupil and parents/carers, they may contact the pupil's emergency contacts and/or other professionals or contacts of the family, who they reasonably expect may be able to provide the school with relevant information.

Recording attendance

Attendance register

We will keep an electronic 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 in Primary.

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:

- For all pupils 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 6 years after the date on which the entry was made.

Pupils must arrive in school by on 8.50am each school day.

The register for the first session will be taken at 8.50am and will be kept open until 9.05am The register for the second session will be taken at 1.00pm and will be kept open until 1.10pm.

The school must provide specific pupil information to the Secretary of State. For full details see: Share your daily attendance data. The School must grant permission for the DFE to access the attendance register from its management information system to allow attendance data to be shared directly with the DFE.

If pupils have a social worker or a youth offending team worker, the school will inform them if the pupil has unexplained absences from School.

Present at School (and Lateness)

- Pupils are marked present if they are in the school when the register is taken. If a pupil leaves the school premises after registration, they are still counted as present for statistical purposes.
- It is the duty of parents/carers to ensure that pupil's attend school on time. This encourages habits of good timekeeping and lessens any possible classroom disruption.

However, it is also recognised that pupils are sometimes late due to reasons such as caring for parents/carers or siblings, or transport difficulties.

- If a pupil starts arriving late to the school on a regular basis, the school will work with the pupil and family to find out why the pupil is late and whether any support is needed for the pupil or family, in order to support the pupil to attend on time.
- The Attendance Lead and/or Headteacher will meet with parents/carers of pupils who are frequently late, to further investigate reasons for lateness and discuss solutions to enable more punctual attendance.

Morning registration

- The school gates open at 8.45am. Pupils are encouraged to arrive from that time.
- Our pupils must arrive by 8.50am on each school day.
- Pupils arriving after 9.00am will need to be signed in at the Reception Desk and will be marked as late (L) – which still counts as present. See DfE Attendance Codes – Appendix One.
- If a pupil arrives after the close of registration (after 9.05am), they will be marked with the unauthorised absence code 'Late after registers close' for the morning session. (See 'Unauthorised Absence' section for more information on unauthorised absences.)
- If a pupil arrives late after the registers close due to a valid reason, such as an unavoidable medical appointment, their absence will be marked with the appropriate authorised absence code.
- Registration to close 15 minutes after it starts.

Afternoon registration

- The afternoon register is taken at 1.00pm and will be kept open until 1.10pm.
- If a pupil has been out of school during the morning and/or lunchtime session and arrives at school after 1.00pm but before 1.10pm they will be marked (L) – which counts as present.
- If a pupil arrives after 1.10pm they will be marked with the unauthorised absence code 'Late after registers close' for the afternoon session. If a pupil arrives late after the afternoon registers close due to a valid reason, such as an unavoidable medical appointment, their absence will be marked with the appropriate authorised absence code.
- Registration to close 10 minutes after it starts.

Effects of Late Arrival

When a pupil arrives late to the school, they miss important events like collective, teacher instructions and introductions; this can seriously disadvantage pupils. The table below indicates how frequent lateness can add up to a considerable amount of learning being lost.

Minutes late per day	Equates to days Lost in one Year

5 minutes	3 days
10 minutes	6 days
15 minutes	9 days

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 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 four weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office and school website:

https://www.stjohnsprimaryschool.org.uk/the-office/#attendance

The Headteacher may require evidence to support any request for leave of absence.

A holiday or other absence for the purpose of leisure and recreation ***would not*** be considered as exceptional circumstance.

Valid Reasons for Planned / Authorised Absence

The following information outlines the main circumstances where absence may be authorised by the school.

Illness

- In most cases, absences for illness which are reported by following the school's absence reporting procedures will be authorised.
- If the school has a genuine concern about the authenticity of the illness, the school will request medical evidence to support the absence - such as a prescription, appointment card, or other appropriate form of evidence.
- If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.
- Where a pupil has a high level and/or frequency of absence, the school may require suitable evidence in order to authorise any future absence where illness has been given

as the reason. If this is the case, the school will make the parent/carer/s aware of this expectation in advance.

- The reporting of absence due to illness remains the responsibility of the parent/carer. Absences due to illness which have not been reported to the school by the parent/carer on the first and any subsequent days of absence may not be authorised.

Pupils taken ill during the school day

If a pupil needs to be sent home due to illness, this should be by agreement with an appropriately authorised member (Headteacher/Attendance Lead) of school staff. In such circumstances, the pupil must be collected from the school office by a parent/carer or another authorised adult (unless otherwise agreed between the school and the parent/carer) and signed out at the main office. No pupil will be allowed to leave the school site without parent/carer confirmation.

Medical/Dental Appointments

- Parents/carers should try to make appointments outside of school hours wherever possible. Where appointments during the school day are unavoidable, the pupil should only be absent for the minimum amount of time necessary for the appointment. It is not acceptable for a pupil to miss a whole day for an appointment, unless necessary, in which case the school will need an explanation as to why this is.

- The school recognises that pupils with a health condition may have a higher number of medical appointments than other pupils and it is therefore possible that at least some of these appointments may be during the school day.

- If a pupil must attend a medical appointment during the school day, they must be collected from the school office by the parent/carer or another authorised adult and signed out at the main office. No pupil will be allowed to leave the school site without parent/carer confirmation

- Advance notice is required for medical or dental appointments, unless it is an emergency appointment. Parents/carers should also provide the school with sight of, or a copy of, the appointment card or letter and signed out at the main office. No pupil will be allowed to leave the school site without parent/carer confirmation

Religious Observance

- The school acknowledges the multi-faith nature of the school community and recognises that religious festivals sometimes fall outside of school holidays or weekends.

- In accordance with the law, the school will authorise one day's absence for a day exclusively set apart for religious observance by the religious body to which the parent/carer belongs – this will be marked with the R code. In line with the DfE Working together to improve school attendance guidance, if necessary, the school will seek advice from the parent/carer's religious body, about whether it has set the day apart for religious observance.

- Parents/carers should notify the school in advance that their pupil will be absent for religious observance, so that the school knows whether to expect the pupil into school or not.

- If a parent/carer would like their pupil to be absent for an additional day, around a religious observance, they should contact the school. The school will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request.

- The school will ensure a pupil is not penalised for absence due to days of Religious Observance, for example if using attendance rewards

Traveller Absence

- The Education Act 1996 includes specific reference to the school attendance of pupil's "of no fixed abode". This law applies when a pupil is unable to attend school because they are travelling with their parent/carer "who is engaged in a trade or business of such a nature as to require [the parent/carer] to travel from place to place". This is subject to certain limits, depending on the pupil's age and number of sessions absent.

- The DfE Working together to improve school attendance guidance explains that a number of different groups are covered by the generic term Traveller – Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers.

- The school will discuss requests for absence individually with parents/carers as necessary. Parents/carers should let the school know of their plans as far in advance as possible.

- To help ensure continuity of education for pupils from the above groups, wherever possible the pupil should attend school elsewhere when their family is travelling for occupational purposes. In which case, the pupil will be dual registered at the school they are attending and at this School, which is their 'main school'.

- The T code, which is an authorised absence, should be used for pupils when Traveller families are known to be travelling for occupational purposes and have agreed this with the school but it is not known whether the pupil is attending another educational provision.

- Pupils from these groups whose families do not travel for occupational purposes are subject to the same rules as other pupils in terms of the requirement to attend school regularly

The school is expected to restrict leaves of absence to the specific circumstances set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024 and schools maintained by a local authority and special schools not maintained by a local authority must do so.

These circumstances are:

- **Taking part in a regulated performance or employment abroad:** in line with a licence issued by a local authority or Justice of the Peace or a body of persons approval (BOPA).
- **Attending an interview:** for entry into another educational institution or for future employment where requested in advance by a parent the pupil normally lives with.
- **Study leave**: for public examinations, as agreed in advance with a parent the pupil normally lives with. Please note this does not include any internal examinations such as mocks as study leave should not be granted in such cases.
- **A temporary, time-limited part-time timetable:** where the pupil is of compulsory school age, both the parent who the pupil normally lives with and school agree the pupil should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the pupil will be expected to attend school as part of that timetable

Education off site

Schools can also allow pupils to be absent from the school site for certain educational activities or to attend other schools or settings:

- To attend an offsite approved educational activity.
- To attend another school at which the pupil is registered (dual-registration).
- To attend provision arranged by the local authority. e.g. alternative provision or as part of an education, health and care plan.
- To participate in an approved sporting activity.
- To attend an educational visit or trip arranged by the school.
- To attend work experience.

Suspensions (previously called fixed-term exclusions)

- If the school decides to send a pupil home for a fixed period due to their behaviour, this will be recorded as a suspension. The school will follow the current DfE's statutory guidance on exclusions.
- Any suspension must be agreed by the Headteacher.
- The school will notify the parents/carers of the suspension. If the pupil is a Pupil in Care, the School will notify the pupil's carer, social worker and the Local Authority's Virtual

school. In other instances, where a pupil is open to Children's Social Care for any reason, the school will also inform the pupil's allocated social worker.

- The pupil must be collected from the school office by the parent/carer or another authorised adult and signed out in the 'signing out' book. No pupil will be allowed to leave the school site without parent/carer confirmation

Absence Reporting and Response

First Day of Absence Reporting

- Parents/carers are expected to notify the school of the reason for their pupil's absence on each day of absence.
- If a pupil is absent due to illness which lasts more than one day, the parent/carer should contact the school each day to provide an update, unless otherwise agreed by the school.
- If a pupil is absent due to illness or any other reason, parents/carers should notify the school of the absence as early as possible. This should be before 08:30 am on the day of absence and include the specific reason ('unwell' is not sufficient).
- Parents/carers can notify the school by phone, using the school telephone number of 0117 9863824.
- Parents/carers can also notify the school by email enquiries@stjohnsprimaryschool.org.uk or by a personal visit to the School Office (via an adult.)
- The school may contact parents/carers to discuss a pupil's absence in more detail.
- In some cases, the school may require parents/carers to report absence in a different way – if this is the case, the school will contact parents/carers to explain this requirement.

First Day of Absence Response

- If no contact has been made with the school by 9.30 am on the first day of absence, the school will follow up the absence by phoning the parent.
- If the phone call is not answered an email will be sent. (The school will continue to try and call the parent/carer until they have answered)
- If the school is still unable to make contact via phone with parents/carers, the school will phone the pupil's emergency contacts, in priority order. Priority will be given where there is additional support in place, or where pupils are considered more vulnerable. e.g. Children in Care; Children on Child in Need or Child Protection Plans; children who have previously been reported missing; and children where there are, or have been, concerns regarding attendance.
- If the school is unable to establish why the pupil is absent and/or is concerned for the welfare of the pupil, school staff may complete a home visit or request a Welfare Check from the police.

Pre-agreed absence

Parents/carers are not required to contact the school on the day of an absence if the parent/carer has already formally notified the school prior to the day of absence and the absence has been agreed in advance. For example, a planned hospital appointment or an exceptional term time leave of absence which has already been agreed by the Headteacher in writing.

Emergency Contacts

Parents/carers will be asked to supply details of at least three other adults who can be contacted in an emergency. It is the responsibility of parents/carers to keep these contact details up to date by communicating with the school office. The school will also remind parents/carers about this through newsletter reminders.

Following up Unexplained Absences

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

- Contact 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 learner's emergency contacts, the school may complete a home visit or make a welfare call to the Police
- 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
- Contact 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.
- If a pupil is not attending and the school is unable to establish the reason why and/or confirm the pupil's whereabouts, the school will take appropriate action which will depend on the circumstances of each case. This could include, but is not limited to: contacting the pupil's emergency contacts, or other contacts of the family who the school reasonably expect may be able to advise of the pupil's whereabouts; contacting other professionals; contacting siblings' schools; home visits to the family address; making enquiries with neighbours; requesting a Welfare Check from the police; and making referrals to Childrens Social Care.

Rewarding Good and Improved Attendance

The school recognises that rewarding good and improved attendance should be carefully considered in order to ensure it does not make pupils who have poor attendance, feel

marginalised, worried or guilty about their low attendance rate; its impact on the pupil's own learning or the learning or rewards for the class as a whole.

The school will regularly review any reward systems to ensure they are not negatively impacting on individual pupils or groups of pupils.

Support for School Attendance

Schools will communicate with parents/carers where attendance is a concern.

When the school has concerns about the attendance of a pupil, staff will do their best to make the parents/carers aware of the concerns about their pupil's attendance in the most accessible way possible, communications will be provided in accessible formats and can be offered in different languages if requested.

Pupils who are reluctant to attend

Sometimes pupils can be reluctant to attend. The school encourages parents/carers and pupils to be open and honest about the reason for the pupil's absence. If a pupil is reluctant to attend, it is never better to cover up their absence or for a parent/carer to give in to pressure to let the pupil stay at home. This can give the impression to the pupil that attendance does not matter and can make things worse. The school needs to understand the reasons why a pupil is reluctant to attend, in order to be able to support pupils and parents/carers in the best way.

The school's aim is to work in partnership with parents and carers to remove barriers to good school attendance. Staff strive to establish good working relationships with the families of our pupils through good communication and regular meetings to address on-going attendance concerns. If necessary, staff signpost our families to specialist support services who can work with the family and school in a multi-agency approach

Child-on-Child Abuse

- All pupils have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them physically, verbally, and emotionally both in person and online. There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Differences including race, religion, gender, sexual orientation and ability are absolutely repudiated as reasons for bullying.

- The school recognises that a pupil may be reluctant to attend if they are experiencing any kind of child-on-child abuse. The school constantly strives to promote a positive and inclusive culture where all pupils feel valued, have a strong sense of 'belonging' and are fully supported if things go wrong.

- The school takes all reports of child -on-child abuse extremely seriously. All incidents will be investigated, appropriate measures will be taken for all pupils involved, including working with and making referrals to external agencies where appropriate.

- The school recognises that child-on-child abuse is a rarely-witnessed event, and that the most likely source of information will be through hearsay (either direct from the victim, or indirectly through witnesses or parents).

- If a parent/carer thinks their pupil is experiencing child-on-child abuse, or is concerned their child may be involved in child-on-child abuse in any way, they are encouraged to report this to the school as quickly as possible, so that appropriate measures can be taken.

- Please see the school's Anti-Bullying policy and Safeguarding and Child Protection Policy for more information on how child-on-child abuse is addressed

Children in Care

- Foster Carers do not have parental responsibility for the children in their care, although they are responsible for ensuring their regular school attendance.

- If a child in care is not attending the school, or there are concerns about their attendance, the school will seek advice from the Local Authority's Virtual School and the pupil's social worker, as well as communicating with the pupil and foster carer.

Disability Related Absence

- The school will ensure 'reasonable adjustments' are made for disabled pupils (defined as those with a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities'). This may include changes to the physical environment, curriculum or the way information is provided, as well as providing auxiliary aids and equipment, or tailored services.

- The school recognises that some disabled pupils may need additional support to attend regularly and that, for some pupils, they may have more absence due to their disability, for example due to attending medical appointments. The school will ensure disabled pupils are not penalised for absence related to their disability and will support the pupil and family to access support from external agencies where appropriate.

Young Carers

The school recognises that pupils who are Young Carers may have caring responsibilities that impact on their punctuality and/or attendance. Where this is the case, the school will work with the pupil and family to encourage them to access appropriate support, including direct support from Young Carers and any other support the pupil and family may need; the school will also provide support in school where appropriate.

Parents who live separately

Where appropriate, the school will involve all parents/carers in order to ensure each are aware of their pupil's attendance pattern and are able to support the pupil's attendance to improve. Where a pupil lives with different parents/carers on different days the school will take this into consideration when working with the parents/carers.

Complex Family Circumstances

The school will not usually request legal sanctions from the Local Authority in cases where poor attendance is symptomatic of complex family circumstances. In such circumstances the school will take a holistic approach to the issue and involve other agencies as necessary. The exception to this will be where parents/carers fail to accept or engage with support offered by the school and/or other agencies, or fail to implement the suggested changes. When referring for legal sanctions, the school will show that the parent/carer has been warned they are at risk of receiving a Penalty Notice or other legal sanction.

If the school has safeguarding concerns about a pupil who is absent, staff will share information with other agencies as deemed necessary.

Formal non-attendance process

Where there are continued concerns about a pupil's attendance which are not resolved informally, parents/carers may be asked to meet with the school to discuss the matter more formally.

In some cases, this may result in a formal action plan being produced. The school may also invite other involved professionals, where relevant.

Attendance Contracts

An attendance contract is a formal written agreement between a parent and either the school or the local authority to address irregular attendance at school or alternative

provision. An attendance contract it is intended to provide support and offer an alternative to prosecution.

All attendance contracts should contain:

- Details of the requirements the parent(s) is expected to comply with.
- A statement from the school and/or local authority agreeing to provide support to the parent(s) to meet the requirements and setting out details of the support.
- A statement by the parent that they agree to comply with the requirements for the period of time specified by the contract

Leave of Absence – leave requests and sanctions for unauthorised absence

- The law does not grant parents/carers the automatic right to take their pupil out of school during term time for holidays or other absence such as trips and visits.
- The school will not authorise any leave of absence in term-time unless satisfied the reason for absence is exceptional. The school will consider each application individually.
- Parents/carers are asked not to make plans to take their pupil out of school without making a request to the school first. The request should be made by the parent/carer with whom the pupil normally lives.
- Parents/carers wishing to request leave for their pupil should complete a Leave of Absence Request form which is available from the school. The request should be submitted as soon as it is anticipated; and, wherever possible, at least four weeks before the absence.
- Parents may be required to provide the school with additional evidence in order to support a leave of absence request.
- The school will consider the individual facts and circumstances of the case; following consultation with other staff as required, including the Designated Safeguarding Lead (DSL).
- A leave of absence is granted entirely at the school's discretion.
- The absence should be for the shortest time possible – if an absence is agreed, the Headteacher will decide how many days of absence will be authorised. If the pupil is absent for more days than were authorised by the school, the remaining days absent will be recorded as unauthorised absence.
- Any holidays and other absence such as trips and visits which have not been agreed by the school will be recorded as unauthorised.
- Parents/carers should be aware unauthorised absence may result in a Penalty Notice or Prosecution. See 'Unauthorised Absence' section for more information.
- If the school has any concerns about possible safeguarding risks, staff will follow the necessary protocols. (See the School's Safeguarding Policy for more information.)

Unauthorised Absence

Unauthorised absence is where the school is not satisfied with the reason given for the absence, or where no reason has been provided.

Unauthorised absences may result in Legal Sanctions, usually Penalty Notices or Prosecutions. See 'Penalty Notices and Prosecutions' section for more information.

Unauthorised absence includes (but is not limited to) absences due to:

Reasons which have never been properly explained to the school

Arriving at the school after the register has closed. (Although late arrival for a reason such as a medical appointment will usually be an authorised absence – see 'Medical / Dental Appointments' section for more information.)

- Shopping
- Having a hair-cut
- Birthdays
- Waiting at home for something to be fixed, or a parcel to be delivered
- Parent/carer's or sibling's illness (unless very exceptional circumstances apply and have been agreed in writing by the school)
- Day trips
- Holidays in term time (unless exceptional circumstances are agreed in writing, in advance, by the school – see 'Leave of Absence' section).

Where the school has cause for concern about the actual reason for a pupil's absence, staff may seek additional information or evidence from parents/carers regarding the absence, and/or make a home visit in order to verify the reason. If the reason cannot be verified and the school has cause to believe the reason given for absence may not be genuine, parents/carers may be asked to provide satisfactory proof of the reason before the school authorises the absence. If satisfactory proof is not provided, the school may record the absence as unauthorised.

Penalty Notices and Prosecutions

Legal sanctions

Under section 444 of the Education Act 1996, if a pupil of compulsory school age, who is a registered pupil at a school, fails to attend regularly at the school his/her parent(s) are guilty of an offence. This applies to both resident and non-resident parents who may both be subject to legal sanctions if their pupil fails to attend school regularly. It also applies to others who may not be the parent but may have day to day care of the pupil. If an absence is not authorised by the school, the pupil's attendance is deemed to be irregular

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

If issued with a fine, or penalty notice, each parent/carers must pay £80 within 21 days or £160 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.

- Penalty Notices and prosecution proceedings are issued to each parent/carer with responsibility for the pupil and are issued for each pupil with unauthorised absence. For example, in the case of Penalty Notices, if two siblings have unauthorised absence, and there are two parents/carers with responsibility for the pupil's, four Penalty Notices would be issued.

- The school will refer cases of unauthorised absence that meet the threshold for a Penalty Notice to the Local Authority for legal action, unless there are reasonable grounds for not doing so. This will include unauthorised absence due to term time holiday or other trips/visits, and other types of unauthorised absence. When referring for legal sanctions, the school will show that the parent/carer has been warned they are at risk of a Penalty Notice or other legal sanction. The outcome of a referral to the Local Authority may be a Penalty Notice or Prosecution.

- In addition to a Penalty Notice, the school can use another tool or legal intervention to improve attendance including a Notice to Improve.

Notice to Improve

A Notice to Improve is a final opportunity for a parent to engage in support and improve attendance before a penalty notice is issued. If the national threshold has been met and support is appropriate but offers of support have not been engaged with by the parent or have not worked, a Notice to Improve should usually be sent to give parents a final chance to engage in support.

A Notice to Improve does not need to be issued in cases where support is not appropriate. The Notice to Improve is expected to include:

- Details of the pupil's attendance record and details of the offences.

- The benefits of regular attendance and parents' duty under section 7 of the Education Act 1996.
- Details of the support provided so far.
- Opportunities for further support and the option to access previously provided support that was not engaged with.
- A clear warning that a penalty notice may be issued or prosecution considered if attendance improvement is not secured within the improvement period.
- A clear timeframe for the improvement period of between 3 and 6 weeks.
- Details of what sufficient improvement within that timeframe will look like.
- The grounds on which a penalty notice may be issued before the end of the improvement period.

See table below and DfE statutory guidance on school attendance parental responsibility measures for more information, and the Local Authority's Penalty Notice Code of Conduct, including thresholds, which is available BANES.

Legal Sanctions for Unauthorised Absence

Sanction	Potential Outcome	When Used
Penalty Notice	The penalty is £80 (per parent/carer, per pupil) payable within 21 days, rising to £160 if paid between 22 and 28 days. (Failure to pay may result in prosecution.) Penalty Notices cannot be paid in instalments.	For low level offences, as a tool to support improved attendance. They are an alternative to prosecution and may not be issued if prosecution is considered to be a more appropriate response to a pupil's unauthorised absence. If a pupil has an extended period or repeated periods of unauthorised absence, a prosecution may be considered instead of a Penalty Notice
Prosecution under section 444(1) of the Education Act 1996	If found guilty, parents/carers may be fined up to £1000 and ordered to pay court costs. The court may also impose a Parenting Order.	It is for the Local Authority to determine whether a section 444(1) or section 444(1A) prosecution is most appropriate. First prosecutions are usually under s444(1).
Prosecution under section 444(1A) of the Education Act 1996	If found guilty, parents/carers may be fined up to £2500 and ordered to pay court costs. Other court outcomes include community sentences, such as Curfew Orders, Unpaid Work	If a parent/carer is prosecuted more than once, or in extreme cases of non-attendance, the Local Authority may decide to prosecute under s444(1A)

	(Community Payback) or a prison sentence of up to three months. The court may also impose a Parenting Order.	
Education Supervision Order (ESO) under section 36 of the Children Act 1989	The order is placed on the pupil and a supervisor from the Local Authority is appointed by the court, to give directions to the pupil and their parents, with a view to securing that the pupil is properly educated. Parents can be prosecuted if they persistently fail to comply with a direction.	The Local Authority must consider applying for an ESO before prosecuting under s444 Education Act 1996. A local authority may apply for an ESO instead of, or as well as, proceeding with a prosecution

Mental Health, Wellbeing, Special Educational Needs and Disability

Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations or variable moods. It is important to note that these pupils are still expected to attend school regularly - in many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.

Under the Equality Act 2010, schools are required to make 'reasonable adjustments' for disabled pupils (defined as those with a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.) This may include changes to the physical environment, curriculum or the way information is provided, as well as providing auxiliary aids and equipment, or tailored services. Failure to make appropriate adjustments may impact on a pupil's attendance.

Schools will provide support for pupils who face barriers to attendance. In developing this support, the usual processes relevant to any attendance case apply:

- Understanding the individual needs of the pupil and family
- Working in partnership with the pupil and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available)
- Regularly reviewing and updating the support approach to make sure it continues to meet individual needs.

Need	Action	Contact Information
Mental health and wellbeing	Parents/carers who have concerns about their pupil's mental health and wellbeing can contact the School's Designated Safeguarding Lead (DSL).	**Mrs Julia Bamfield** **Mrs Sandra Yeoman** **01179863824** **enquiries@stjohnsprimaryschool.org.uk**
Identified special educational needs or disability (SEND)	Parents/carers are encouraged to contact the School's Special Educational Needs Co-ordinator (SENCO) should they have any concerns about their pupil. Any pupils with SEND should have attendance issues considered as part of their individual support plans or Education Health and Care Plans; attendance should be part of any subsequent reviews	**Mrs Megan Hudd** **01179863824** **senco@stjohnsprimaryschool.org.uk**
Unidentified SEND	Parents/carers who think their pupil may have unidentified special educational needs are also encouraged to contact the School's SENCO.	**Mrs Megan Hudd** **01179863824** **senco@stjohnsprimaryschool.org.uk**
Urgent health concerns	Parents/carers should contact their GP or the NHS Helpline by phoning telephone number 111 for advice if they are concerned about their pupil's mental or physical health and wellbeing. In case of emergency parents/carers should dial 999. After seeking emergency advice and support, parents should also let the school know as soon as is practicable.	**GP** **111/999**

Health needs impacting on attendance	If a pupil is frequently absent from the school due to particular health need/s the School may ask to meet with parents/carers (and other professionals where appropriate) to draw up an Individual Healthcare Plan to support the pupil's attendance. See the School's Supporting Pupils with Medical Conditions Policy for more information. Also see DfE guidance Supporting pupils at school with medical conditions - December 2015 for more information.	**Mrs Sandra Yeoman** **Attendance Lead** **Mrs Aimee Clark** **Medical Plans** **01179863824** **enquiries@stjohnsprimaryschool.org.uk**

Phased Return to Full-Time Education

- In line with the expectations of the Department for Education, all pupils of compulsory school age are entitled to a full-time education, suitable to their age, ability and aptitude, and any special educational needs or disabilities that they may have.

- In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a reintegration package.

- If, for any reason, the school is unable to provide a pupil with a full-time education due to the pupil's needs, staff will work with the pupil, parents/carers and other agencies where appropriate, to come to an arrangement that is deemed to be in the best interests of the pupil wherever possible.

- Any part-time timetable should be in place for the shortest amount of time possible, it must not be treated as a long-term solution. It should be reviewed at least every two weeks, whilst arrangements are made to support the pupil's return to full-time education at the school or, where appropriate, at alternative provision.

- A decision to place a pupil on a part-time timetable should be approved by the Headteacher and must be agreed by the parents/carers. The SENCO and DSL, as well as any other relevant members of staff, should also be aware of such arrangements and involved with decision making where appropriate. Discussions and agreements should

be clearly documented in writing and relevant information should be recorded in Bromcom and CPOMS. The school will be mindful of any additional safeguarding risks to the pupil when they are not timetabled to attend school and will therefore consider carefully whether a part-time timetable is an appropriate measure.

A part-time timetable should:

- Have the agreement of both the school and the parent the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision.
- If the pupil's part-time timetable means the pupil is expected to arrive at the school after the register closes in the morning and/or be absent for the school's afternoon registration period, any such am and/or pm registrations must be recorded with the C code 'Leave of absence authorised by the school'.

Approved Educational Activity (AEA)

When pupils are attending educational activities off the school site, that have been approved by the school, the register will be marked to show this is the case. (See DfE Working together to improve school attendance guidance for more information.)

Approved Sporting Activity

If a pupil is participating in a supervised sporting activity off the school site, which is of an educational nature, approved by the school and supervised by someone authorised by the Headteacher.

Alternative Education Provision

Attendance staff in the school will be notified of Alternative Provision (AP) arrangements and updated about any changes in arrangements, so they can ensure the school's registers are marked accordingly. Attendance staff and other relevant colleagues will communicate closely with the AP setting.

- The school will follow up with pupils and parents/carers on any attendance concerns, in conjunction with the AP.

- If a pupil is only being offered part-time AP, the school will ensure the pupil is offered additional educational provision, which together with the AP equates to a full timetable, unless there are exceptional reasons why not.

- Pupils will only be offered part-time educational provision for the shortest time possible, and this will be regularly reviewed with the pupil and parents/carers with the aim of the pupil accessing fulltime education as quickly as possible

Alternative Education Provision: Dual Registration and use of the D code

- If a pupil from the school is attending another state-funded DfE registered school, Pupil Referral Unit or Alternative Provision School, for part or all of their education, the pupil will be dual registered at this school (Dual - Main) and the other setting (Dual - Subsidiary).

- If a pupil is attending an AP which is not a state-funded DfE registered school, Pupil Referral Unit, or Alternative Provision School, the pupil cannot be dual-registered; examples are Impact Mentoring and Education 1st. See 'Off-site educational activity (B code)' section, for more information.

- When a pupil from the school is dual registered with another setting, the school will ensure the pupil and parents/carers are clear about the pupil's timetable, i.e. when the pupil is expected to attend the school or the other setting, and what the arrangements are for register marking, including the use of the D code. The school will also be clear which setting will be following up any absences.

- Where pupils are dual-registered, the AP should provide the school with attendance updates weekly, unless otherwise agreed with the alternative setting. However, if attendance and/or safeguarding concerns are identified at any point, the AP is expected to raise these with the school immediately and a course of action will be agreed in writing between the school and the AP.

- A dual registered pupil must not be removed from either setting's roll without the agreement of the other setting.

Alternative Education Provision: Off-site educational activity (B code)

- If a pupil is attending an AP setting which is not another school, Pupil Referral Unit or Alternative Provision School, for part or all of their education, the school will mark the sessions which the pupil attends the alternative setting as code B (off-site educational activity). The school will mark any sessions attended at the school with the relevant

present code, and any absences with the relevant absent code. Such APs should provide attendance updates daily, unless otherwise agreed, so the school can mark the register accordingly.

- Some AP settings are registered as Independent Schools and, as such, are able to offer full-time provision where required. However, some AP settings are not registered schools and are therefore only legally allowed to offer part-time education to pupils.

- Unless otherwise agreed with the AP, the AP is expected to notify the school by 09:30 am on the morning of any individual pupil absences, to ensure the school is made aware of any attendance concerns as soon as possible and takes follow up action as necessary.

- If attendance and/or safeguarding concerns are identified at any point, the AP is expected to raise these with the school immediately and a course of action will be agreed in writing between the school and the AP

Managed Moves

- Any pupil on a Managed Move (MM) must be dual registered at their main school (the 'sending school') and their subsidiary school (the 'receiving school').

- If a pupil from this school is attending another school on a MM, the pupil will be dual registered at the other school. This school will mark the pupil with the registration code D during the time they are expected to attend the other school. The school the pupil is attending for the MM trial (the receiving school) will mark the pupil present or absent, according to their attendance pattern. The receiving school will be expected to follow up any pupil absences in the same way they would for their other pupils, in conjunction with this school where appropriate. They will also communicate the pupil's attendance with this school on a regular basis, in line with the MM review process.

- If a pupil from another school is attending this school on a MM, the pupil will be dual registered at this school. This school will mark the pupil present or absent, according to their attendance pattern, whilst the sending school will mark them with the registration code D. This school will follow up any absences in the same way as for all other school pupils, in conjunction with the other school where appropriate. This school will also communicate the pupil's attendance to the sending school on a regular basis, in line with the MM review process.

- At the end of the agreed MM period (or sooner in some circumstances) a decision will be made as to whether the MM will be made permanent or not. At this stage the pupil will either: (a) go permanently on the roll of the receiving (subsidiary) school – single registration (in which case the pupil will come off roll at the 'main' school); or (b) be expected to return to the main school (in which case the pupil will come off roll at the 'subsidiary' school).

- A Dual Registered pupil must not be removed from either school's roll without the agreement of the other school

Unable to attend due to exceptional circumstances (as set out in DfE guidance)

In accordance with the DfE Working together to improve school attendance guidance, the school will record pupils as code Y1-Y7 'Unable to attend due to exceptional circumstances' in the following circumstances (such circumstances are not recorded as absences):

- The school site, or part of it, is closed due to an unavoidable cause
- The transport provided by the school or the Local Authority is not available and the pupil's home is not within statutory walking distance. (See the DfE's 'Home to school travel and transport' guidance document or ask the school for a printed copy.)
- A local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending the school.
- The pupil is in custody, but still on the school's roll. (If the School has evidence that the pupil is attending educational activities, those sessions can be as 'present at approved educational activity')

Children Missing Education (CME) and removing pupils from roll

- If the school has reason to believe the pupil may no longer be living at the address held on record and staff are unable to confirm the whereabouts of the pupil through the school's usual processes, staff will follow the Futura and BANES Local Authority Attendance and Welfare Support Service guidance.

- If a parent/carer notifies the school in writing that the pupil and family are moving out of the area and the pupil no longer requires a place, the school will remove the pupil from roll from the date of moving and will, at the same time, notify the Local Authority (LA) using the CME referral form.

- The school will add and delete pupils from roll in line with the law and make any additional CME referrals as appropriate, in accordance with BANES Attendance and Welfare Support Service and the Futura CME guidance.

- The school will seek advice from the LA if unsure about any individual cases: AWSS@bathnes.gov.uk

- When removing a pupil from roll due to Elective Home Education (EHE) or Permanent Exclusion the School will also follow the relevant LA EHE and Exclusion notification processes.

- If a pupil on roll lives in a different LA area, the school will follow the other LA's processes where appropriate.

Reporting to Parents/Carers

Attendance will be reported to families in as part of parent meetings held twice a year. The school will include a copy of each pupil's attendance summary for the year in Term 6. If parents/carers wish to see a copy of their pupil's attendance summary at any other time during the year, they can ask for a printed copy at the school office. Where a pupil's attendance drops below 95%, the school may contact parents/carers to highlight this, unless there is a good reason not to.

Recording Information on Attendance and Reasons

All absences are recorded in the school's attendance register in the Management Information System, Bromcom. Information about the reason for the absence, how it was reported and by whom, and any additional information pertinent to the absence may also be recorded.

Attendance monitoring

Monitoring attendance

The school will:

- Monitor attendance and absence data daily, weekly, half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of pupils 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.

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

Using data to improve attendance

The school will:

- Ensure that staff are fully aware of the reasons why some pupils attendance is negatively impacted, for example EBSA and mental health issues
- Provide training and guidance on how to support these pupils with mental health issues
- Provide regular attendance reports to all staff, to facilitate discussions with learners and families
- 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

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
- Provide access to wider support services to remove the barriers to attendance
- Initiate early help processes if required where barriers to attendance may require a multi-agency response
- Attendance Support Plans can be used to improve a pupil's attendance at school
- Complete Home visits for pupil not attending. (the frequency will depend on the pupils needs and circumstances but will be at least every two weeks)
- Seek advice from, and make referrals to, relevant agencies who may be able to support the pupil and family with attendance. This may include liaising with the Local Authority regarding legal action for the pupil's non-attendance where appropriate.
- Where other professionals/agencies are already involved with the pupil/family, liaise with them where appropriate. For example, where a pupil is subject to a Pupil Protection Plan or has a Pupil in Need plan, the school will consult with the pupil's social worker and agree

the best way forward; and where the pupil has an Education Health and Care Plan (EHCP) the school will consult with the Local Authority's Special Educational Needs team.

- If the pupil is a child in care, the school will consult with the Local Authority's Virtual School, as well as the pupil's social worker.

The school also references:

- The Futura Attendance Guidance
- The Futura Attendance Process
- Futura Attendance communication, meeting and letter templates.

Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the Attendance Lead. At every review, the policy will be approved by the full governing board.

Links with other Policies/Strategy/Guidance

This policy links to the following policies:

- Futura Attendance Strategy
- Futura Attendance Guidance
- Child protection and safeguarding policy
- Behaviour policy
- Suspension and Exclusions Policy
- Inclusion / SEND Policy

Appendix 1: 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
K	Attending education provision arranged by the LA	The pupil is attending a place, other than the school or any other school at which they are a registered pupil, for educational provision arranged by a local authority u
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
J1	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
C1	Regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment during school hours.
C2	Part Time Timetable	Pupil is on a part time timetable
E	Excluded	Pupil has been excluded but no alternative provision has been made
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
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
Q	Unable to attend the school because of a lack of access arrangements	Unable to attend due to the LA not providing access arrangements
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y1	Unable to attend due to transport normally provided not being available	No transport available for the pupil to attend
Y2	Travel disruption	Unable to attend due to widespread disruption to travel
Y3	Part of School premises closed	Pupil unable to attend due to =all of the school premises being closed.
Y4	Full School Closure	Unable to attend due to the whole school site being unexpectedly closed
Y5	Criminal Justice Detention	Unable to attend as pupil is in criminal justice detention
Y6	Public Health Guidance	Unable to attend in accordance with public health guidance or law

Y7	Unavoidable cause	Unable to attend because of any other unavoidable caus
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

Appendix 2 – Futura Attendance Process

Futura Attendance Process

1. **Low-level attendance concerns - Early Intervention / letter email**:
e.g. Childs attendance falls below **95%**

↓

2. Continued low-level attendance concerns – Early Intervention via conversation (telephone) or letter to invite to an informal attendance meeting (IAM):
The child's attendance continues to drop

↓

3. Continued concerns (under 90%)- School Attendance Meeting (SAM): Phone call to parents/carers followed by written invitation to SAM. Medical evidence for illness absence requirement may be instigated. Follow-up letter sent to parents/carers.

↓

4. Continued concerns (under 85%)– Non-attendance Meeting (NAM): Phone call to parents/carers followed by written invitation to NAM. If not already in place, medical evidence for illness absence requirement may be instigated. Follow-up letter sent to parents/carers which includes the agreed attendance plan.

↓

5. Continued attendance concerns (under 80%) – referral to the Local Authority: Letter to parents/carers. Penalty notice referral to LA or case prepared for prosecution request.

Important note:

This flow chart is intended as a **guide**. There cannot be a 'one-size fits all' approach to dealing with school attendance. Indeed, using fixed solutions for what are often complex problems can be counterproductive. It may be that steps may be skipped or repeated, and time intervals may vary. There will often be a need for referrals to other agencies and other types of meetings. When writing to parents, ensure letters are set out clearly and in plain English.