

	Attendance Policy	
	Last reviewed: April 2023	Next review: April 2025
	Linked Governor: Peter Hepburn	SLT Member: David Beattie

Rationale

Ashlyns School is committed to ensuring high levels of attendance. We believe good attendance and punctuality are vital if students are to take full advantage of the educational opportunities made available to them (please see Appendix 1 - attendance matters).

Aims/Expectations

With regard to attendance, Ashlyns School aims to:

- Provide a safe learning environment.
- Raise achievement through the promotion of good attendance.
- Continually strive to improve the attendance and punctuality of all students.
- Make attendance and punctuality a priority for all those associated with the school including students, parents/carers, teachers and governors.
- Provide support, advice and guidance to parents/carers and students.
- Promote effective partnerships with the Local Authority (LA) Attendance Team and with other services and agencies.
- Detail the procedures and actions to produce good attendance and punctuality.

Attendance Targets

The target level of attendance for all students attending Ashlyns School is set at 97%.

Attendance Registers

The rules governing the maintenance of registers, including removal from roll, are contained in the Education (Pupil Registration) (England) Regulations 2006. Attendance registers are legal documents that may be required as evidence in court cases.

Expectations to be considered when developing Policy

Academy Trust Boards and Governing Bodies of Maintained Schools	<ul style="list-style-type: none"> ● Ensure an effective whole school culture of high attendance is underpinned by clear expectations, procedures and responsibilities. ● Offer a clear vision for high attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families. ● Have a clear, written school attendance policy based on the expectations set out in this model policy. ● Regularly review and understand attendance data, discussing and challenging trends and helping school leaders to focus improvement efforts on individual pupils or cohorts who need it the most within school. ● Ensure school leaders fulfill expectations and statutory duties. ● Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe. ● Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance.
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	<ul style="list-style-type: none"> ● Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance. ● Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. ● Have a designated attendance SLT lead in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan. ● Make sure staff receive training/professional development and support to deploy attendance systems effectively. ● Share effective practice on attendance management and improvement across schools within Trusts.
Role of the Head	<p>The Head is responsible for:</p> <ul style="list-style-type: none"> ● Having a clear, written school attendance policy based on the expectations set out in this model policy and ensuring the implementation of this policy – ensuring compliance with DfE Guidance for maintained schools, academies, independent schools and local authorities – Working together to improve School Attendance – September 2022 - Working together to improve school attendance - GOV.UK (www.gov.uk) ● Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2022, Statutory guidance for schools and colleges – September 2022 - Keeping children safe in education - GOV.UK (www.gov.uk) ● Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk) ● Ensuring every member of staff knows and understands their responsibilities for attendance. ● Ensuring accurate completion of admission and attendance registers. ● Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and the pupil body as a whole. ● Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Be especially conscious of any potential safeguarding issues ensuring joint working between the school, children’s social care services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil’s absence so suitable support can be considered, and education provided/accessed. ● Ensuring that all staff adopt a consistent approach in dealing with absence and lateness. ● Monitoring and analysing data and trends. ● Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets. ● Reminding parents of their commitment to this policy. ● Building and modelling respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school. ● Open and honest communication with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them. ● Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable. ● Sharing information on and working collaboratively with other schools in the area, LA’s and other partners when absence is at risk of becoming severe or persistent.

	<ul style="list-style-type: none"> ● Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child. ● Ensuring all staff members: <ul style="list-style-type: none"> ☐ treat pupils with dignity ☐ build relationships rooted in mutual respect and observe proper boundaries ☐ take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively ☐ understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity. ☐ communicate effectively with families regarding pupils' attendance and well-being ☐ deliver clear messages about expectations, routines and consequences to new pupils and families through prospectus and admission/transition events ☐ use physical presence to reinforce routines and expectations on arrival and departure ☐ regularly communicate expectations for attendance and punctuality and school performance through regular channels of communication with staff, pupils and parents ☐ establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness. ● Monitoring implementation of policy and practice, for example through form time, drop in, shadow late gate, planner checks ● Engaging community businesses, partners and residents to promote attendance and report non-attendance. ● Monitoring of whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions ● Establishing and ensuring implementation and robust monitoring of arrangements to identify, report and support children missing education (CME) or at risk of becoming CME <p>Ensuring compliance with guidance regarding Children Missing Education - see Herts Grid</p> <p>https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/children-missing-from-education</p> <ul style="list-style-type: none"> ● Engaging pupils in consultation on attendance policy, practice, rewards and sanctions
<p>Role of the Attendance lead SLT</p>	<p>The School Attendance Lead SLT is responsible for:</p> <ul style="list-style-type: none"> ● Implementing the policy with the Head. ● Offering a clear vision for attendance improvement. ● Championing and improving attendance. ● Ensuring practice is in place to address persistent and severe absence is robust. ● Evaluating and monitoring expectations and processes ● Oversight of data analysis <ul style="list-style-type: none"> ● Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families. ● Robust school systems which provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as: <ul style="list-style-type: none"> ☐ children who have a social worker including looked-after children ☐ young carers ☐ children who are eligible for free school meals ☐ children who speak English as a second language

	<ul style="list-style-type: none"> ☐ children who have special educational needs and disabilities ● Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures ● compiling attendance data for the Head, the Governing Body and the Local Authority Attendance Officer (LAAO). <ul style="list-style-type: none"> ● Ensuring a positive working relationship with the LAAO is fostered, including attending Attendance Targeted Support Meetings. ● Communicating messages to pupils and parents ● School attendance, safeguarding and pastoral support policies which should clearly outline: <ul style="list-style-type: none"> ● the key principles ● rules pupils need to follow ● routines ● consequence systems ● If required, holding regular meetings with the parents of pupils who the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school. ● Undertaking home visits in line with school’s safeguarding responsibilities to engage families and ensure children are safe. ● Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals. ● Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly. ● The escalation of procedures to address absence needs to be: <ul style="list-style-type: none"> ● understood by pupils, parents and carers ● implemented consistently ● reviewed regularly ● ensuring that the Local Authority is notified of any pupil who fails to attend school regularly via a 10 Day Absence Form. <p>See guidance on HCC Grid for form:</p> <p>https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/attendance-guidance-and-statutory-responsibilities</p>
<p>Role of the Teaching Staff including form tutors</p>	<p>Teachers are responsible for:</p> <ul style="list-style-type: none"> ● Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance. ● Implementing the policy and ensuring it is applied fairly and consistently. ● Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date; ● Reviewing class and individual attendance patterns; ● Informing the school attendance lead of any concerns; ● Emphasising with pupils the importance of punctuality and good attendance. ● Reminding parents of their commitment to this policy. ● Building respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school. ● Communicating openly and honestly with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.

- Holding regular meetings with the parents of pupils who the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Modeling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:

- treat pupils with dignity
- build relationships rooted in mutual respect and observe proper boundaries
- take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence handling confidential information sensitively
- understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity
- communicate effectively with families regarding pupils' attendance and well-being

You should:

- Rehearse and reinforce attendance and punctuality expectations continually
- Emphasise the importance of attendance and its impact on attainment
- Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom
- Promote rewards and celebrate progress but continue to outline sanctions
- Apply rewards and sanctions consistently
- Follow up on absence and lateness with pupils to identify barriers and reasons for absence
- Contact parents and carers regarding absence and punctuality
- Review form or tutor group attendance weekly to share data, identify issues, intervene early and help set targets
- Periodically review practice and consistency both across and between departments
- Proactively promote attendance practice as part of staff induction
- Consider the individual needs and vulnerabilities of pupils

Pupils at risk of severe or persistent absence – good practice recommendations (this list is not exhaustive)

- Welcome pupils back following an absence and provide good catch-up support to build confidence and bridge gaps. This could include:
 - ☐ lesson resources
 - ☐ buddy support
 - ☐ one to one input
 - ☐ meet with pupils to discuss absence, patterns, barriers and problems
 - ☐ establish action plans to remove barriers, provide additional support and set targets. This could include:
 - ☐ lunchtime arrangements
 - ☐ support with uniform, transport, wake up routines or emotional wellbeing
 - ☐ lead daily or weekly check-ins to review progress and the impact of support
 - ☐ make regular contact with families to discuss progress
 - ☐ consider what support for re-engagement might be needed, including for vulnerable groups
 - ☐ prepare supporting resources to ensure pupils can access learning when they return
 - ☐ develop targeted intervention to address gaps and build pupils' confidence (including considering small group additional support)
 - ☐ contribute to action plans which attendance staff draw together where appropriate
 - ☐ provide tailored praise and encouragement when pupils attend and arrive on time

**Attendance
Officers, Pastoral
Staff & Family
Intervention
Workers**

Expectations:

- To ensure the recording of attendance and absence data is accurate.
- To ensure robust day-to-day processes are in place.
- To track and follow up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
- Provide appropriate support and challenge to establish good registration practice.
- Carry out robust first day procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identify any absences that are not explained for each session and contact parents to understand why and when the pupil will return.
- Under the ***The Education (Pupil Registration) (England) Regulations 2006 Section 12***, in the event that a student misses 10 consecutive school days as per direction from HCC, a welfare check will be arranged with parents/carers to take place and this will be reported to HCC
- Where absences are recorded as unexplained in the attendance register the correct code should be inputted as soon as the reason is ascertained, but no later than 5 working days after the session.
- Where reasonably possible, ensure school holds more than one emergency contact number for each pupil.
- Keep parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
- Hold regular meetings with the parents of pupils who the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Undertake home visits in line with your safeguarding responsibilities to engage families and ensure children are safe.
- Identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies.
- Implement children missing education (CME) procedures when appropriate -
- See guidance on HCC Grid regarding Children Missing Education, <https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/children-missing-from-education>
- Where pupils have additional vulnerabilities, which may require multi-agency meetings try to arrange those meetings outside of lesson time, where possible.
- Engage with feeder schools or organisations to access absence information in order to identify target cohorts prior to transfer, including mid-year transfers and managed moves.

Pupils at risk of persistent absence

- Provide regular attendance reports to tutors to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes
- Initiate and oversee the administration of absence procedures.

This should include:

- ☒ letters home
- ☒ attendance clinics
- ☒ engagement with local authorities and other external agencies and partners
- ☒ work with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and find methods that work and are understood

- ☐ consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures
- ☐ provide regular reports to leaders on the at-risk cohort
- ☐ provide regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

Pupils who are persistently absent

- Develop and implement persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines
- Identify tailored intervention which meets the needs of the pupil, for example:
 - ☐ mentoring
 - ☐ careers advice and guidance input
 - ☐ college placement
 - ☐ out of hours learning
 - ☐ alternative provision where appropriate
- Lead daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress
- Hold regular meetings or reviews of caseload with the Statutory Attendance & Participation Team (SAPT), external partners and alternative providers to check on welfare and review progress
- Liaise with school leaders (designated safeguarding, special educational needs coordinator and pastoral leads) on referrals to external agencies and multi-agency assessments
- Coordinate and contribute to multi-agency meetings to review progress and agree on actions
- Work in partnership with SAPT and other agencies to ensure the appropriate use of statutory parental responsibility measures
- Provide regular reports to leaders on the impact of action plans and interventions

<p>Expectations of parents</p>	<p>Parents are responsible in law for ensuring that their children of compulsory school age receive an efficient education suitable to their age, ability, aptitude and any special educational needs that they may have. Most parents fulfil this responsibility by registering their children at a school.</p> <ul style="list-style-type: none"> ● Parents whose children are registered at a school are responsible for ensuring that their children attend and stay at school every day school is open. <p>Parents are responsible for:</p> <ul style="list-style-type: none"> ● ensuring that their children are punctual and know the importance of good attendance. ● instilling in their children an appreciation of the importance of attending school regularly. ● impressing upon their children the need to observe the school’s code of conduct. ● informing the school on the first day of absence, by 8.15am am at the latest. ● providing the school with an explanation for the absence. ● informing the school of any changes to their contact details. ● taking an active interest in their children’s school career, praising and encouraging good work and behaviour and attending parent’s evenings and other relevant meetings. ● working in partnership with the school to resolve issues and help the school to understand their child’s barriers to attendance. ● proactively engage with the support offered by school to prevent the need for more formal support. ● If formal support is needed, proactively engage with this support to prevent the need for any legal intervention. ● booking any medical appointments around the school day where possible. ● only requesting leave of absence in exceptional circumstances and do so in advance. ● treating staff with respect ● actively supporting the work of the school ● calling staff for help when they need it ● communicating as early as possible circumstances which may affect absence or require support
<p>Expectations of Pupils</p>	<p>All students must:</p> <ul style="list-style-type: none"> ● Attend school and all of their lessons regularly and on time. ● Be ready to learn ● Sign in and/or out at student reception, when they arrive late, or leave for / return from medical appointments
<p>Working with the Local Authority</p>	<ul style="list-style-type: none"> ● Our school works in partnership with the Statutory Attendance & Participation Team to devise a strategic approach to attendance. ● The Headteacher or Attendance lead (SLT) will meet with the link LAAO when required to discuss and improve attendance for all persistently absent or severely absent pupils. ● Action Plans will be developed for all persistently and severely absent pupils. The school may request support from the LAAO for advice and guidance with the implementation of these action plans. ● If parents do not proactively engage with support offered through the action plan, then formal intervention may be requested from the LAAO. ● If parents do not engage with formal support, the school may request statutory intervention from the Local Authority. ● Statutory intervention can include: <ul style="list-style-type: none"> ☒ Parenting Contract ☒ Fixed Penalty Notice application from school ☒ Parenting Order ☒ Education Supervision Order ☒ Prosecution <p>The school also works in tandem with WPA Educational Services who also provide additional external agency support to help to raise levels of attendance and punctuality further. This</p>

	<p>partnership will use avenues such as those outlined above. Further information about their services can be found on their website .</p>
<p>Encouraging Good Attendance (including attendance letter distribution)</p>	<p>The school encourages good attendance by:</p> <ul style="list-style-type: none"> ● Using clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Makes sure these systems are inclusive and appropriate for all pupils. ● Highlighting good attendance during assemblies, the ebulletin and the termly report to the Governing Body. ● Awarding weekly merits to pupils when they have achieved 100% attendance. ● Awarding 100% attendance certificates on a termly basis for students who have achieved this <p>Letters (please also see appendix 3 - Attendance letters)</p> <p>In order to communicate further with parents letters may be issued to highlight messages with regards to attendance. A summary is provided below::</p> <p>Raising Awareness letter - a letter that communicates that a student is not meeting the required attendance target (97%) and is close to becoming a persistent absentee (lower than 90% attendance)</p> <p>Medical Evidence letter - a letter that requires medical evidence to be provided for all further absences (please note a reminder of this may be sent if the requirement is not met)</p> <p>FPN Risk & Medical Evidence Reminder letter - a letter which reminds parents that medical evidence is needed in order for absences to not be recorded as unauthorised (this would increase the risk of a fixed-penalty notice - FPN if the evidence is not provided).</p> <p>FPN Breach letter - a letter which communicates that a student is close to 15 sessions of unauthorised absence in the current and/or previous term. This will be the final letter sent before an FPN is processed.</p>
<p>Punctuality</p>	<ul style="list-style-type: none"> ▪ The School doors open 8.30am ▪ Where a pupil arrives after the register has closed and a parent provides a satisfactory explanation will be marked as ‘authorised absent’ for that session. ▪ Pupils who arrive after the register has closed and parent fails to provide a satisfactory explanation will be marked as ‘unauthorised absent’ for that session (Code U). ▪ School may arrange a meeting with parents to discuss concerns so that the problem can be addressed.
<p>Pupils at risk of Persistent Absence</p>	<p>School is expected to:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Signpost and support parents to access any required services where out of school barriers are identified. ▪ If the issue persists, take an active part in a 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.

	<ul style="list-style-type: none"> Where the Lead Practitioner is outside of the school, continue to work with the Local Authority and partners.
<p>Pupils who are persistently absent</p>	<p>Persistent absence occurs when a child’s attendance is at or falls below 90%. Absenteeism at this level will considerably damage a pupil’s educational prospects and the school will work alongside parents/carers to tackle this issue.</p> <p>School is expected to:</p> <ul style="list-style-type: none"> Continue support as for pupils at risk of becoming persistently absent. Ensure additional targeted support is in place to remove any barriers. Where necessary this includes working with partners. If there is lack of engagement, hold more formal conversations with parents, being clear about the potential need for legal intervention in future. Where support is not working or being engaged with, work with the Local Authority on legal intervention. If there are safeguarding concerns, intensify support through statutory children’s social care. Work with other local schools, such as schools previously attended or schools of siblings.
<p>Pupils who are severely absent</p>	<p>Severe absence occurs when a child’s attendance is at or falls below 50%.</p> <p>School is expected to:</p> <ul style="list-style-type: none"> Continue support as for pupils who are persistently absent. Agree a joint approach for all pupils who are severely absent with the Local Authority. <p>Pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and teachers must ensure this cohort is made the top priority for action and support.</p> <p>You must be especially conscious of any potential safeguarding issues ensuring joint working between the school, children’s social care services and other statutory safeguarding partners.</p> <p>Often severely absent pupils have additional needs and therefore it is vital that school ensure all appropriate services are informed and aware of the pupil’s absence so suitable support can be considered, and education provided/accessed.</p>
<p>Absence</p>	<p>Please also see Appendix 2 - Attendance codes</p> <p>Each half-day absence from school, known as a session, has to be classified by the school (not the parents/carers) as either Authorised or Unauthorised. The Headteacher will make a decision on whether an absence is authorised or unauthorised depending on the information provided by a parent/carer. Each decision is considered on a case by case basis.</p> <p>Authorised absences are sessions away from school for a legitimate reason including, but not limited to the below:</p> <ul style="list-style-type: none"> Sickness Medical appointments which are unavoidable Days of religious observance Exceptional family circumstances such as a bereavement Instrumental exams, performing arts exams or high level (regional level or above) sporting fixtures <p>Unauthorised absences are those where no ‘leave’ has been granted or those which the school does not consider reasonable. The Headteacher will make the final decision regarding classification of an absence, in consultation with the Deputy Headteacher, Assistant Headteacher,</p>

	<p>Head of Year or Attendance Officer. Unauthorised absence can lead to the LA issuing fixed penalty notices and/or legal proceedings.</p> <p>Absences which will be recorded as unauthorised include:</p> <ul style="list-style-type: none"> ● Parents/carers keeping students off school unnecessarily ● Term time holiday ● Truancy before or during the school day ● Absences which have never been fully explained ● Students who arrive at school too late to get an AM present mark ● Shopping ● Looking after other children ● Birthdays ● Day trips and holidays in term time ● A pet going to the vet/death of a pet <p>Please note that where a student has contacted a parent themselves directly to pick them up from school without the schools permission this will not be authorised. Should, in exceptional circumstances, a student feel they need to leave school then this must be approved by a senior member of staff and the school will contact parents.</p>
<p>Leave of absence requests</p>	<p>In exceptional circumstances a leave of absence from school time may be granted. In the event that you wish to make an application please fill out the form here.</p>
<p>Reporting Daily Absence</p>	<p>Notification must be provided for all absences from school and the school will always follow this up.</p> <p>Parents/carers should inform the school by 8:15am if they know that their child will be absent, and for each day of any further absence (This can be done here) . Parents/carers must give specific reasons for absence – being ‘ill’ is not specific enough. Should there not be a reason given for absence the school will make contact with home to ascertain the reason.</p> <p>Parents/carers of absent students, whose absence has not been reported to the school, will receive a text message requesting a call to the school to advise the reason for absence. If the child should be present, additional checks will be made to help establish the child’s whereabouts. All absences need to be confirmed in writing to the school on the student’s return.</p>
<p>Fixed Penalty Notices</p>	<p>Our school follows Hertfordshire County Council’s Penalty Notice for Truancy Code of Conduct and procedures.</p> <ul style="list-style-type: none"> ● We expect parents/carers to work with us to address attendance problems. ● If a pupil has at least 15 sessions (half day= 1 session) unauthorised absence in the current and/or previous term (including unauthorised holidays), the Head Teacher may ask the Local Authority to issue a Penalty Notice. ● The penalty is £60 if paid within 21 days of receipt of the notice, rising to £120 if paid after 28 days. ● There is no right of appeal by parents against a Fixed Penalty Notice. ● If the penalty is not paid the Local Authority may prosecute parents/carers for their child’s irregular attendance. <p>Follow guidance on HCC Grid when considering a Fixed Penalty Notice - https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/penalty-notices-for-unauthorised-absenceholiday</p>
<p>Part-time Timetables</p>	<ul style="list-style-type: none"> ● As part of the framework for the inspection of services for children in need of help and protection, children looked after, and care leavers (Ofsted June 2015) local authorities are required to provide detailed data on school age children in their area who are not in receipt of full-time education and schools are similarly expected to maintain data on

	<p>students of compulsory school age who are on their roll but attending on a part-time timetable.</p> <ul style="list-style-type: none"> ● The Local authority has published guidance for all maintained school, academies, free schools, studio schools, UTCs, ESCs and PSBs on the use of part-time timetables for pupils of compulsory school age (the term after their fifth birthday to the last Friday in June following their 16th birthday) ● All schools are required to return information on children who are on part-time tables within five days of the pupil starting or ending a part-time timetable. ● The school may authorise part-time timetables in exceptional circumstances and for a limited period of time. Please note that parental written confirmation is required at the beginning of the timetable and then also for any changes made to the timetable from that point up until full time education is resumed. <p>Follow guidance from HCC Grid when considering a part-time timetable - https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/attendance-part-time-students</p>
<p>Elective Home Education (EHE)</p>	<ul style="list-style-type: none"> ● Elective Home Education, in which the decision is made by a parent/carer to educate a child at home, is not a stance that the school supports ● Should a parent/carer be considering this decision, or indeed make this decision, then the school will write to the parent/carer outlining factors to consider in finalising this decision ● This written communication will also involve an invitation to engage with the pastoral team to discuss further support for the family and student in question ● Should the decision still stand to electively home educate then the school will ask for written communication of this ● From this point onwards the educational provision of the child will be monitored by the local authority
<p>Monitoring and Data Analysis</p>	<p>We believe this policy will be effective only if it is consistently monitored across the whole school.</p> <p><u>Data Analysis</u></p> <p>The school regularly reviews attendance data which may result in additional intervention. Reports are processed on a weekly, half- termly and termly basis in order to gain an oversight of individual, tutor group, year group and whole school pictures. This is also compared to national data. This data provides key information to provide support where needed.</p>

Further resources

Statutory guidance

- [Working together to improve school attendance](#)
- [Children missing education](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping children safe in education](#)
- [School exclusion](#)

Guidance and resources

- [National statistics: Pupil absence in schools in England](#)

Appendix 1 - Attendance Matters

Descriptor	Threshold Attendance	Actual Attendance	Whole Days Absence	Learning Hours Lost
EXCELLENT	100%	190 days	0	0
	99%	188 days	2	10
	98%	186 days	4	20
GOOD	97%	184 days	6	30
	96%	182.5 days	7.5	37.5
CAUSE FOR CONCERN	95%	180.5 days	9.5	47.5
SERIOUS CONCERN	90%	171 days	19	95
	85%	161.5 days	28.5	142.5
	80%	152 days	38	190



Appendix 2 - Attendance letter explanation

What will happen if attendance drops below 97%

