Wigston Academies Trust

ATTENDANCE POLICY: VOLUNTARY

DATE APPROVED:	28th October 2021
APPROVED BY:	Executive Headteacher
REVIEW FREQUENCY:	Every 3 years
DATE FOR REVIEW:	October 2024

Signed by Executive Headteacher:

Date: 28th October 2021

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1. INTRODUCTION

1.1 Wigston Academies Trust is committed to providing an education of the highest quality for all its students and recognises this can only be achieved by supporting and promoting excellent school attendance for all. This is based on the belief that only by attending school regularly and punctually will children and young people be able to take full advantage of the educational opportunities available to them. High attainment depends on good attendance.

1.2 The whole school community – students, parents and carers, teaching and support staff and school governors – have a responsibility for ensuring good school attendance and have important roles to play. The purpose of the policy is to clarify everyone's part in this.

1.3 The policy has been drawn up based on current government and Local Authority guidance and statutory regulations. The Academy/College will ensure that all members of the community know of the policy and have access to it. This policy informs and is supported by other Trust policies. All are important contributors to the Trust's provision for attendance and take account of students' needs as appropriate.

1.4 Principles: We believe that regular punctual attendance is essential if students are to achieve their full potential. Research demonstrates that there is a clear link between school attendance and academic achievement.

We believe that regular punctual attendance is the key to enabling students to maximise the learning opportunities available to them and to become emotionally resilient, confident and competent adults who are able to realise their full potential, belong, achieve and make a positive contribution to their community.

Wigston Academies Trust values every student. We will work with families and other agencies to identify reasons for poor attendance and attempt to resolve any difficulties.

Wigston Academies Trust pastoral team works in partnership with all students, parents/carers, staff, outside agencies, stakeholders to maintain excellent levels of attendance and to support students who may be having difficulties in school which may lead to absences.

The Trust considers good regular attendance to be 96+%.

2. LEGAL FRAMEWORK

Section 7 of the 1996 Education Act states that parents/carers must ensure that children of compulsory school age receive full-time education suitable to their age, ability and aptitude to any special educational needs they may have, either by regular attendance at school or otherwise.

A child is of Compulsory School Age at the beginning of the term following their 5th birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16.

Under the Education Act 1996, the Local Authority has a duty to provide education and a statutory responsibility to ensure that parents/carers secure education for children of compulsory school age and where necessary, use legal enforcement.

The Education (Pupil Registration) (England) Regulations 2006, require schools to take an attendance register twice a day, once at the start of the morning session and then again during the afternoon session.
The register must record whether the student was:

- Present;
- Absent;
- Present at approved educational activity(AEA); or
- Unable to attend due to exceptional circumstances.

The absence codes (2016) are outlined in Appendix 1.

3. ACADEMY/COLLEGE ROLES AND RESPONSIBILITIES

3.1   All staff (teaching and support) at Wigston Academies Trust have a key role to play in supporting and promoting excellent school attendance and will work to provide an environment in which all our students are eager to learn, feel valued members of the school community and look forward to coming to school every day. Staff also have a responsibility to set a good example in matters relating to their own attendance and punctuality.

3.2   Staff Roles

The Tutor
At Wigston Academies Trust the Tutor is seen as a key figure in promoting regular punctual attendance. The Tutor should:-
- provide a good example by always being punctual to registration;
- take a register every morning (by reading the register aloud, eliciting a response from present students);
- alert the Attendance & Punctuality Administrator when there is a concern;
- offer praise to students whose attendance and/or punctuality improves through engagement with the Daily Tutor Report and other shared data.

The Subject Teacher
Subject Teachers should:-
- take a register every lesson (by reading the register aloud, eliciting a response from present students);
- follow up any suspected internal truancy by checking with the Attendance & Punctuality Administrator and relevant HOY immediately;
- provide relevant work for students who have been detected internally truanting to do in detention.

The Heads of Year
The Heads of Year are responsible for monitoring the attendance of their year group. They should:-
- promote good attendance and punctuality through assemblies, rewards etc.;
- monitor attendance on a regular basis;
- monitor the performance of individual tutor groups, following up with individual Tutors instances where patterns of absenteeism are not being effectively addressed;
- meet with the Attendance and Punctuality Administrator on a fortnightly basis in order to discuss students who have not responded to the school's strategies and when necessary to make referrals;
- regularly put attendance onto the agenda of Pastoral Meetings;
- review attendance fortnightly and punctuality figures on a weekly basis;

- ensure that contact is made with parents of poor attenders, supporting the Tutor and the Attendance & Punctuality Administrator where appropriate in dealing with parents directly;
- follow up internal truancy with appropriate punishments.

The Attendance and Punctuality Administrators

The Attendance and Punctuality Administrator is responsible for ensuring the effective administration of the school's student attendance monitoring system, for ensuring that students are punctual to school and holds responsibility for the monitoring of student absence from lessons. He/she should:-

- liaise daily with staff, students and parents to maintain student attendance data on the school's SIMS attendance module;
- produce daily list of student absences and contact parent/guardian on the first day of student absence; seek and record explanation for non-attendance and notify relevant tutors/pastoral leaders;
- notify relevant tutors and pastoral leaders of concerns over unauthorised student absences;
- produce and send termly DfE/Pupils Missing in Education absence reports;
- produce and maintain internal attendance data including persistent absentee data for analysis by Heads of Year and the Educational Welfare Officer;
- attend regular meetings with Heads of Year and Educational Welfare Officer actioning any decisions made;
- complete and maintain records of letters sent to parents including student absence/holiday requests, unauthorised absence information requests and requests for medical evidence;
- any other reasonable request, related to attendance, as directed by the Attendance Leader;
- complete and maintain record of student lates, inform relevant staff as appropriate;
- monitor registers during the school day and ensure that missing marks are addressed in a timely fashion for safeguarding purposes (this includes checking SIMS, sending missing register notifications, sending slips/Student Ambassadors to confirm student presence);
- produce various reports regarding student punctuality for tutors, pastoral leaders, SLT as required;
- maintain the late detention system escalating any students who do not attend late detentions to the next sanction;
- complete and maintain records of letters sent to parents including punctuality warning letters;
- complete daily the Education Setting Status Form.

The Attendance Leader

The Attendance Leader is the member of staff with responsibility for attendance. He/she will oversee and co-ordinate the Trust's work in promoting regular and improved attendance and:

- ensure the Attendance Policy is consistently applied throughout the school;
- ensure that up-to-date attendance data and issues are shared with SLT and up to date attendance data is made regularly available to all staff, students and parents/carers (who will regularly be reminded about the importance of good school attendance);
- ensure the Governing body is fully aware of attendance data and targets;
- ensure that attendance issues are identified at an early stage and that support is put in place to deal with any difficulties.

4. PROCEDURES

4.1 Registration

i) The school is required to mark the attendance register twice each day; once at the start of the day and once during the afternoon session. Tutors/subject teachers are responsible for completing the attendance registers. The Attendance Administrator completes the registers using the prescribed codes (Appendix 1).

ii) The AM register will be called promptly at 8.35 am by each tutor and a mark will be made in respect of each student.

iii) The registers will close at 9.00 am and 1.15pm. Any student who arrives after the closing of the register will be marked as absent. Any student arriving after the calling of the register but before the closing of the register will be marked as late.

4.2 Categorising absence

i) A mark will be made in respect of each student following the close of the registers. Any student who is not present will be marked as 'unauthorised absence' unless leave has been granted by the school in advance or the reason for absence is already known and accepted by the school as legitimate. Where a reason for absence is given and accepted by the school at a later stage, the register will be amended in such a way that the original entry and the amendment/correction are distinguishable. The decision about whether the absence should be authorised or unauthorised rests with the person responsible for attendance.

ii) Wigston Academies Trust recognises the clear links between attendance and attainment, and attendance and safeguarding children. It recognises that inappropriate authorisation of absence can be as damaging to a student's education as authorised absence and will potentially send a message to parents/carers that any reason for non-school attendance is acceptable and can render children and young people extremely vulnerable to harm. If absence is frequent or continuous, except where a student is clearly unwell, staff at Wigston Academies Trust will challenge parents about the need and reasons for their child's absence and will encourage them to keep absences to a minimum. A note or explanation from a student's home does not mean an absence becomes authorised. The decision of whether to authorise an absence will always rest with the school.

iii) Absences without explanation will remain unauthorised.

iv) Term time leave of absence will be authorised in exceptional circumstances, which are defined as:

(a) being of unique and significant emotional, educational or spiritual value to the student which outweighs to loss of teaching time;

(b) where the school is satisfied that the child/young person is too ill to attend;

(c) where the student has a medical appointment (although parents/carers should be encouraged to make these out of school hours wherever possible, and to return their child to school immediately afterwards – or send him / her to school beforehand with medical evidence;

(d) where there is an unavoidable cause for the absence, which is beyond the family's control, e.g. extreme weather conditions;

(e) the absence occurs on a day exclusively set aside for religious observance by the religious body to which the student's parents/carers belong;

(f) the student is of no fixed abode, his/her parent/carer is engaged in a trade which required him/her to travel, the student has attended school as often as the nature of the trade permits and, have reached the age of six, he/she has attended 200 sessions in the preceding 12 months;

It is important for parents/carers to be aware that while decisions will be made on a case by case basis requests will normally be refused. Requests must be made in writing to the Attendance Leader and applied for as far in advance as possible for any term-time leave of absence to be considered.

v) Except in the circumstances described above, absences will be unauthorised. Some examples of reasons for not authorising absence would be:

(a) no explanation has been given by the parent/carer;

(b) the school is not satisfied with the explanation;

(c) the student or parents/carers are staying at home to mind the house;

(d) the student or parents/carers are shopping during school hours;

(e) the student is absent for unexceptional reasons, e.g. a birthday;

(f) the student is absent from school on a family holiday;

(g) the student has been stopped during a truancy sweep and is unable (or the parent is unable) to give a satisfactory reason for the absence.

4.3 Approved educational activity
Where a student is engaged in off-site approved educational activities, including work placements, the school will check his/her attendance daily before entering the appropriate code in the register.

4.4 Absences after close of class registers
Any sudden absences that occur during the day will be picked up by the subject teacher and reported to the Attendance & Punctuality Administrator.

4.5 Staff Training
The School Attendance Leader will ensure that all staff responsible for taking registers, including any temporary or supply staff, receive sufficient training to enable them to perform the task accurately and will follow up repeated instances of inaccurate or missing registers.

5. CHILDREN MISSING EDUCATION

The Trust follows the Leicestershire County Council Children Missing Education Policy and Procedures. If a student left for school, fails to arrive and parents/carers state they do not know where their child is, parents/carers and the school report the student missing to the police, unless the student has a recent history of truanting and parents report that they know where the student is likely to be and locates them. If a parent/carer reports their child to be missing from home beyond that school session or day, the parent/carer should be informed that they must report their child missing to the police. The school (or other professional who has ascertained from the parent that their child is missing) must know that the parent has done this by following up the parent/carer's action with a call to the police themselves.

Students who have been out of school for a total of 15 days or more and who fall within one of the designated PME categories would be considered a student missing out on education. The Trust completes the LA PME data collection regularly.

6. COLLECTION AND ANALYSIS OF DATA

6.1 Attendance data is completed, analysed and reported to the senior leadership team, parents/carers and the governing body. The report should include commentary on the trajectory and the school target. The data will inform the Academy's/College's future practice to improve attendance and prevent disaffection.

6.2 Attendance is monitored by year group and by reasons for absence. It is also analysed by gender, ethnicity, students/students with special educational needs and those who are disadvantaged to poor attendance e.g. Pupil Premium.

6.3 Accurate attendance returns are made to the DfE (via the Local Authority and SIMS) within the stipulated time frame.

6.4 Persistent absence

A child/young person is defined as persistently absent if they miss 10% or more of school time by the Department for Education. It is necessary to monitor PA students at regular intervals throughout the academic year. Students with attendance below 90% will be clearly identified and the reasons for their absences addressed using the range of support and statutory interventions available. Each week PA students are discussed at attendance meetings with the head of each year group an the Attendance Administrator. The Educational Welfare Officer and the Attendance Leader will be informed of pupils who require further action by the attendance administrator. Disadvantaged groups e.g. students on Pupil Premium within this range will be differentiated for additional monitoring and action. See Appendix 2.

7. SYSTEMS AND STRATEGIES FOR MANAGING AND IMPROVING ATTENDANCE

7.1 Attendance has a very high profile at the Trust. Parents/carers are regularly reminded in newsletters, letters and school meetings about the importance of good attendance and its links to attainment.

7.2 Rewards/Targeted Improvement Strategies
The Trust has a range of rewards to celebrate attendance which may vary according to the needs of the school at any given time. The Trust also has a range of short-term attendance improvement strategies that may be implemented to instil an appreciation in students of the importance of attendance including mentoring, attendance clinics and reward based initiatives.

7.3 Wigston Academies Trust has procedures for dealing with unexplained absences within a week. The Attendance Administrator will contact the families for an explanation of absence and refer to the person responsible for attendance.

7.4 First-day calling
The Academy/College have a system of first-day calling in place. This means that parents/carers will be contacted on the first day that a student is absent without explanation to establish a reason for the absence. This helps to identify, at an early stage, students who do not have a good reason for absence or who may be absent without their parents'/carers' knowledge.

7.5 Meetings with parents/carers
Where there is an emerging pattern to a student's absence over a 3 to 4 week period (or sooner if staff are particularly concerned), with or without explanation, the Academy/College will invite parents/carers to a meeting to discuss the reasons for the absences. Plans should be put in place with the parents/carers and student to resolve any difficulties and improve the attendance within a specified time limit – usually no more than 4 weeks. It will be explained to parents/carers that any future absences will be unauthorised unless there is clear evidence of a good reason for them.

7.6 Follow up of unauthorised absence
If there continue to be unauthorised absences by the end of the specific time (or sooner if the student is failing to attend school at all), there will be follow up action which could result in legal action by the Local Authority.

7.7 Lateness and punctuality
Students are expected to arrive to school on time every day. It is very disruptive to their own education, and that of others in their class, if they are late. Students who arrive after the register closes will be marked absent for the whole session (a session being a morning or an afternoon). This absence will be unauthorised unless the school is satisfied that there is a legitimate reason for the student to be late. Such a reason will not include things such as missing the bus, clothes in the washing machine or lost shoes. A student who is persistently absent by reason of lateness will be dealt with in the same way as other students with an emerging pattern of absence. If the matter is not resolved quickly, follow up action will be taken which could result in legal action by the Local Authority.

7.8 Students who arrive late for school but before the register closes will be recorded and marked as late. An appropriate consequence will be applied.

7.9 For health and safety reasons it is important that the school knows who is in the building. Students arriving late after the register closes should therefore report to reception. It is important that all students arriving late follow this procedure.

7.10 For the same reason it is important that parents/carers of students leaving the premises legitimately (e.g. for a medical appointment) or returning to school later in the day inform reception of the reason. Reception will record that the student has left the school site and will mark them back in when they return.

7.11 Post-registration truancy
Post-registration truancy occurs when a student goes missing from school having previously registered for the session. This behaviour not only means the student will not be receiving a full-time education, it also potentially renders him/her vulnerable to harm. The Academy/College takes this very seriously and will endeavour to ensure it does not happen. If, however, a student appears to have left the premises without authorisation, the school will try to make contact with his/her parents/carers immediately.

See Appendix 3.

8. UNAUTHORISED TERM-TIME HOLIDAYS

8.1 Government guidelines prevent Headteachers from granting any leave of absence during term time, unless there are exceptional circumstances. A family holiday during term-time therefore does not fall under the category of 'exceptional circumstances'.

8.2   Where any student has absences recorded as a result of an unauthorised family holiday, we are required to inform Leicestershire County Council who may issue penalty notices as set out below. This applies to any unauthorized leave of absence taken reaching a total of 5 days or more in any school year.

8.3   The parent(s)/carer(s) of any child who has absences recorded as a result of an unauthorised family holiday will each be fined £60 which must be paid within a 21 day period. Failure to pay the fine(s) within this timescale, will result in the fines being doubled to £120 which will need to be paid within 28 days of the original fine being issued. If the fine(s) remain unpaid after the full period of 28 days has expired, parents may face legal action under section 444 of the Education Act 1996. If found guilty of an offence under this Act, parents will receive a criminal record and could be fined up to £1000.

8.4   The Academy/College will consider every application individually; its policy is not to grant leave of absence other than in the most exceptional circumstances. An application must be made in writing by letter, addressed to the Headteacher, with appropriate evidence, as far in advance of the absence as possible.

    i)   Authorised leave of absence may be considered in the following circumstance:

        (a) service personnel and other employees who are prevented from taking holidays during term-time;

        (b) when a family needs to spend time together to support each other during or after a crisis;

        (c) parents/carers who are subject to a strict and un-negotiable holiday rota and evidence is provided to this effect.

    ii) Requests for term-time holidays for the following reason will not be authorised:

        (a) cheaper cost of holiday;

        (b) availability of the desired accommodation;

        (c) poor weather experienced in school holiday periods;

        (d) overlap with beginning or end of term.

    iii) A response to all requests for term-time leave of absence will be made giving the reasons for the decision. Please note: It is important for parents/carers to be aware that while decisions will be made on a case by case basis requests will normally be refused.

    iv) Leave of absence during periods of national tests, i.e. GCSE, AS/A2 examinations will not be authorised.

9. PARENTS'/CARERS' RESPONSIBILITIES

9.1   The prime responsibility for ensuring children receive an appropriate and full-time education rests with parents / carers (defined by the Education Act 1996 as those with parental responsibility and those who have the care of a child), who will be supported and encouraged by Wigston Academies Trust.

i) It is expected that parents/carers will:

    (a) ensure their children attend the school regularly and punctually;

    (b) support their children's attendance by keeping requests for absence to a minimum;

    (c) <u>not</u> expect the school to automatically agree any requests for absence, and <u>not</u> condone unjustified absence from school.

ii) Parents/carers will also be expected to:

    (a) Notify school on the first day of absence using the school's absence telephone line or reporting to the reception;

    (b) ensure their children arrive at school on time, properly dressed and with the right equipment for the day;

    (c) work in partnership with the school, for example by attending parents'/carers' meetings and consultations and taking an interest in their children's work and activities;

    (d) contact the school without delay if they are concerned about any aspects of their children's school lives and the Academy/College will endeavour to support parents/carers to address their concerns.

10. <u>STUDENTS' RESPONSIBILITIES</u>

10.1 All students should be aware of the importance of regular school attendance. If they are having difficulties that may prevent them from attending school regularly, they should speak to any member of the academy/college staff.

10.2 Students should attend all their lessons on time, ready to learn. If they have been absent from school a note from their parents/carers to explain the absence is required. Students should not leave the academy without permission. Students also have a responsibility for reporting to the school reception if they arrive late after AM registers close.

11. <u>GOVERNORS' RESPONSIBILITIES</u>

Section 175 (2)
The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are students at the school.

12. <u>REVIEWING THE POLICY</u>

The Wigston Academies Trust will review this policy as and when required.

Appendix 1 - Register Codes

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Authorised leave of absence	Authorised absence
D	Dual registration (i.e. student attending other establishment)	Approved Education Activity
E	Excluded (no alternative provision made)	Authorised absence
G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Unauthorised absence	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
X	Non-compulsory school age absence or Covid absence	Not counted in possible attendances
Y	Enforced closure	Not counted in possible attendances
Z	Student not yet on roll	Not counted in possible attendances
#	School closed to students	Not counted in possible attendances

Appendix 2 – Halting School Refusal

Intent

The aim of this process is to minimize disruption, in conjunction with a clear and effective policy, to clearly define actions and consequences that are applied consistently and fairly, to support low attenders improve their attendance over time including school refusers.

Implementation

The actions and consequences below will be implemented to students that have progressed through the stages outlined in the attendance process to stage five or are regularly refusing to attend school and are therefore about to or have been referred to the Education Welfare Officer (EWO).

Stage five of the attendance process states that a; Family/school contract agreed, this will include support such as; meet and greet, collecting the student when not in on time and mentoring. These strategies are to support the student break down any barriers that they have not managed to overcome so far, it will also include school sanctions for the student if they do not adhere to what is agreed. EWO must be part of this meeting to ensure the message is clear about possible sanctions for the family should things not improve.

Stage one:

Identify trends in attendance of students whose data is declining. An early spot can significantly reduce the length of any school refusal and even prevent the child from taking any time off at all.

Always check the warning signs. These include the following:

- A change in attitude / behaviour
- A change in attendance pattern - Absence on Mondays
- Disengagement in school
- A negative view of school
- Anxiety / other related health concerns
- Behind on school work
- Refusal to complete homework

Stage two:

Assessing the situation: identifying the major cause/minor cause(s).

Once a potential issue has been identified, it is important to include a team around the child. This would include the family, school, any external agencies and the child's voice. It is highly likely that the family have identified a concern much sooner than it has shown at school and have perhaps been trying to implement morning routines or incentives to attend. Work with the child identifying the major cause/minor causes for their refusal to attend school. This could also be linked to school provoked anxiety.

Children who are identified as missing 20 sessions within the month will be highlighted to the local authority on the Pupils missing education form (PME). Students who are causing a high level of concern and welfare checks are not being successful a CME (Child Missing from Education) form will be completed. Families will be notified of the CME completion in an attempt to re-engage with them. If there is an identified medical reason for the extended absence, we will fill in a medical needs form and get the case the attention of the medical needs team and follow their guidance for coding purposes.

Stage three:

Weekly welfare checks to be completed by the pastoral team for students who have extended absences. This stage should be completed with the team around the child. The first day plan is the most important step – if this goes well, we should be able to keep the child on track to returning to school regularly.

Using the template below and include the following:

- Solutions for identified issues
- Provision: what classes will the child be attending, will there be any 1:1 support, can they work in a specialised learning area to begin with?

- Should the child have any additional specific provision to return i.e. afterschool tour of the site, messages from key staff/friends inviting them back in.
- The role of the parent, school and the child during the process.
- A list of desired outcomes ready to review.

Stage four:
Review the plan and how the child is progressing. In some cases, you may need a review more frequently. These could be as follows:
- Child/teacher review a couple of times per day at key points i.e. break times
- Child/parent review at the end of the school day
- Formal review daily/weekly

Pace is an important factor. It is important to continually build upon each days success keeping the child's voice at the centre of action. It is important to set a preliminary timeframe for full attendance for the team around the family to work on. This could be 1-3 weeks, for example. Following the review, adjust the plan accordingly.

School Engagement Plan:
At times, some students feel like they don't want to come to school. This can be for a variety of reasons and it's important to get support as quickly as possible so help can be given to resolve any issues. Use this form to record your concerns and your action.
Major/minor concerns in school

Concern	Solution

First day provision
The night before What needs to be done to prepare for the day ahead?

On my arrival Who will meet me? Where shall I go? What time?

First lesson (s) Include lessons/1:1 provision/group work/specialist learning area

Break time:
What shall I do during social time? Where shall I go? Arranged to meet a friend/key member of staff? Time to review?

Lesson (s) Include lessons/1:1 provision/group work/specialist learning area

Lunch time What shall I do during social time? Where shall I go? Arranged to meet a friend/key member of staff? Time to review?

Lesson (s) Include lessons/1:1 provision/group work/specialist learning area

After school Who is picking me up? Shall I go to see a key member of staff first? Shall I review my plan?

Agreed Actions:

Agreed roles:

Child	
Parent	
School	

How do I track my success?
Traffic Light my feelings about each part of the day.
Journal
Other

Progress review schedule:

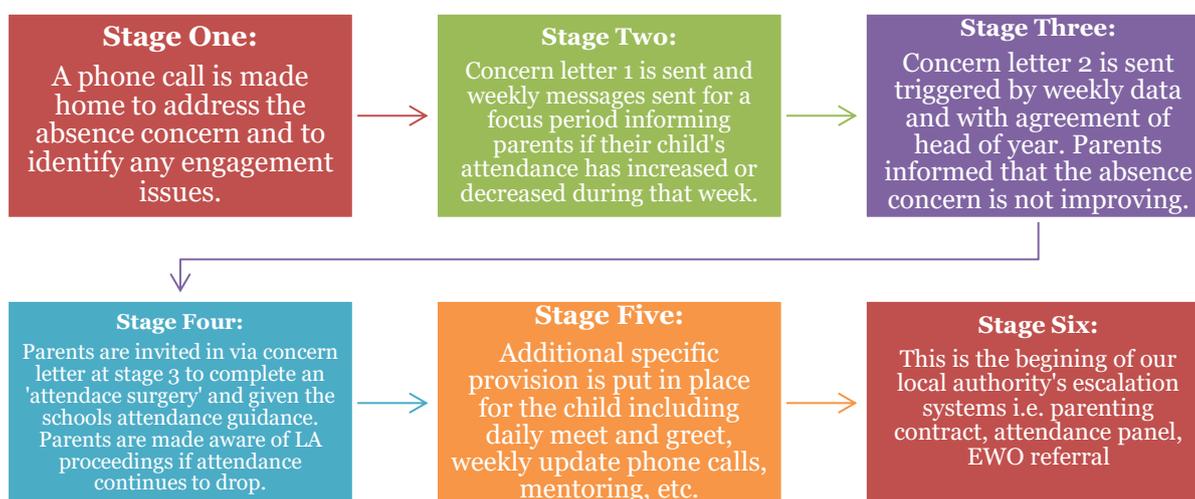**Appendix 3 - Declining percentage attendance escalation system**

Intent

To ensure we have a continually up-to-date attendance analysis for all groups of pupils. This process will have a strong focus on attendance and punctuality to minimize disruption in conjunction with a clear and effective policy with clearly defined consequences that are applied consistently and fairly by all staff. This process is about supporting low attenders improve their attendance over time.

Parents love to know what's going on especially when it comes to contact between school/home. We will get a much greater buy-in from parents by ensuring that the policy is followed to the letter and that warnings are given prior to any issues arising - in any situation.

Colleagues will have a clear, concise system which includes dates of when you will track the data and the action you will take at each threshold, this will support staff to keep on top of the ever growing pile in attendance.

Implementation

As part of the ongoing tracking through the stages the attendance team will maintain a single data sheet for each year group and keep a record of actions taken as well as the weekly data for these children. This data sheet will be shared with the Head of Year (HoY) and PP/LAC coordinators weekly letters only sent with HoYs agreement.

Stage One:	**Stage Two:**	**Stage Three:**
A phone call is made home to address the absence concern and to identify any engagement issues.	Concern letter 1 is sent and weekly messages sent for a focus period informing parents if their child's attendance has increased or decreased during that week.	Concern letter 2 is sent triggered by weekly data and with agreement of head of year. Parents informed that the absence concern is not improving.

Stage Four:	**Stage Five:**	**Stage Six:**
Parents are invited in via concern letter at stage 3 to complete an 'attendace surgery' and given the schools attendance guidance. Parents are made aware of LA proceedings if attendance continues to drop.	Additional specific provision is put in place for the child including daily meet and greet, weekly update phone calls, mentoring, etc.	This is the begining of our local authority's escalation systems i.e. parenting contract, attendance panel, EWO referral

Lead on rewards will share attendance data with tutors to be shared with individual students. Tutors to have initial conversation with student when attendance falls below 98%. Attendance officer to be informed when completed so that data report can be updated.

Stage one:

Welfare check when a student has had either a prolonged unplanned absence (three consecutive days) from school or has had three or more days off in a three-week period. Call to be made by one of tutor, HoY or an attendance officer.

Attendance officer will share data report of below 95% weekly with HoY and PP/LAC coordinators. HoY to comment on actions for any new additions to the report and make any amendments to ongoing concerns. The report will show +/- information, HoY and attendance officer to decide when students will move to stage two. (Concern letter 1 to be sent)

Education welfare officer (EWO) to meet with senior attendance officer weekly and discuss students of concern that have been highlighted. For students who have been of concern in previous school year (students will have received the end of year letter) we may begin with some early support or intervention including home visits and parent meetings.

Stage two:
Attendance of students causing ongoing concern (95% - 92%) to be closely monitored and stage two messages to be sent home at the end of the week until the student is above 95% or no longer a concern (Post card home).
Students who continue to decline (below 92%) will be called to attend a student clinic with an attendance officer and the (EWO) will be informed of actions taken. For students who have been cases in previous years (see above) EWO to try early intervention and support. During the clinic selected parts of the positive attendance workbook will be completed with the student and strategies agreed to try and re-engage them towards improving attendance.

Stage three:
Students who continue to decline (below 90%) will be sent concern letter two and the (EWO) will be informed of actions taken. For students who have been cases in previous years (see above) EWO to try early intervention and support. Stage two monitoring to continue as well as strategies agreed in the student clinic.

Stage four:
Continued PA - Parents attend a meeting where more of the positive attendance workbook can be completed with the family agreement. Parents informed of school and LA expectations as well as future proceedings should attendance continue to be classed as persistent (PA). At stage four home visits may become necessary to support the family in getting the child to school. Medical evidence letter request for all absences.

Stage five:
Family/school contract agreed, this will include support such as; meet and greet, collecting the student when not in on time and mentoring. These strategies are to support the student break down any barriers that they have not managed to overcome so far, it will also include school sanctions for the student if they do not adhere to what is agreed. EWO must be part of this meeting to ensure the message is clear about possible sanctions for the family should things not improve.

Stage six:
Family become an open case with the EWO and the LA team.

End of year:
Students who are still PA at the end of year will get a letter home hoping for improvement next year and informing home that the student will start at stage 2.