# Our Lady's Catholic Primary School

Plymouth CAST Attendance

Policy

September 2024

**Document Control**

**Changes History**

| Version | Date | Amended by | Recipients | Purpose |
|---------|------|------------|------------|---------|
| 3.0 | 19/09/24 | Kevin Butlin Director of Education | All Plymouth CAST staff | Updated Policy reflecting national expectations |

**Approvals**

This policy requires the following approvals:

| Board | Chair | CEO | Date Approved | Version | Date for Review |
|-------|-------|-----|---------------|---------|-----------------|
| ✔ | | | November 2024 | 3.0 | September 2025 |

**National/Local Policy**

✔ This policy must be localised by schools

# Contents

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# 1. Our Vision

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

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

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

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

# 2. The Importance of School Attendance

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

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

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

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

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

# 3. The Law on School Attendance

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.
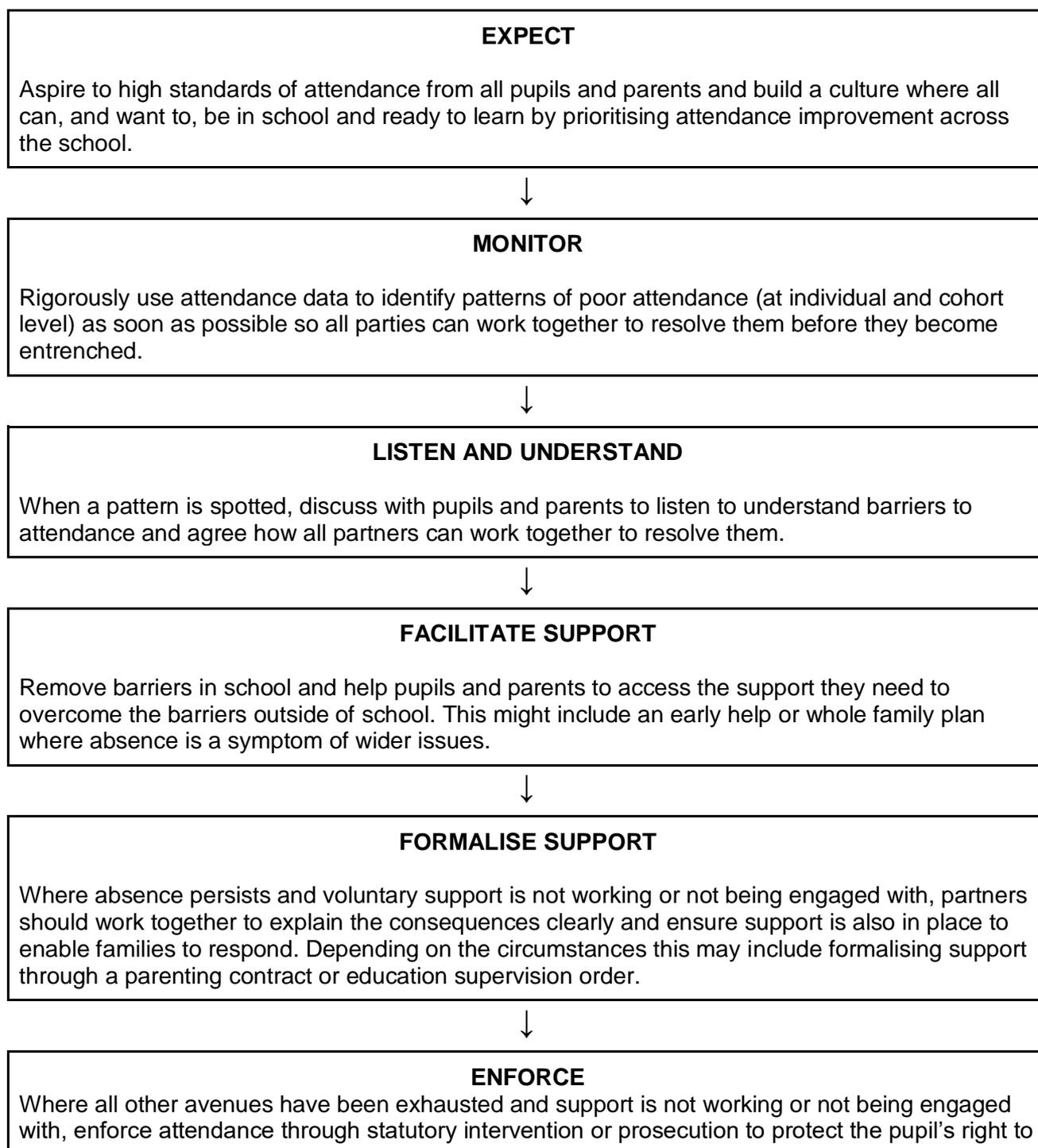
Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 41. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%)

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent)3 and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study

# 4. Working Together to Improve Attendance

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

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**EXPECT**

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

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**MONITOR**

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

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**LISTEN AND UNDERSTAND**

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

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**FACILITATE SUPPORT**

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

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**FORMALISE SUPPORT**

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

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**ENFORCE**

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

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| an education. |
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## 5. Expectations of Plymouth CAST Schools

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

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

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

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

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

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

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

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

➤ Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through all available channels. In doing so, schools should help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development. It should also include clarity on the short and long term consequences of poor attendance.

➤ Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level.

➤ Recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies.

➤ Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

# 7. Aims

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

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

We will also promote and support punctuality in attending lessons.

# 8. Legislation and guidance

This policy meets the requirements of the working together to improve school attendance (applies from 19 August 2024) 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, and 2016 amendments)

➤ The School Attendance (Pupil Registration) (England) Regulations 2024

➤ The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

It also refers to:

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

# 9. Roles and responsibilities

## 9.1 The Board of Directors

The Trust Board of Directors is responsible for:

➤ Setting high expectations of all SELT leaders, school leaders, staff, pupils and parents
➤ Making sure school leaders fulfil expectations and statutory duties, including:

o Making sure the schools record attendance accurately in the register, and share the required information with the DfE and local authority
o Making sure the schools work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate

➢ Recognising and promoting the importance of school attendance across the trust's policies and ethos
➢ Making sure the schools' attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
➢ Making sure the trust and its schools have high aspirations for all pupils, but adapt processes and support to pupils' individual needs
➢ Regularly reviewing and challenging trust attendance data
➢ Working with trust/ leaders to set goals or areas of focus for attendance and providing support and challenge
➢ Monitoring attendance figures for the trust and repeatedly evaluating the effectiveness of the trust's processes and improvement efforts to make sure they are meeting pupils' needs
➢ Where schools are struggling with attendance, ensuring that trust leaders support school leaders to develop comprehensive action plans to improve attendance
➢ Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
o The importance of good attendance
o That absence is almost always a symptom of wider issues
o The school's legal requirements for keeping registers
o The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
➢ Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
➢ Ensuring the sharing of effective practice on attendance management and improvement across the schools
➢ Holding the headteacher Director of Education to account for the implementation of this policy
➢ Promoting the importance of pupil attendance across trust policies, practice and ethos
➢ Ensuring that a member of the Senior Executive Leadership Team has responsibility for attendance
➢ Ensuring that the Senior Executive Leadership Team and school leaders have the necessary resources to prioritise pupil attendance
➢ Ensuring that the Senior Executive Leadership Team prioritises attendance, and works with school leaders to improve pupil attendance
➢ Ensuring that the Senior Executive Leadership Team expects and enables school leaders to fulfil expectations and statutory duties.
➢ Regularly reviewing and challenging trust attendance data
➢ Monitoring the impact of trust-wide attendance initiatives
➢ Holding the Senior Executive Leadership Team to account for the implementation of this policy
➢ Through the Education and Standards Committee of the Board, regularly receive and challenge whole-trust attendance information, including data analysis.

## 9.2 Senior Executive Leadership Team

The Senior Executive Leadership Team is responsible for:

➢ Developing trust attendance policy on behalf of the board of Directors
➢ Promoting the importance of pupil attendance across trust policies, practice and culture
➢ Ensuring that school leaders have the necessary resources to prioritise pupil attendance
➢ Prioritising attendance, and working with school leaders to improve pupil attendance
➢ Supporting and challenging school leaders to fulfil expectations and statutory duties, including working with their local authority attendance teams.
➢ Regularly reviewing and challenging trust attendance data
➢ Monitoring the impact of trust-wide attendance initiatives

- ➢ Holding headteachers to account for the implementation of this policy
- ➢ Reporting on trust attendance to the Board of Directors
- ➢ Reporting on trust attendance to the DfE Regional Director and other agencies as required

## 9.3 Local CAST Board

The Local CAST Board is responsible for:
- ➢ Challenging and supporting school leaders to effectively implement the Trust Attendance Policy
- ➢ Setting high expectations of all school leaders, staff, pupils and parents
- ➢ Making sure school leaders fulfil expectations and statutory duties, including:
  - o Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - o Making sure the school works effectively with trust officers and local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- ➢ Recognising and promoting the importance of school attendance across the school's policies and ethos
- ➢ Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- ➢ Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- ➢ Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- ➢ Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- ➢ Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- ➢ Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- ➢ Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - o The importance of good attendance
  - o That absence is almost always a symptom of wider issues
  - o The school's legal requirements for keeping registers
  - o The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- ➢ Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- ➢ Sharing effective practice on attendance management and improvement across trust schools
- ➢ Holding the headteacher to account for the implementation of this policy

## 9.4 The headteacher/Head of School

The headteacher is responsible for:

- ➢ Promoting the importance of pupil attendance across school policies, practice and culture
- ➢ Implementation of this policy at the school
- ➢ Ensuring that the school has a designated senior leader responsible for attendance (also known as the attendance champion)
- ➢ Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- ➢ Ensuring that the school effectively maintains and supports all required information management systems
- ➢ Monitoring school-level absence data and regularly and effectively reporting it to the Local CAST Board (LCB) and trust officers.
- ➢ Supporting staff with monitoring the attendance of individual pupils and specific groups

- ➢ Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- ➢ Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- ➢ Monitoring the impact of any implemented attendance strategies
- ➢ Ensuring that the school works effectively with the local authority attendance team and other agencies to improve pupil attendance
- ➢ Issuing fixed-penalty notices, where necessary.

## 9.5 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- ➢ Leading, championing and improving attendance across the school
- ➢ Setting a clear vision for improving and maintaining good attendance
- ➢ Evaluating and monitoring expectations and processes
- ➢ Having a strong grasp of absence data and oversight of absence data analysis
- ➢ Regularly monitoring and evaluating progress in attendance
- ➢ Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- ➢ Liaising with pupils, parents/carers and external agencies, where needed
- ➢ Building close and productive relationships with parents to discuss and tackle attendance issues
- ➢ Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- ➢ Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Lorna Wilby and can be contacted via the school main office on 01271345164.

## 9.6 The Special Educational Needs Coordinator (SENCo)

The SENCo is responsible for:

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

The school SENCo is Eve Daunton and can be contacted via the main school office on 01271 345164

## 9.7 The Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- ➢ Championing the attendance of vulnerable children including those on Early Help, Child in Need and Child Protection Plans
- ➢ Working with the Designated Senior Leader for Attendance to support the attendance of vulnerable children
- ➢ Monitoring and analysing attendance data for vulnerable children
- ➢ Working with relevant school staff to support the attendance of vulnerable children
- ➢ Working with vulnerable to identify and address barriers to school attendance for children with SEND
- ➢ Working with the parents of vulnerable children to identify and address barriers to school attendance

> ➤ Working with the local authority, outside and specialist agencies to identify and address barriers to school attendance for vulnerable children

The school DSL is Lorna Wilby and can be contacted via the main school office on 01271 345164

## 9.8 The Designated Teacher for Looked After Children

The Designated Teacher for Looked After Children is responsible for:

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

The school Designated Teacher for Looked After Children is Lorna Wilby and can be contacted via the main school office on 01271 345164.

## 9.9 The Designated Teacher for Disadvantaged Children

The Designated Teacher for Disadvantaged Children is responsible for:

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

The school Designated Teacher for disadvantaged children is Rob Meech and can be contacted via the main school office on 01271 345164.

## 9.10 Class teachers

Class teachers are responsible for:

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

### 9.11  School office staff

School office staff will:

➢ Promote the importance of high levels of pupil attendance
➢ Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
➢ Transfer calls from parents/carers [and pupils] to the Head of School in order to provide them with more detailed support on attendance
➢ Advise the designated senior lead for attendance of any concerns

### 9.12 Parents/carers

Parents/carers are expected to:
➢ Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:
➢ All natural parents, whether they are married or not
➢ All those who have parental responsibility for a child or young person
➢ Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:
➢ Make sure their child attends every day on time
➢ Call the school to report their child's absence before 9.15am 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 child
➢ Ensure that, where possible, appointments for their child are made outside of the school day
➢ Keep to any attendance contracts that they make with the school and/or local authority
➢ Seek support, where necessary, for maintaining good attendance, by contacting the school on 01271 345164.

### 9.13 Pupils

Pupils are expected to:

➢ Attend school every day on time

## 10. Recording attendance

### 10.1 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. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, 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 4 for the DfE attendance codes.

We will also record:

➢ Whether the absence is authorised or not
➢ The nature of the activity, where 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.

The school day starts at 8.45am and ends at 3.15pm.

Pupils must arrive in school by 8.45am on each school day.

The register for the first session will be taken at 8.50am and will be kept open until 9.15am The register for the second session will be taken at 1pm.

## 10.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9.15am or as soon as practically possible, by calling the school office staff, who can be contacted on 01271 345164.

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

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

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

## 10.3 Planned absence

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

Parents should use the appropriate forms which can be obtained from the office.

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

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 11 to find out which term-time absences the school can authorise.

## 10.4 Lateness and punctuality

A pupil who arrives late:

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

## 10.5 Following up unexplained absence

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

➢ Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may carry out a welfare check at home or contact 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(s) for which the pupil was absent
➢ Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
➢ Where relevant, report the unexplained absence to the pupil's youth offending team officer
➢ Where appropriate, offer support to the pupil and/or their parents to improve attendance
➢ Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
➢ Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (see section 11.2 below), as appropriate.

## 10.6 Reporting to parents/carers

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels.

# 11. Authorised and unauthorised absence

## 11.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

➢  Taking part in a regulated performance, or regulated employment abroad
➢ Attending an interview
➢ Study leave
➢ A temporary, time-limited part-time timetable
➢ 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.
➢ A few of examples of where exceptional circumstances may be considered are:

- When a family needs to spend time together because of an immediate family members bereavement, crisis or serious illness
- Funeral of parent, grandparent or sibling
- Transport was not provided by the LA when it should have been
- Children of service personnel about to go on deployment
- Absence could be authorised for a wedding of an immediate family member and the invitation has been provided as evidence.
- One off sporting events/performing arts competitions
- One day of absence could be authorised for an immediate family members graduation ceremony/passing out parade.

- Operations which require recovery time
- Holiday request for child on SEN register with complex needs who may require a quieter time away.
- Break requests for children under social care involvement or those who are looked after or previously looked after
- Religious observance

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➢ Leave of absence will not be granted for a pupil to take part in protest activity during school hours.
➢ As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.
➢ The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

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

➢ Other valid reasons for **authorised absence** include (but are not limited to):

➢ Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
➢ Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
➢ Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
➢ If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

➢ Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
➢ Attending another school at which the pupil is also registered (dual registration)
➢ Attending provision arranged by the local authority
➢ Attending work experience
➢ If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

## 11.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

**Penalty notices**

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

> Whether the national threshold for considering a penalty notice has been met **(10 sessions of unauthorised absence in a rolling period of 10 school weeks)**
> Whether a penalty notice is the best available tool to improve attendance for that pupil
> Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
> Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

### Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

> Details of the pupil's attendance record and of the offences
> The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
> Details of the support provided so far
> Opportunities for further support, or to access previously provided support that was not engaged with
> A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
> A clear timeframe of between 3 and 6 weeks for the improvement period
> The grounds on which a penalty notice may be issued before the end of the improvement period

# 12. Strategies for promoting attendance

The school promotes good school attendance through daily dojo points and for celebrating the class with the highest attendance in weekly assemblies.

The class with the highest attendance over the course of a term will receive a special reward.

Children with 100% attendance are celebrated termly with a certificate and a badge presented in assemblies.

# 13. Supporting pupils who are absent or returning to school

## 13.1 Pupils absent due to complex barriers to attendance

Where a pupil's attendance is less than 90% or there is a noticeable downward trend, the school will meet with parents and carers to complete and attendance plan. At this meeting, specific barriers to good attendance will be discussed and strategies will be put in place to support parents and carers.

## 13.2 Pupils absent due to mental or physical ill health or SEND

For children with SEND, personalised family support will be out in place in order to maximise attendance.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

## 13.3 Pupils returning to school after a lengthy or unavoidable period of absence

When a child is returning after a lengthy period of absence, the school will meet with the parents/carers and put a plan in place to ensure a successful transition back into school. The good be a phased approach but will be done in agreement with the family and child.

# 14. Attendance monitoring

Led by the Head of School, the school will monitor attendance levels fortnightly.

## 14.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) fortnightly across the school and at an individual pupil, year group and cohort level. This information will be shared with relevant stakeholders (ie SENDCo or class teacher.)

Specific pupil information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

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 benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

## 14.2 Analysing attendance

The school will:

- ➤ Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- ➤ Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- ➤ Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- ➤ Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

## 14.3 Using data to improve attendance

The school will:

- ➤ Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- ➤ Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 14.4 below)
- ➤ Provide regular attendance reports to class teachers to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- ➤ Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- ➤ Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

## 14.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- ➤ Complete a Persistent Absence Action Plan for every persistently absent child
- ➤ Complete an In Danger of Becoming Persistently absent action plan for every pupil at risk of becoming so unless there is specific reasons for absence that could not have been helped..
- ➤ Use attendance data to find patterns and trends of persistent and severe absence
- ➤ Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- ➤ Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:

    o Discuss attendance and engagement at school
    o Listen, and understand barriers to attendance
    o Explain the help that is available
    o Explain the potential consequences of, and sanctions for, persistent and severe absence

o   Review any existing actions or interventions

➢   Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
➢   Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
➢   Implement sanctions, where necessary (see section 5.2, above)

# 15. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum **annually** by **the trust's Director of Education**. At every review, the policy will be approved by the trust's Board of Director's before being provided to the school for personalisation and adoption by the Local CAST Board.

# 16. Links with other policies

This policy links to the following policies:

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

## School Review Meeting

The focus of the meeting should be to review the attendance and any improvements made.
It is useful to focus on what has worked well or had a positive influence. This is an opportunity for everyone to share ideas further ideas about anything else that might help, including any new strategies or interventions that may be worth trying to prevent things becoming worse. At the end of the review meeting, a revised plan should be offered if further improvements are required or, where there is no improvement, consideration for escalation to consider legal intervention.

| Pupil Name: | | Parent name(s): | |
|---|---|---|---|
| Date: | | Staff Member: | |

| Invitees Name: | Role & Organisation: | Attended? (Y/N) | Email address: |
|---|---|---|---|
| | | | |
| | | | |

| % Attendance at start of last meeting | Attendance target set at last meeting | % Attendance presently |
|---|---|---|
| | | |

| Child's view: Depending on the age of the child and their understanding, it would be a good idea to obtain their views of attending school. This must be the most appropriate person, usually the class teacher or someone else who they may be working with. | |
|---|---|

**PREVIOUS ACTION PLAN INTERVENTION/SUPPORT PROVIDED TO DATE SINCE THE LAST MEETING:**
(In this section you should discuss the child's absence to date providing a copy of the registration certificate)

| What has gone well? | What has not gone so well? |
|---|---|
| Parent(s) | Parent(s) |
| School: | School: |
| Child | Child |

| Other professional support or family member: | Other professional support or family member: |
| --- | --- |
| | |

| Has the previous target been met? | |
| --- | --- |
| **Yes** | If the target has been met, it may be that you there is no further action, however you may need to continue with a further action plan to keep things on track. |
| **Some Improvement** | If there has been some improvement, further support may need to be explored and another action plan will need to be implemented with another review date. |
| **No** | If the target has not been met and there has been no engagement or attendance has not been improved with **further unauthorised absences, there are two options:**<br>• A further plan will need to be implemented today but if there is no improvement over the next 3 weeks, legal intervention will need to be considered. Legal intervention will be a last resort, so we are hoping that the attendance of your child will improve.<br>• If there is no improvement or the improvement is not satisfactory, a further letter will be sent to you inviting you to a further meeting which may result in considering legal intervention. |

| **Further Actions to be taken to achieve improved attendance:**<br>(Include school, parent(s), child, other professionals) | | By When: | Person responsible: | How will we know it is working for the child? |
| --- | --- | --- | --- | --- |
| | **Identified Barrier:** | **Actions/interventions to be taken to address barrier:** | **By when:** | **Person responsible:** |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

# Days off school add up to lost learning!

| 365 days in each year | 175 – Non-school days each year (104 days of weekends) These 175 days are available to spend on family time such as visits, holidays, shopping, household jobs and other appointments | | | | | |
|---|---|---|---|---|---|---|
| | 190 school days each year 190 days for your child's education | 180 school days each year | 171 school days each year | 161 school days each year | 152 school days each year | 143 school days each year |
| | 100 99 98 97 96 | 95 94 93 92 91 | 90 89 88 87 86 | 85 84 83 82 81 | 80 79 78 77 76 | 75 74 73 72 71 |
| | 100% | 95% | 90% | 85% | 80% | 75% |
| | EXCELLENT/VERY GOOD/GOOD | NATIONAL AVERAGE/CAUSE FOR CONCERN | CAUSE FOR CONCERN/MAJOR ISSUE | MAJOR ISSUE | MAJOR ISSUE | |
| | Best chance of success – gets your child off to a flying start | Less chance of success – Makes it harder to make progress | Nor fair on your child – Progress will suffer | Significant impact on outcomes and achievement | Significant impact on outcomes and achievement | |
| | | School contact with support and advice - possible involvement of external support | School contact with support and advice escalated - Involvement of external support with possible Local Authority involvement | Further escalation of external support and Local Authority involvement | Local Authority involvement | |
| | 97% and above – pupils with attendance at this level throughout their school career, will make the most progress and this should lead to better prospects for work, college, and university. | 95% - pupils with attendance at this level should reach their target grades and should have good prospects and opportunities for work, college, and university but they are just below the national average rate of attendance | 90% - pupils with attendance at this level are missing a month of school per year and are likely not to reach their target grades. Progress will be negatively affected, and their attendance will be viewed negatively by employers, further and higher education. | 85% - pupils with this attendance will find it very difficult to keep up and their chances of achieving their potential will be significantly damaged | Any attendance percentage below this will be very hard for the pupil to keep up with the work and feel connected to friends and the school experience as a whole | |
| | > Please don't let your child miss out on the education they deserve. > Every school day counts | | | | | |

# Attendance

80% - 90% in a test is excellent and generally good news!
The danger is that we feel the same way about attendance until it is explained

90% attendance is equivalent to missing half a day every week (approx. 2.5 hours of learning)
80% attendance is equivalent to missing a whole day every single week (approx. 5 hours of learning)
If attendance is 90% from Year 7 to 11 then this is equivalent to missing half a year of school

| Attendance % | Missed Days | Missed Weeks | Days Missed Over 5 years | Weeks Missed Over 5 years | Annually | Hours of Learning Missed (approx.) | Impact over 5 years |
|---|---|---|---|---|---|---|---|
| 100% | 0 | 0 | 0 | | Excellent | 0 | None |
| 99% | 1.9 | 0.38 | 9.5 | 1.9 | Very Good | 9.5 | |
| 98% | 3.8 | 0.76 | 19 | 3.8 | Very Good | 19 | |
| 97% | 5.7 | 1.14 | 28.5 | 5.7 | Very Good | 28.5 | |
| 96% | 7.6 | 1.52 | 38 | 7.6 | Good | 38 | |
| 95% | 9.5 | 1.9 | 47.5 | 9.5 | National Average | 47.5 | Quarter Year missed |
| 94% | 11.4 | 2.28 | 57 | 11.4 | Below National Average | 57 | |
| 93% | 13.3 | 2.66 | 66.5 | 13.3 | Below National Average | 66.5 | Approximately third year missed |
| 92% | 15.2 | 3.04 | 76 | 15.2 | Requires Improvement | 76 | |
| 91% | 17.1 | 3.42 | 85.5 | 17.1 | Requires improvement/worrying | 85.5 | |
| 90% | 19 | 3.8 | 95 | 19 | Cause for concern | 95 | Half Year missed |
| 89% | 20.9 | 4.18 | 104.5 | 20.9 | Serious concern | 104.5 | |
| 85% | 28.5 | 5.7 | 142.5 | 28.5 | Major issue | 142.5 | |
| 80% | 38 | 7.6 | 190 | 38 | Significant impact on outcomes | 190 | Whole Year missed |
| 75% | 47.5 | 9.5 | 237 | 47.5 | Significant impact on outcomes | 237.5 | 1 ¼ year missed |

## School Attendance Support Meeting Record and Plan (SAM)

This format of this form is a guide to help schools identify any barriers to attendance as an early intervention. You are welcome to amend it to suit your needs whilst still addressing all areas for reason of absence.

| Attendance % | The focus of the meeting should be on how to improve attendance and really understand the barriers you face and agree how we can all work together to resolve them. (It is also useful to identify on what has worked well or had a positive influence) This is an opportunity for everyone to share ideas about anything else that might help, including any new strategies or interventions that may be worth trying to prevent things becoming worse. At the end of the meeting, everyone will have a clear plan of the way forward. |
|---|---|

| Date of Meeting: | | Location: | | | |
|---|---|---|---|---|---|
| Parent Name: | | Parent name: | | | |
| Address: (If different from school records) | | Address: (If different from school records) | | | |
| Name of pupil: | | Year Group: | 2 | Attendance % | |
| Name of pupil: | | Year Group: | 1 | Attendance % | |
| Siblings: | | School: | | Year group: | |
| Siblings: | | School: | | Year group: | |

| Invitees Name: | Role & Organisation: | Attended? (Y/N) | Email address: |
|---|---|---|---|
| | | | |
| | | | |

| Sibling(s): | | | | | |
|---|---|---|---|---|---|
| Name: | | DOB: | | School: | |

| Name: | | DOB: | | School: | |
|---|---|---|---|---|---|
| Name: | | DOB: | | School: | |
| Name: | | DOB: | | School: | |

| EARLY HELP: Support/Services already involved? | | |
|---|---|---|
| Is there anyone that is working with your family that has not been invited to this meeting? | **NO** | |
| **If Yes:** Who are they and organisation? What support is in place and how is it working? | **Right for Children system number** (if applicable): | |
| **If No:** Would you like us to explore support for you and your child at the end of this meeting? | **NO** | |
| **Is the child subject to a Child Protection or Child in Need** | **NO** | **Social worker name** (if applicable) |

**Child's view:**
Depending on the age of the child and their understanding, it would be a good idea to obtain their views of attending school. This must be the most appropriate person, usually the class teacher or another significant adult who they may be working with.
If they have not been given chance to have their voice heard and they are at the meeting, ask if they would a chance to talk to someone now.
See relational and restorative practice on suggestions when working with a young person Relational and Restorative Practice in Devon - Workforce Development – form attached below.

| Attendance is presently: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| % Attendance | | Authorised sessions: | | Unauthorised sessions: | 0 | Sessions available: | | Full weeks your child could have attended: | | Full weeks your child has only attended: | |

**To put this in perspective, any broken weeks will impact on their academic and social progress.**
**85% and below** - Any attendance percentage below this level will be very hard for the pupil to keep up with the work and feel connected to friends and the school experience as a whole, and their potential could be significantly damaged.

| **What are the main reasons for not attending:** | |
|---|---|
| | |

**SCHOOL INTERVENTION/SUPPORT PROVIDED TO DATE:**
(In this section you should discuss the child's absence to date providing a copy of the registration certificate, log of school support provided both academic and pastoral including phone calls/letters sent home)

*Include EHCP – what's in plan? Do you understand what actual support is in place and what it looks like for your child?*
*Does your child know what support is in place, what it means for them, how it may help, are they happy with the support in place, does it need to change?*
*If there are SEN needs – what reasonable adjustments have been made in school?*

**Present situation –** You already may know what is impacting the attendance so any questions can be adjusted to suit the family circumstances.

| | |
|---|---|
| **What has impacted/caused the current low attendance?**<br>Worries at home, school issues, relationships, friendship group.<br>All relevant safeguarding concerns<br>Impact of absence on the child's attainment and progress)<br>Include any SEND requirements | |
| **What actions are you currently taking to improve the attendance?** | |
| **What has worked previously?**<br>What helped me the past?<br>When have things been better?<br>Why were things better? | |
| **What strengths do you think your family and the pupil has?**<br>Identify and record pupil strengths that can be built upon to secure improved attendance | |

| | |
|---|---|
| **What can we do to help them with improving attendance?** | |
| **Is there anything you could be doing to improve attendance?** | |

| |
|---|
| **Other key issues discussed: (please ensure you record any issues/key points not captured above):** |
| |

| |
|---|
| **We need to set up a plan to support you and your child to attend school with a target for attendance over the next 2-4 weeks initially.** <br> The target is up to you and may vary according to circumstances |

| | |
|---|---|
| **Action Plan Aim:** | **For Olivia to be in school every day unless she has a sickness bug or infectious illness.** |

| **Actions to be taken to achieve this Aim:** <br> (Include school, parent(s), child, other professionals) | | | | | |
|---|---|---|---|---|---|
| If there is a medical condition that requires support in school - complete an Individual Healthcare Plan (IHCP) [Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)](https://www.gov.uk) | | | | | |
| | **Identified Barrier:** | **Actions/interventions to be taken to address the barrier:** | **By When:** | **Person responsible:** | **How will we know it is working** |

| | Identified Barrier: | Actions/interventions to be taken to address the barrier: | By When: | Person responsible: | How will we know it is working for the child? | | | for the child? |
|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | |

**Everyone is to be given a copy of the plan.**
**A review of your child's attendance will be carried out in 2-4 weeks.**

| Review Meeting Date: | | Time: | | Venue: | |
|---|---|---|---|---|---|

**School could either**
- **send a letter with a copy of the plan to the parents with a reminder of the review meeting date.**
- **Phone parents prior to the review date to remind them.**

If there are any difficulties or concerns that they have forgotten to mention after, they must contact the school rather than wait for the review as the earlier any concerns are addressed the better.
If things change for your family, you must also contact the school in the first instance

| **OPTIONAL: Day in the life of the pupil:** On days that the pupil is not in school, what does it look like? The questions asked would depend on why they are not attending school: | |
|---|---|
| **Do the parent's work?** | |
| **What time do they leave for work?**<br>**Is the pupil at home all day on their own?**<br>**Does anyone visit them throughout the day?** | |
| **How does the day start?** | |
| **What time do they get up, who wakes them?**<br>**Alarm/Mobile phone/parents – what happens?**<br>**Do they get up straight away, do they have to be reminded?**<br>**Do they get angry/upset?** | |
| **What do they do after they get up?** | |
| **Do they go on computer?**<br>**Are they on their phone?**<br>**Playstation/Xbox/TV?**<br>**What games are they playing?**<br>**Are they inactive all day?** | |
| **What does bedtime look like?** | |
| **What time do they go to bed?**<br>**Do they have their mobile phone with them?**<br>**Do they have their laptop/Computer/games in their room?** | |
| **Does the poor attendance effect his friendships?** | |
| **How does the low attendance affect friendships, In and Out of school?**<br>**Do they see their friends in the evenings or at weekends?**<br>**What do they do?**<br>**Could friends meet them before school?** | |
| **Medical support: Anxiety/Mental/Physical Health needs?** | |
| **Camhs – engagement/waiting – What are you doing while waiting**<br>**Have you seen your GP?**<br>**When did you see them? (In person appointment)**<br>**Has any evidence been given to school?**<br>**What School support is in place?**<br>**When are the next appointments?**<br>**What do you think will help?** | |
| **What school support is in place?** | |

| What support is offered in-house Counselling/121/pastoral support/Safe place Have any reasonable adjustments been made? Has the school received medical advice on what reasonable adjustments could/should be made? How is the pupil in school? | |
|---|---|

# Child Focused Restorative Enquiry

Restorative enquiry questions can be used as a prompt for reflecting on an event or situation impacting on a child. Whilst you may not be using these questions directly with a child, they open a professional curiosity to consider the child's perspective, impact and focus towards a solution. This can be completed as a reflective exercise within your individual practice or as a discussion during supervision. The questions can also prompt others to connect with the child's experience and could be used with family members/carers and professionals.

| Question | Why is the question important |
|---|---|
| 1) What happened? What is the child's experience? How do you know? | Remaining child centred, grounded in understanding their experience and perspective. |
| 2) What was the child thinking? How were they feeling? How do they feel now? | Linking thoughts, feelings and behaviour. |
| 3) How has the child affected by what has happened? What has the impact been? | A focus on harm and how to repair this harm; on the effect of the action and who has been affected. |
| 4) What does the child need to move forward? | An appreciation of individual needs and also that there is much similarity between the needs on all sides. |
| 5) So what needs to happen now? | |

| | |
|---|---|
| What support does the child need?<br>Who can help them?<br>What do others need to do? | Ownership of problem-solving and decision making by those directly involved Accountability; empowerment; collaborative problem-solving |

**Recording**

Case recording should say when a restorative enquiry has been used. You might like to consider using a phrase like:
"*A restorative enquiry was used as a reflection tool to better understand the child's lived experiences, what impact this has had, and what solutions can be considered to address the difficulty.*"
A summary of how the activity deepened your understanding or opened new questions to make sense of will demonstrate reflection and professional curiosity.

## 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 |
| **Attending a place other than the school** | | |
| **K** | Attending education provision arranged by the local authority | Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority |
| **V** | Attending an educational visit or trip | Pupil is on an educational visit/trip organised or approved by the school |
| **P** | Participating in a sporting activity | Pupil is participating in a supervised sporting activity approved by the school |
| **W** | Attending work experience | Pupil is on an approved work experience placement |
| **B** | Attending any other approved educational activity | Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience |

| | | |
|---|---|---|
| D | Dual registered | Pupil is attending a session at another setting where they are also registered |

| | | |
|---|---|---|
| **Absent – leave of absence** | | |
| C1 | Participating in a regulated performance or undertaking regulated employment abroad | Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school |
| M | Medical/dental appointment | Pupil is at a medical or dental appointment |
| J1 | Interview | Pupil has an interview with a prospective employer/educational establishment |
| S | Study leave | Pupil has been granted leave of absence to study for a public examination |
| X | Not required to be in school | Pupil of non-compulsory school age is not required to attend |
| C2 | Part-time timetable | Pupil is not in school due to having a part-time timetable |
| C | Exceptional circumstances | Pupil has been granted a leave of absence due to exceptional circumstances |

| | | |
|---|---|---|
| **Absent – other authorised reasons** | | |
| T | Parent travelling for occupational purposes | Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes |

| | | |
|---|---|---|
| **R** | Religious observance | Pupil is taking part in a day of religious observance |
| **I** | Illness (not medical or dental appointment) | Pupil is unable to attend due to illness (either related to physical or mental health) |
| **E** | Suspended or excluded | Pupil has been suspended or excluded from school and no alternative provision has been made |

| **Absent – unable to attend school because of unavoidable cause** | | |
|---|---|---|
| **Q** | Lack of access arrangements | Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school |
| **Y1** | Transport not available | Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available |
| **Y2** | Widespread disruption to travel | Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency |
| **Y3** | Part of school premises closed | Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open |
| **Y4** | Whole school site unexpectedly closed | Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather) |

| Y5 | Criminal justice detention | Pupil is unable to attend as they are:<br><br>· In police detention<br><br>· Remanded to youth detention, awaiting trial or sentencing, or<br><br>· Detained under a sentence of detention |
|---|---|---|
| Y6 | Public health guidance or law | Pupil's travel to or attendance at the school would be prohibited under public health guidance or law |
| Y7 | Any other unavoidable cause | To be used where an unavoidable cause is not covered by the other codes |

**Absent – unauthorised absence**

| G | Holiday not granted by the school | Pupil is absent for the purpose of a holiday, not approved by the school |
|---|---|---|
| N | Reason for absence not yet established | Reason for absence has not been established before the register closes |
| O | Absent in other or unknown circumstances | No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence |
| U | Arrived in school after registration closed | Pupil has arrived late, after the register has closed but before the end of session |

**Administrative codes**

| | | |
|---|---|---|
| **Z** | Prospective pupil not on admission register | Pupil has not joined school yet but has been registered |
| **#** | Planned whole-school closure | Whole-school closures that are known and planned in advance, including school holidays |

## Attendance letters

**Letter 1**

Date

Dear Parents name

I am writing to express my worry about the continuing pattern of absence authorised by the school for Child's name

Child's name's attendance is now percentage % and there have been Enter sessions of absence of sessions of absence due to illness or medical appointments.

If there is an ongoing medical issue that we are not aware of or if there is anything that you would like to discuss with me, or another member of staff regarding the absences, please do not hesitate to contact the school so we can support you.

If you consider that there are additional issues which impact on your child's ability to attend school regularly, it may also be possible for the school to access some additional support through Early Help so if you would like us to look into this with you then please get in touch.

I enclose a copy of child's name attendance this year to date and an Early Help Leaflet for your information.

Yours sincerely

Senders name
Senders job title

Enc. Learning missed chart
Enc. Early Help leaflet

**Letter 2**

Address 1.
Address 2 .
Address 3

Dear Parents name

## Attendance Concern

We previously wrote to you to outline our worry that Child's name.was not attending school regularly.

This letter is to inform you we are now becoming really concerned about the number of absences your child has had from school. Child's name is part of our school community and we want them to thrive during their time with us and for that to happen, we need all our pupils attending 100% of the time.

Currently Child's name attendance is recorded as percentage **%** with Enter sessions of absence half day sessions of absence. This attendance percentage will be having an effect on your child's overall education.

Due to this, future absences will now only be authorised if we are satisfied that the reasons for the absence are completely unavoidable. You are invited to provide the school with additional information or documentation to enable us to make an informed decision regarding authorisation for each absence.

We are committed to supporting you and while this letter is highlighting our concern, we really want the opportunity to talk to you to see if we can offer any additional support so that Child's name attendance improves.

Therefore, we would like to invite you into the school on the following date and time.

Date: Enter date
Time: Enter time
With: Enter staff name

If there is someone already supporting your family and you would like them to be invited to this meeting, please let me know as they can also be invited to this meeting.

During this meeting we will explore with you and your child if there is any additional support that can be offered either within school with an Individual Health Care Plan or, it may be possible for the school to access some additional support through Early Help.

If you are unable to attend this meeting, then please contact the school on the details above at your earliest convenience so we can arrange a more suitable time.

Yours sincerely

Senders name
Senders job title

Enc. Learning missed chart.
Enc. Early Help Leaflet.

**Letter 3 - Review reminder and copy of plan**

Address 1.
Address 2 .
Address 3
Address 4

date

Dear Parent/carers name.

Thank you for attending the Attendance meeting on Enter last meeting date I am writing to enclose a copy of the plan agreed by you to help support Child's name improve the attendance at school.

If you have any concerns or questions regarding the plan or you have further concerns at any time, please contact me.

As discussed, a review meeting has been arranged and I stress the importance of you attending the review meeting with name of child so that we can review progress and confirm any future necessary action.

Date: Enter date of meeting.
Time: Enter time of meeting
With: Enter staff name

If you are unable to attend this meeting, then please contact the school on the details above at your earliest convenience so that we can rearrange to time more suitable for you.

Yours Sincerely

Senders name
Senders job title

Enc. Copy of Plan

**Letter 4a**

Address 1.
Address 2 .
Address 3
Address 4

Dear Parent/carers name.

Thank you for attending the attendance review meeting on Enter date of review regarding Enter childs name attendance, I enclose a copy of the further plan made at this meeting.

The recommendations of this meeting were Choose an item.

If you have any further concerns that require support, please let me know at the earliest

opportunity. Yours Sincerely

Senders name
Senders job title

Enclose: Copy of Plan

**Letter 4b**

Address 1.

Address 2 .
Address 3
Address 4

date

Dear Parent/carers name.

Thank you for attending the attendance review meeting on Enter date of review regarding Enter childs name attendance, I enclose a copy of the plan made at this meeting.

As discussed at the review, the attendance targets have not yet been met so a further review of the was agreed at:

Date: Enter date of meeting.
Time: Enter time of meeting
With: Enter staff name

If you are unable to attend this meeting, then please contact me on the details above at your earliest convenience so that we can rearrange to time more suitable for you.

Yours Sincerely

Senders name
Senders job title

Enc. Copy of Plan

**Letter 5 DNA**

Address 1.
Address 2 .
Address 3

date

Dear Parent/carers name.

It is unfortunate that you were unable to attend the meeting arranged for date of meeting missed to discuss Child's name attendance at school. The purpose of the meeting was to support your family and child in school and to explore any barriers that may be impacting on their ability to attend school regularly.

Currently Child's name's attendance for the academic year is percentage.% with total number of absences sessions of absences of which number of unauthorised absences sessions have been recorded as unauthorised. This attendance percentage will be having an effect on your child's overall education.

Please can you contact me within 5 days of receipt of this letter to rearrange a suitable meeting date to give us the opportunity to support you and Child's name attendance at school.

However, if you do not contact me, we need to advise you that should child's name. incur any further unauthorised absences and the overall attendance does not improve satisfactorily then consideration will need to be given to instigate legal proceedings.

Yours Sincerely

Senders name.
Senders job title.

Enc. Registration certificate
School attendance leaflet