



Primary Attendance Policy

Committee and Date Approved	Trust Board – Summer 2024
Category	Non-Statutory
Next Review Date	Every three years unless a change in legislation – Summer 2027
Policy Availability	Academy website
Officer Responsible	Deputy Primary Director and Principal

Contents

1 Aims.....	3
2 Legislation and guidance	4
3 Recording attendance	5
3.1 Attendance register	5
3.2 Unplanned absence	6
3.3 Medical or dental appointments.....	7
3.4 Lateness and punctuality.....	7
3.5 Following up absence.....	7
3.6 Leaving school early during the day	8
3.7 Reporting to parents.....	8
4. Authorised and Unauthorised Absence	10
4.1 Exceptional Circumstances leave.....	10
4.2 Procedure for requesting a planned absence	11
5. Legal sanctions	12
5.1 Sanctions	12
6. Supporting pupils with school attendance	14
6.1 Strategies for promoting attendance.....	14
6.2 Supporting pupils returning to school following periods of absence	14
6.3 Pupils absent due to mental or physical ill health or SEND	15
7. Attendance monitoring	16
7.1 How attendance is monitored	16
7.2 Reducing persistent absence and severe absence	16
8. Analysing attendance.....	18
8.1 How data is analysed	18
8.2 Using data to improve attendance	18
9. Working together to improve attendance.....	19
10. Roles and responsibilities.....	20
10.1 The Trust Board and Standards and Performance Committee (SPC).....	20
10.2 The Principal	21
10.3 The Designated Senior Leader responsible for Attendance.....	21
10.4 School Admin / Attendance Lead for Attendance	21
10.5 The Trust Lead for Attendance.....	22
10.6 Class teachers	22
10.7 Parents/carers/families	22
10.8 Pupils	23
Links with other policies	23
Appendix A: Localised Academy Information	24
Appendix B: First Day Calling Flowchart	25
Appendix C: Attendance Codes	26

NB: Please ensure that you read Appendix A in conjunction with the main body of the policy to see specific times of the school day, registration periods and key staff members.

1 Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos. Good attendance and punctuality are vital for any child to succeed at school and regular school attendance from an early age creates a culture about the importance of education and learning so that all can benefit equally. Every day missed has an impact on their learning and persistent absenteeism means they fall behind significantly and are at risk of not achieving their full potential.

Our school aims to meet its obligations with regards to school attendance by:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance.
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to 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 on time and regularly.
- We value the partnership between school and home in fostering the best possible learning environment for our pupils. In line with the DfE 'Working together to improve school attendance 2024' We expect that every child attend school every day, unless there are known and acceptable exceptional circumstances.

Being on time at the start of the school day is important as it enables teaching to begin on time. Having a good routine and being punctual helps children understand the significance of being organised and arriving promptly every day as they grow up and are ready for a life beyond school.

The foundation for good attendance is a strong partnership between the school, parents and the child, beginning from the early years and remains across the whole of their education.

2 Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The u is based on the following pieces of legislation, which set 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 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- <https://www.legislation.gov.uk/uksi/2006/1751/contents>The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

3 Recording attendance

3.1 Attendance register

By law, all schools are required to keep an attendance register, and all pupils must be placed on this register.

The attendance register will be taken at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix C for DfE attendance codes.

We will also record:

- Whether the absence is authorised or not (for pupils of compulsory school age).
- The nature of the activity if a pupil is attending an approved educational activity.
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances.

We will keep every entry in the attendance register. This will be preserved for 6 years after the date on which the entry was made.

Pupils must arrive in school by opening time (please see Appendix A) on each school day. The register for the first session will be conducted as per the timeframe shown in Appendix A (this is not longer than 30 minutes after the session begins or the length of the registration period or first lesson in which registration takes place). The register for the second session will be taken in accordance with the information shown in Appendix A.

Attendance and Safeguarding arrangements for alternative provision

Full safeguarding checks, including appropriate registration for the provision, will be obtained prior to registering any pupil to attend alternative provision. When utilising alternative provisions to support the needs of pupils, each academy will fulfil its safeguarding and attendance duty in line with Keeping Children Safe in Education 2024 and Working Together to Improve School Attendance 2024. The academy will conduct regular visits to the provision and ensure appropriate contact is made with the pupil, parent/carer, and alternative provision provider. All visits and communication will be logged onto the pupil file.

Attendance will be checked daily, with a clear and established procedure in place to ensure absences are addressed promptly. Throughout this period, the pupil will remain on

the academy register with dual registration, ensuring consistency and continuity in safeguarding and attendance measures. By adhering to these protocols, our academies will uphold our commitment to providing a safe and secure environment for all pupils, promoting their attendance, welfare and well-being as paramount concerns within each of our academies.

At Shireland Collegiate Academy Trust, we use the term 'registration' to mean the period of time from a register opening to a register closing.

3.2 Unplanned absence

Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by the school's opening time (Appendix A) or as soon as practically possible (see also section 6). Unacceptable reasons for being absent are for example, uniform not being ready or clean, headlice, transport issues, home appointments and other reasons deemed to be unacceptable by the school.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide information, such as a doctor's note, prescription, appointment card or other appropriate form of verification. 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/carers will be notified of this in advance.

Reporting an unplanned absence

We do understand that there may be times, when a child is ill and the best place to be is at home with an adult. A sick child may be unhappy at school and unable to cope with schoolwork. If the illness is infectious, other children and teachers may also become ill, so the child must be kept at home.

Should your child have a highly infectious illness, tell us as soon as the doctor has confirmed this.

Procedures

Parents must notify the school by telephone if a child is absent or late.

Parents are expected to call the school in the morning **before the school's opening time (Appendix A)** if their child is going to be absent due to ill health. There is an answering machine in the main office so a message can be left at any time. **A verbal message from a child is not acceptable.**

We will follow up any unexplained absence or lateness with a phone call and/or a letter. In some cases, schools will conduct home visits to ensure the safety and wellbeing of the child where no reason has been provided for the absence. Home visits will also be conducted in cases where the school are not satisfied with the reasons provided for absence.

If your child needs to leave school during the day, please let us know in advance. Unless we have contact from the parent, the child will not be allowed to leave the school premises.

Punctuality and absences are regularly monitored by both the school and the school's Attendance Lead. Attendance is a legal requirement which is enforced by our schools, our Trust and our home Local Authority - further details can be found on their website.

As a Trust we have a system in place to escalate any concerns about high levels of absence due to illness, including agreements about accessing additional services in order to provide appropriate support to pupils, particularly for long term illness.

Some examples of scenarios when medical evidence may be requested include:

- There are frequent, odd days of absence due to reported illness.
- Attendance is less than 90%.
- The same reasons for absence are frequently repeated.
- Where there is a particular medical problem and school may need evidence to seek additional support/provide support.
- Information is transferred to other schools in the event of a transfer/midyear admission, in line with GDPR by way of electronic data systems, common transfer form, national curriculum assessment records.

3.3 Medical or dental appointments

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; an appointment at the start or end of the day would help minimise the amount of time out of class.

Missing registration for a medical or dental appointment will be classified as an authorised absence, provided prior agreement has been obtained. It is highly recommended that advance notice is given for such absences to ensure appropriate arrangements can be made and to minimise disruption to the educational environment.

Parents must phone or give written notice prior to the appointment where possible.

3.4 Lateness and punctuality

A pupil who arrives late but before the register has closed will be marked as late, using the appropriate code.

A pupil who arrives after the register has closed will be marked as absent, using the appropriate code.

We track punctuality of all learners across the Trust and will ask to meet with families in the event that punctuality becomes a recurring issue. We have high expectations for punctuality and will follow up if the punctuality of any child falls below an acceptable level. Anything below 92% attendance or where a child is persistently being late for school/being collected early from school, will be referred to the Local Authority.

3.5 Following up absence

The school will follow up any absences to ascertain the reason; ensure proper safeguarding action is taken where necessary; identify whether the absence is approved or not and identify the correct attendance code to use.

- Those children whose attendance falls below national average will be closely monitored and further action considered. School will challenge the attitude of those pupils and parents who give a low priority to attendance.
- All registers will be checked and absences monitored daily.

- Schools will analyse individual pupil data to identify quickly patterns of absence (and punctuality) which cause concern and parents will be informed by the school where their child's attendance causes concern.
- School has a clear and escalating approach to intervention where there are concerns regarding school attendance. (See Section 5 for legal sanctions).
- After the school has attempted to address attendance issues with parents, and if there is no improvement the case will be escalated to the Standards and Performance Committee and then the Local Authority.

Where any pupil we expect to attend school is not in attendance 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 contact the relevant local authority children's safeguarding board/trust or West Midlands Police to request a safe and well check.
- 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 family on each day that the absence continues without explanation, to make sure adequate safeguarding action is taken where necessary. If absence continues, the school will consider involving an appropriate local authority officer.
- Where relevant, report the unexplained absence to any agency working directly with the child and/or family.
- Where appropriate, offer support to the pupil and their family 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, families will be issued a notice to improve, penalty notice or other legal intervention.

3.6 Leaving school early during the day

- Pupils are not allowed to leave the site during the school day, unless accompanied by a member of staff or their known family member; or to attend a school visit or an off-site scheduled lesson.
- If a pupil must leave the school during the day for illness or a family member is required to collect them for a medical appointment, the pupil must be signed out by the appropriate adult at the School Office and speak to a senior member of staff. Where there are known medical appointments, families should notify the school in advance and show evidence of the appointment.

3.7 Reporting to parents

We report on attendance and punctuality at least three times a year in addition to other forms of attendance communication. Ahead of Parents' Evening an interim or full end of year report will include these figures and will be benchmarked against National Expectations.

Where attendance is a cause for concern or below 95%, families will be informed and invited to a meeting where an action plan to improve attendance is put in place. This information will be shared with the Local Authority and may result in a penalty notice where attendance does not improve.

4. Authorised and Unauthorised Absence

4.1 Exceptional Circumstances leave

Our Principals may not grant any leave of absence to pupils during term time unless they consider there to be exceptional circumstances' as outlined in [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad.
- Attending an interview.
- A temporary, time-limited part-time timetable.
- Exceptional circumstances.

A leave of absence is granted at the Principal's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as an instance where absence from school is recommended by a health professional as part of a child's rehabilitation from a medical or social emotional mental health, immediate leave due to family bereavement or consideration to a request for children of service personnel. The school considers each application for term-time absence individually, considering the specific facts, circumstances and relevant context behind the request. An exceptional leave of absence is granted entirely at the Principal's discretion.

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 exceptional circumstances leave of absence request form, accessible via communication with Senior Leaders. The Principal will require evidence to support any request for leave of absence, leave can be requested by the family member they normally live with, who is recorded on our school records as having parental responsibility.

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 families 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 off-site 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.

4.2 Procedure for requesting a planned absence

- DFE guidelines make clear that leave of absence during term-time should be regarded as exceptional.
- All leave of absence requests will be unauthorised unless the circumstances are deemed to be exceptional.
- If a parent/carer considers they require their child to have a leave of absence for exceptional circumstances, they should complete an absence request form (available from the school office) and submit this to the school at least four weeks prior to the date required. School will respond to the request within two weeks.
- Parent/carers **MUST** provide evidence of the exceptional circumstance and will be required to meet with a senior member of staff.
- If the Principal deems that the reasons for the request are exceptional and authorises the absences a written reply confirming that the request has been authorised will be sent to the parent/carer.
- If the Principal deems that the reasons are not exceptional and the leave of absence will not be authorised, a written reply informing the parents of this decision for each child and warning of the legal implications of the absence been taken will be sent to each parent/carer.
- If once notified in writing of the decision to unauthorise the leave of absence, the absence is taken **it will** be marked as an unauthorised absence on the pupils register.
- In the event of attendance being below 90% then the absences will be referred immediately to the Local Authority for consideration and could result in the issue of a penalty notice or additional action.

All children on our school registers have the right to access a full education regardless of a child's gender, race, ethnicity, nationality, religion, disability, parentage, sexual orientation or other status and we are committed to ensuring that all our children attend school as fully as possible.

5. Legal sanctions

5.1 Sanctions

Our schools 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 academy reserves the right to refer families to the Local Authority for a penalty notice due to a child's unauthorised absence from school, provided the child is of compulsory school age. Prior to any referral, the school will ensure compliance with local authority guidance.

Before referring, 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.

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).

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.

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 does not 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.

6. Supporting pupils with school attendance

6.1 Strategies for promoting attendance

As a School we understand the importance of good attendance and punctuality, this is promoted with all children. Half termly/termly/yearly rewards are provided for pupils who have exemplary attendance and are regularly punctual. Those pupils who have improved attendance and punctuality are also recognised. (E.g., Certificates, assemblies etc).

Shireland Collegiate Academy Trust defines regular attendance as: children attending every day that the school is open unless a child is ill. Our attendance target is 96%.

Helping to create a pattern of regular attendance is the responsibility of parents, the child, and all members of the school staff.

To help us focus on this:

- Leaders will meet and greet our children at the school gate and class teachers will greet them at the classroom door.
- We will provide a breakfast club for any child(ren) who meet our criteria (See Appendix A). Parents who require a breakfast club place should enquire at the school office, or book through the school's online app in advance.
- We will give parents/carers details on attendance in our newsletters.
- We will celebrate excellent attendance by displaying and reporting individual and class achievements.
- We will reward individuals and groups for good or improving attendance, including the giving of certificates and prizes and involvement in special events and experiences.
- We will report to parents/carers regularly on their child's attendance.

6.2 Supporting pupils returning to school following periods of absence

We acknowledge and work to address the unique challenges faced by families whose children encounter complex barriers to regular attendance. At our schools, we strive to provide a supportive and collaborative environment where such families feel understood, valued, and guided towards solutions. To achieve this, we will implement the following strategies:

- Bespoke support programmes tailored to the individual needs of each child. These programmes are designed in consultation with families, educational experts, and relevant professionals to ensure a holistic approach to overcoming attendance barriers.
- We provide regular communication channels between the school and families to keep them informed about their child's progress, any potential hurdles, and available resources for assistance.
- We organise workshops and training sessions for families to equip them with the necessary tools and knowledge to support their child effectively and advocate for their educational rights.

By fostering a culture of understanding, collaboration, and continuous support, we aim to empower families and ensure that every child has equal opportunities to thrive academically whilst considering and supporting their wellbeing.

6.3 Pupils absent due to mental or physical ill health or SEND

In cases where pupils are absent from school due to mental or physical ill health, including Special Educational Needs and Disabilities (SEND), our schools are committed to providing comprehensive support. We work closely with families to understand individual needs and make necessary adjustments to ensure continuity in learning. Additional support such as tailored resources, remote learning opportunities and access to counselling/mentoring services are available to assist pupils in their educational journey even during periods of absence.

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.

7. Attendance monitoring

7.1 How attendance is monitored

Attendance is monitored daily with appropriate action taken which includes contacting families of those pupils who are not present in school without prior notification.

Attendance data sheets are completed, weekly tracking the attendance of those pupils who are at risk of becoming persistent absentees. This information is shared with the principal and identified cases discussed within the inclusion meetings where actions and strategies are discussed to support the pupil based on their individual needs.

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

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

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 Standards and Performance Committee and Trust Board.

Where children are identified as vulnerable or where the school is not satisfied with the reasons provided for absence, relevant agencies will be informed and a home visit will be conducted.

Schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and they should investigate any unexplained absences. Academies and independent schools have the same safeguarding duty under section 157 of the Education Act.

Any interventions are monitored and reviewed to evaluate the impact allowing opportunities to adapt where strategies are not effective.

7.2 Reducing persistent absence 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:

- Ensure the attendance strategy is followed including warning letters and providing attendance improvement advice.
- 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 2024.

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

Where an attendance concern is raised to the attention of the Primary Director/Deputy Primary Director due to no sustained improvements, additional steps will be taken to address the situation. In such instances, home visits will be conducted for all episodes of non-school attendance. These visits are not meant to cause alarm, but rather to demonstrate our commitment to supporting your child's education and well-being. We understand that there may be underlying reasons for non-attendance and we want to work together with families to find effective solutions.

Cases will be closely monitored to help identify patterns and areas where additional support may be needed and will involve support through the appropriate local authority. This process is important for ensuring that each child can fully benefit from their education and reach their academic potential.

8. Analysing attendance

8.1 How data is analysed

The schools will use their Management Information System Arbor to:

- 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.

8.2 Using data to improve attendance

The school will also use their Management Information System Arbor to:

- 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 severe absence, and their families (see section 9 below).
- Provide regular attendance reports to Class teachers, to facilitate discussions with pupils and families, and to the Standards and Performance Committee 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 with the DfE, other schools within the Trust, other local schools, local authorities and other partners to work collaboratively where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.

9. Working together to improve attendance

Where school attendance becomes a concern, we will work together with families to identify the root causes of absence with an aim to removing barriers whether they be at school or within the home. In some cases, this may involve working collaboratively in partnership with families and other agencies to bring about improvements in attendance.

We will follow the DfE model outlined below:



10. Roles and responsibilities

Within our academies everyone understands the importance of good attendance therefore everyone has a role to play in promoting regular school attendance. A list of academy staff with key responsibilities can be found in Appendix A.

10.1 The Trust Board and Standards and Performance Committee (SPC)

They are responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents.
- Promoting the importance of school attendance and punctuality across the school's policies and ethos.
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register and shares the required information with the DfE and local authority.
 - Making sure the school works effectively with 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 schools 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:
 - The importance of good attendance.
 - That absence is almost always a symptom of wider issues.
 - The school's legal requirements for keeping registers.
 - 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.
- There is a Link governor who monitors both Attendance and Safeguarding who along with the SPC and Trust Board hold the Principal to account for the implementation of this policy.

10.2 The Principal

The Principal is responsible for:

- Implementation of this policy at the school.
- Authorising the issuing of fixed-penalty notices, where necessary.
- Leading attendance across the school.
- Offering a clear vision for attendance improvement.
- Having an oversight of data analysis.
- Ensuring that specific strategies to address areas of poor attendance are identified through data.

10.3 The Designated Senior Leader responsible for Attendance

The Designated Senior Leader (also known as the 'Senior Attendance Champion') is responsible for (see Appendix A):

- 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.

10.4 School Admin / Attendance Lead for Attendance

Are responsible for day-to-day procedures:

- Monitoring and analysing attendance data.
- Providing regular attendance reports to school staff/SPC and reporting concerns about attendance to the Principal.
- Benchmarking attendance data to identify areas of focus for improvement.
- Working with education welfare officers at the Local Authority to tackle persistent absence.
- Taking calls from parents/carers about absence on a day-to-day basis and recording the outcome on the school system.
- Referring complex cases to the Principal where additional information and support are required.

- Arranging calls and meetings with parents to discuss attendance issues.
- Advising the Principal authorised by the Trust Attendance Lead when to issue fixed-penalty notices.
- Helping prepare reports that include attendance and punctuality figures for SPC meetings.
- Delivering targeted intervention and support to pupils and families.

10.5 The Trust Lead for Attendance

The school attendance officer is responsible for:

- Monitoring and analysing attendance data half termly.
- Benchmarking attendance data to identify areas of focus for improvement.
- Supporting the identification of appropriate strategies to effectively improve attendance.

10.6 Class teachers

Class teachers are responsible for recording attendance accurately and timely daily, using the correct codes, and submitting this information to the school office through our school information management system.

They are also responsible for promoting good attendance and punctuality with their class and families, having initial conversations where necessary.

10.7 Parents/carers/families

- All Natural parents, whether they are married or not.
- All those who have parental responsibility for a child who attends our schools.
- Those who have day-to-day responsibility for the child (i.e. Lives with and looks after them).

Parents/carers are expected to:

- Ensure their child attends every day and on time.
- Call the school to report their child's absence before school's opening time (Appendix A) on the day of the absence and each subsequent day of absence, and advise when they are expected to return.
- Provide the school with at least **2** emergency contact numbers for their child.
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Support and encourage their child by attending parents' evenings and other school events.
- Contact the school to discuss any concerns regarding their child's attendance.
- Work in partnership with the school to resolve any issues that are impacting on their child's attendance.
- 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 Attendance Champion/Attendance Lead (Appendix A).

10.8 Pupils

Pupils are expected to:

- Attend school every day and on time.

Links with other policies

This policy is linked to other academy policies, please refer to:

- Child Protection and Safeguarding policy
- Behaviour policy

Appendix A: Localised Academy Information

School gates opening time	8:30am - 3:30pm
First session registration period	8:30am
Register closes	9:00am
Second session registration period	1:00pm - 1:15pm

Roles and responsibilities at Shireland Technology Primary School

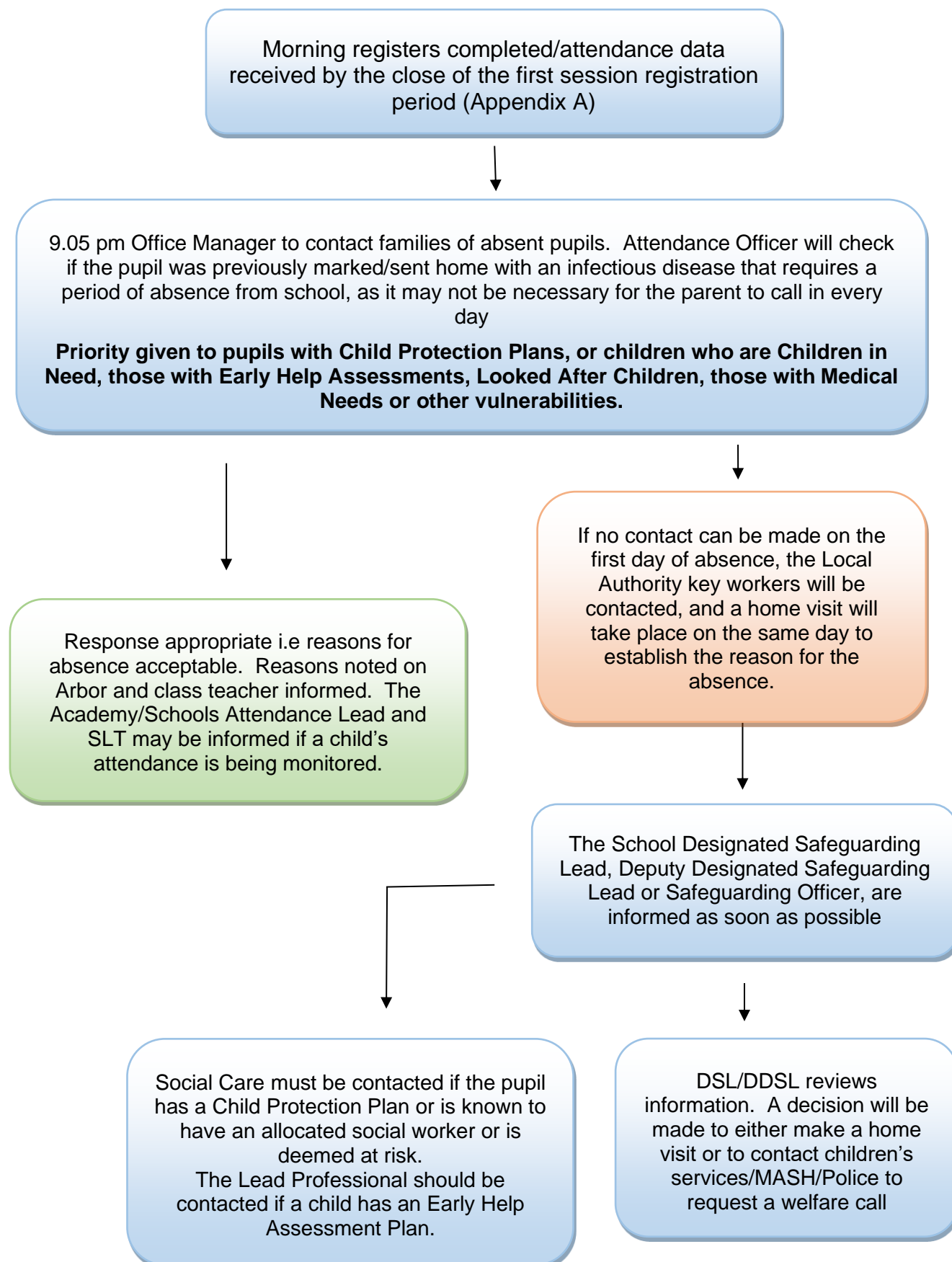
Job role	Name
Senior Attendance Champion	Andrew Collins
Attendance Lead/Officer	Jahlica Dixon
SCAT Attendance Lead	Lorna McGregor

Breakfast club arrangements

Breakfast club timings	7:30am – 8:30am
Breakfast club contact	Karla Fletcher Kflectcher@stp.shirelandcat.net
Online payment methods	ParentPay
Summary of activities	Breakfast provided for all children. A mixture of tabletop and physical activities, including specialist sports and wellbeing provision. Activities include: Board games, craft activities, football, small world toys, puzzles, role play, construction and a range of wellbeing and sporting activities.

Appendix B: First Day Calling Flowchart

First Day Calling is important because school absence and safeguarding are closely linked. This practice not only encourages good attendance it also helps to monitor a pupil's wellbeing and is an alert to their safety.



Appendix C: Attendance Codes

The following codes are taken from the DfE's [guidance on school attendance](#).

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