



Aspire Academies Trust

Attendance Policy

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Attendance Policy

Mission Statement/Vision

We believe that children cannot learn if they are absent from school. Therefore, we aim to ensure that all our children and young people take full advantage of the educational opportunities available to them and will strive to raise standards by promoting the regular attendance and punctuality of our pupils. We believe the foundation of securing good attendance is that our school is a calm, orderly, safe, and supportive environment where our pupils will want to be and are keen and ready to learn.

Aims/Expectations

- To demonstrate that improving attendance is everyone's business and embed a 'support first' approach.
- To develop and maintain a whole school culture that promotes the benefits of good attendance and is an integral part of the school's ethos.
- To work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships.

Attendance Targets

- to keep whole school attendance at or above 96%
- to reduce the percentage of persistent absentees - below 90%

Attendance Registers

- Registers will be completed accurately twice daily on Arbor to record morning and afternoon attendance
- Registers will be monitored daily by the attendance admin officer raising concerns where appropriate and contacting parents of pupils not accounted for

The rules governing the maintenance of registers, including removal from roll, are contained in the Education (Pupil Registration) (England) Regulations 2006.

[The Education \(Pupil Registration\) \(England\) Regulations 2006 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2006/2484/contents/make)

Attendance registers are legal documents that may be required as evidence in court cases.

Expectations

Aspire Academy Trust	<ul style="list-style-type: none"> • Have a clear, written school attendance policy based on the expectations set out in this Trust policy. • Regularly review and understand attendance data, discussing and challenging trends and helping school leaders to focus improvement efforts on individual pupils or cohorts who need it the most within school. • Ensure school leaders fulfil expectations and statutory duties. • Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. • Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. • Monitoring implementation of policy and practice • Share effective practice on attendance management and improvement across schools within Trusts.
Role of the Principal	<p>The Principal is responsible for:</p> <ul style="list-style-type: none"> • Implementing the expectations set out in this Trust policy and ensuring compliance with DfE Guidance for maintained schools, academies, independent schools and local authorities – Working together to improve School Attendance – September 2022 - Working together to improve school attendance - GOV.UK (www.gov.uk) • Ensuring an effective whole school culture of high attendance is underpinned by clear expectations, procedures and responsibilities. • Offer a clear vision for high attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families. • Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2022, Statutory guidance for schools and colleges – September 2022 - Keeping children safe in education - GOV.UK (www.gov.uk) • Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities

	<p>which are identified within the attendance policy below, escalation of procedures and school improvement plan.</p> <ul style="list-style-type: none"> ▪ Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk) ▪ Ensuring every member of staff knows and understands their responsibilities for attendance. ▪ Ensuring accurate completion of admission and attendance registers. ▪ Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and the pupil body as a whole. ▪ Make sure staff receive training/professional development and support to deploy attendance systems effectively. ▪ Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Be especially conscious of any potential safeguarding issues ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed. ▪ Ensuring that all staff adopt a consistent approach in dealing with absence and lateness. ▪ Monitoring and analysing data and trends. ▪ Reporting to the LAB and Trust the attendance figures and progress to achieving the set targets. ▪ Reminding parents of their commitment to this policy. ▪ Building and modelling respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school. ▪ Open and honest communication with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them. ▪ Liaising with other agencies working with pupils and their families to support attendance, for example,
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	<p>where a young person has a social worker or is otherwise vulnerable.</p> <ul style="list-style-type: none"> ▪ Sharing information on and working collaboratively with other schools in the area, LA's and other partners when absence is at risk of becoming severe or persistent. ▪ Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child. ▪ Ensuring all staff members: <ul style="list-style-type: none"> ➤ treat pupils with dignity ➤ build relationships rooted in mutual respect and observe proper boundaries ➤ take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively ➤ understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity. ➤ communicate effectively with families regarding pupils' attendance and well-being ➤ deliver clear messages about expectations, routines and consequences to new pupils and families through prospectus and admission/transition events ➤ use physical presence to reinforce routines and expectations on arrival and departure ➤ regularly communicate expectations for attendance and punctuality and school performance through regular channels of communication with staff, pupils and parents ➤ establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness. ▪ Monitoring of whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions ▪ Establishing and ensuring implementation and robust monitoring of arrangements to identify, report and support children missing education (CME) or at risk of becoming CME <p>Ensuring compliance with guidance regarding Children Missing Education - see Herts Grid</p>
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	<p>https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/children-missing-from-education</p> <ul style="list-style-type: none"> ▪ Engaging pupils in consultation on attendance policy, practice, rewards and sanctions
Role of the Attendance Champion SLT	<p>The School Attendance Champion is responsible for:</p> <ul style="list-style-type: none"> ▪ Implementing the policy with the Principal. ▪ Offering a clear vision for attendance improvement. ▪ Championing and improving attendance. ▪ Ensuring practice is in place to address persistent and severe absence is robust. ▪ Evaluating and monitoring expectations and processes ▪ Oversight of data analysis - <ul style="list-style-type: none"> ○ Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families. ○ Robust school systems which provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as: <ul style="list-style-type: none"> ➤ children who have a social worker including looked-after children ➤ young carers ➤ children who are eligible for free school meals ➤ children who speak English as a second language ➤ children who have special educational needs and disabilities ○ Keeping the Principal and relevant staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures ○ compiling attendance data for the Principal, the LAB and the Local Authority Attendance Officer (LAAO). ▪ Ensuring a positive working relationship with the LAAO is fostered, including attending Attendance Targeted Support Meetings. ▪ Communicating messages to pupils and parents ▪ School attendance, safeguarding and pastoral support policies which should clearly outline: <ul style="list-style-type: none"> ○ the key principles ○ rules pupils need to follow ○ routines ○ consequence systems

	<ul style="list-style-type: none"> ▪ If required, holding regular meetings with the parents of pupils who the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school. ▪ Consider undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe. ▪ Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals. ▪ Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly. ▪ The escalation of procedures to address absence needs to be: <ul style="list-style-type: none"> ○ understood by pupils, parents and carers ○ implemented consistently ○ reviewed regularly • ensuring that the Local Authority is notified of any pupil who fails to attend school regularly via a 10 Day Absence Form. <p>See guidance on HCC Grid for form – https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/attendance-guidance-and-statutory-responsibilities</p>
Role of the Teaching Staff	<p>Teachers are responsible for:</p> <ul style="list-style-type: none"> ▪ Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance. ▪ Implementing the policy and ensuring it is applied fairly and consistently. ▪ Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date; ▪ Informing the school attendance champion/line manager of any concerns; ▪ Emphasising with pupils the importance of punctuality and good attendance. ▪ Reminding parents of their commitment to this policy. ▪ Building respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school. ▪ Communicating openly and honestly with staff, pupils and families about their expectations of school life and

	<p>performance so that they understand what to expect and what is expected of them.</p> <ul style="list-style-type: none"> ▪ Modeling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should: <ul style="list-style-type: none"> ○ treat pupils with dignity ○ build relationships rooted in mutual respect and observe proper boundaries ○ take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence handling confidential information sensitively ○ understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity ○ communicate effectively with families regarding pupils' attendance and well-being <p>You should:</p> <ul style="list-style-type: none"> • Rehearse and reinforce attendance and punctuality expectations continually • Emphasise the importance of attendance and its impact on attainment • Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom • Promote rewards and celebrate progress but continue to outline sanctions • Apply rewards and sanctions consistently • Contact parents and carers regarding absence and punctuality • Consider the individual needs and vulnerabilities of pupils <p>Pupils at risk of severe or persistent absence – (children absent from school) good practice recommendations (this list is not exhaustive)</p> <ul style="list-style-type: none"> • Welcome pupils back following an absence and provide good catch-up support to build confidence and bridge gaps. This could include: <ul style="list-style-type: none"> ➤ lesson resources ➤ buddy support ➤ one to one input ➤ meet with pupils to discuss absence, patterns, barriers and problems ➤ contribute to action plans to remove barriers, provide additional support and set targets. This could include: ➤ lunchtime arrangements
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	<ul style="list-style-type: none"> ➤ support with uniform, transport, wake up routines or emotional wellbeing ➤ lead daily or weekly check-ins to review progress and the impact of support ➤ make regular contact with families to discuss progress ➤ consider what support for re-engagement might be needed, including for vulnerable groups ➤ prepare supporting resources to ensure pupils can access learning when they return ➤ develop targeted intervention to address gaps and build pupils' confidence (including considering small group additional support) ➤ contribute to action plans which attendance staff draw together where appropriate ➤ provide tailored praise and encouragement when pupils attend and arrive on time
Role of the Admin Attendance Officers	<p>Expectations:</p> <ul style="list-style-type: none"> • To ensure the recording of attendance and absence data is accurate. • To ensure robust day-to-day processes are in place. • To track and follow up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures). • Provide appropriate support and challenge to establish good registration practice. • Carry out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding. • Identify any absences that are not explained for each session and contact parents to understand why and when the pupil will return. • Where absences are recorded as unexplained in the attendance register the correct code should be inputted as soon as the reason is ascertained, but no later than 5 working days after the session. • Where reasonably possible, ensure school holds more than one emergency contact number for each pupil. • Keep parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format For example, concentrate on the amount of time missed and the impact on the pupil's learning). <p><u>Children absent from school - Pupils at risk of persistent absence</u></p>

	<ul style="list-style-type: none"> • Provide regular attendance reports to facilitate regular reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes • Initiate and oversee the administration of absence procedures. <p>This should include:</p> <ul style="list-style-type: none"> ➤ letters home ➤ work with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and find methods that work and are understood ➤ provide regular reports to leaders on the at-risk cohort ➤ provide regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils
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DSL's & Pastoral Staff	<p>DSL's & Pastoral Staff</p> <ul style="list-style-type: none"> • Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals. • Consider undertaking home visits in line with your safeguarding responsibilities to engage families and ensure children are safe. • Identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies. • Implement children missing education (CME) procedures when appropriate - • See guidance on HCC Grid regarding Children Missing Education, https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/children-missing-from-education • Where pupils have additional vulnerabilities, which may require multi-agency meetings where possible try to arrange those meetings outside of lesson time. • Engage with feeder schools or organisations to access absence information in order to identify target cohorts prior to transfer, including mid-year transfers and managed moves. • engagement with local authorities and other external agencies and partners • consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures <p><u>Children absent from School - Pupils who are persistently absent</u></p> <ul style="list-style-type: none"> • Develop and implement persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines • Identify tailored intervention which meets the needs of the pupil, for example: <ul style="list-style-type: none"> ➤ mentoring ➤ alternative provision where appropriate • Lead daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress • Hold regular meetings or reviews of caseload with the Statutory Attendance & Participation Team (SAPT), external partners and alternative providers to check on welfare and review progress • Liaise with school leaders (designated safeguarding leads, special educational needs coordinator and pastoral leads) on referrals to external agencies and multi-agency assessments
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	<ul style="list-style-type: none"> • Coordinate and contribute to multi-agency meetings to review progress and agree on actions • Work in partnership with SAPT and other agencies to ensure the appropriate use of statutory parental responsibility measures • Provide regular reports to leaders on the impact of action plans and interventions
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Expectations of parents	<p>Parents are responsible in law for ensuring that their children of compulsory school age receive an efficient education suitable to their age, ability, aptitude and any special educational needs that they may have. Most parents fulfil this responsibility by registering their children at a school.</p> <ul style="list-style-type: none"> • Parents whose children are registered at a school are responsible for ensuring that their children attend and stay at school every day school is open. <p>Parents are responsible for:</p> <ul style="list-style-type: none"> ➤ ensuring that their children are punctual and know the importance of good attendance. ➤ instilling in their children an appreciation of the importance of attending school regularly. ➤ impressing upon their children the need to observe the school's code of conduct. ➤ informing the school on the first day of absence, by 9.30am at the latest. ➤ providing the school with an explanation for the absence. ➤ informing the school of any changes to their contact details. ➤ taking an active interest in their children's school career, praising and encouraging good work and behaviour and attending parent's evenings and other relevant meetings. ➤ working in partnership with the school to resolve issues and help the school to understand their child's barriers to attendance. ➤ proactively engage with the support offered by school to prevent the need for more formal support. ➤ If formal support is needed, proactively engage with this support to prevent the need for any legal intervention. ➤ booking any medical appointments around the school day where possible. ➤ only requesting leave of absence in exceptional circumstances and do so in advance. ➤ treating staff with respect ➤ actively supporting the work of the school ➤ calling staff for help when they need it ➤ communicating as early as possible circumstances which may affect absence or require support ➤ reading and signing the academies attendance agreement upon joining the academy (see appendix 2)
Expectations of Pupils	<ul style="list-style-type: none"> • Attend the Academy regularly • Arrive on time, appropriately dressed and prepared for the day
Working with the Local Authority	<ul style="list-style-type: none"> ▪ Our school works in partnership with the Statutory Attendance & Participation Team to devise a strategic approach to attendance.

	<ul style="list-style-type: none"> ▪ The Principal, Attendance Champion (SLT) or DSL/Pastoral Lead will meet with the link LAAO when required to discuss and improve attendance for all persistently absent or severely absent pupils. ▪ Action Plans will be developed for all persistently and severely absent pupils. The school may request support from the LAAO for advice and guidance with the implementation of these action plans. ▪ If parents do not proactively engage with support offered through the action plan, then formal intervention may be requested from the LAAO. ▪ If parents do not engage with formal support, the school may request statutory intervention from the Local Authority. ▪ Statutory intervention can include: <ul style="list-style-type: none"> ➢ Parenting Contract ➢ Fixed Penalty Notice application from school ➢ Parenting Order ➢ Education Supervision Order ➢ Prosecution
Encouraging Good Attendance	<p>The school encourages good attendance by:</p> <ul style="list-style-type: none"> • Ensuring school provides a happy and safe environment with excellent educational and other opportunities so that children look forward to attending. • Using clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Makes sure these systems are inclusive and appropriate for all pupils. • publicising good attendance during assemblies, newsletters and the termly report to the LAB. • awarding good attendance certificates to pupils when they have achieved 100% attendance or when attendance has improved. • Offering other school incentives to celebrate good attendance including prizes and stationery gifts etc. • Keeping parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format. For example, concentrate on the amount of time missed and the impact on the pupil's learning). • See Appendix 1 for Broadfield Academy's local arrangements for encouraging good attendance
Punctuality	<ul style="list-style-type: none"> ▪ The School doors open at 8:40am. ▪ The register will be open for no longer than 10 minutes (please amend as required) after the session begins.

	<ul style="list-style-type: none"> ▪ Pupils who arrive after the register has closed at 8:55am and parent provides a satisfactory explanation will be marked as 'authorised absent' for that session. ▪ Pupils who arrive after the register has closed and parent fails to provide a satisfactory explanation will be marked as 'unauthorised absent' for that session (Code U). ▪ School may arrange a meeting with parents to discuss concerns so that the problem can be addressed.
Children absent from School - Pupils at risk of Persistent Absence	<p>School is expected to:</p> <ul style="list-style-type: none"> ▪ proactively use data to identify pupils at risk of poor attendance. ▪ Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. ▪ Signpost and support parents to access any required services where out of school barriers are identified. ▪ If the issue persists, take an active part in a multi-agency effort with the Local Authority and other partners. ▪ Act as the Lead Practitioner where all partners agree that the school is the best placed lead service. ▪ Where the Lead Practitioner is outside of the school, continue to work with the Local Authority and partners.
Pupils who are persistently absent	<p>Persistent absence occurs when a child's attendance is at or falls below 90%. Absenteeism at this level will considerably damage a pupil's educational prospects and the school will work alongside parents/carers to tackle this issue.</p> <p>School is expected to:</p> <ul style="list-style-type: none"> ▪ Continue support as for pupils at risk of becoming persistently absent. ▪ Ensure additional targeted support is in place to remove any barriers. Where necessary this includes working with partners. ▪ If there is lack of engagement, hold more formal conversations with parents, being clear about the potential need for legal intervention in future. ▪ Where support is not working or being engaged with, work with the Local Authority on legal intervention. ▪ If there are safeguarding concerns, intensify support through statutory children's social care. ▪ Work with other local schools, such as schools previously attended or schools of siblings.

Pupils who are severely absent	<p>Severe absence occurs when a child's attendance is at or falls below 50%.</p> <p>School is expected to:</p> <ul style="list-style-type: none"> • Continue support as for pupils who are persistently absent. • Agree a joint approach for all pupils who are severely absent with the Local Authority. <p>Pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and teachers must ensure this cohort is made the top priority for action and support.</p> <p>You must be especially conscious of any potential safeguarding issues ensuring joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Often severely absent pupils have additional needs and therefore it is vital that school ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.</p>
Absence	<p>Only the school can authorise an absence. The fact that a parent has provided a note or other explanation (telephone call or personal contact) in relation to a particular absence does not, of itself, oblige the school to accept it, if the school does not accept the explanation offered as a valid reason for absence.</p> <p>If, after further investigation doubt remains about the explanation offered – or when no explanation is forthcoming at all – the absence will be treated as unauthorised and the parent informed.</p> <ul style="list-style-type: none"> • Leave of absence can be applied for in advance. It is the school's decision as to whether this is granted because of exceptional circumstances relating to the application (parents cannot expect, as of right, that the school will grant leave of absence). • Leave of absence to allow a pupil to take part in a performance within the meaning of s37 of the Children and Young Persons Act 1963 © for which a child performance licence has been issued. HCC will not issue a child performance licence where absence is required without the written permission of the Principal.
Fixed Penalty Notices	<p>Our school follows Hertfordshire County Council's Penalty Notice for Truancy Code of Conduct and procedures.</p> <ul style="list-style-type: none"> • We expect parents/carers to work with us to address attendance problems. • If a pupil has at least 15 sessions (half day= 1 session) unauthorised absence in the current and/or previous term (including unauthorised holidays), the Principal may ask the Local Authority to issue a Penalty Notice.

	<ul style="list-style-type: none"> • The penalty is £60 if paid within 21 days of receipt of the notice, rising to £120 if paid after 28 days. • There is no right of appeal by parents against a Fixed Penalty Notice. • If the penalty is not paid the Local Authority may prosecute parents/carers for their child's irregular attendance. Follow guidance on HCC Grid when considering a Fixed Penalty Notice - https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/penalty-notices-for-unauthorised-absenceholiday
Part-time Timetables	<ul style="list-style-type: none"> • As part of the framework for the inspection of services for children in need of help and protection, children looked after, and care leavers (Ofsted June 2015) local authorities are required to provide detailed data on school age children in their area who are not in receipt of full-time education and schools are similarly expected to maintain data on students of compulsory school age who are on their roll but attending on a part-time timetable. • The Local authority has published guidance for all maintained school, academies, free schools, studio schools, UTCs, ESCs and PSBs on the use of part-time timetables for pupils of compulsory school age (the term after their fifth birthday to the last Friday in June following their 16th birthday) • All schools are required to return information on children who are on part-time tables within five days of the pupil starting or ending a part-time timetable. <p>Follow guidance from HCC Grid when considering a part-time timetable - https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/attendance-part-time-students</p>
Monitoring	<p>We believe this policy will be effective only if it is consistently monitored across the whole school. This policy will be reviewed annually.</p> <p>Implementation will be monitored and reviewed by the Principal and Attendance Champions reporting into the LAB termly attendance figures and interventions.</p>
Chair of Trustees Signature:	
Date approved:	
Review date:	

APPENDIX 1

BROADFIELD ACADEMY LOCAL ARRANGEMENTS FOR ENCOURAGING GOOD ATTENDANCE

Please outline below your academies arrangements/initiatives for encouraging good attendance

Attendance Agreement for Parents

Expectations of parents	<p>Parents are responsible in law for ensuring that their children of compulsory school age receive an efficient education suitable to their age, ability, aptitude and any special educational needs that they may have. Most parents fulfil this responsibility by registering their children at a school.</p> <ul style="list-style-type: none"> • Parents whose children are registered at a school are responsible for ensuring that their children attend and stay at school every day school is open. <p>Parents are responsible for:</p> <ul style="list-style-type: none"> ➤ ensuring that their children are punctual and know the importance of good attendance. ➤ instilling in their children an appreciation of the importance of attending school regularly. ➤ impressing upon their children the need to observe the school's code of conduct. ➤ informing the school on the first day of absence, by 9.30 am at the latest. ➤ providing the school with an explanation for the absence. ➤ informing the school of any changes to their contact details. ➤ taking an active interest in their children's school career, praising and encouraging good work and behaviour and attending parent's evenings and other relevant meetings. ➤ working in partnership with the school to resolve issues and help the school to understand their child's barriers to attendance. ➤ proactively engage with the support offered by school to prevent the need for more formal support. ➤ If formal support is needed, proactively engage with this support to prevent the need for any legal intervention. ➤ booking any medical appointments outside of the school day where possible. ➤ only requesting leave of absence in exceptional circumstances and do so in advance. ➤ treating staff with respect ➤ actively supporting the work of the school ➤ calling staff for help when they need it ➤ communicating as early as possible circumstances which may affect absence or require support
	I confirm that I have read, understood and agree to the academies expectations for parents regarding attendance.
Parents Name	
Signature	
Date	

Appendix 3 – Attendance Below 95%

«address_block»

«date_of_printing»

**Re: «chosen_forename» - «chosen_surname» - «year_reg» «date_of_birth» -
«percentage_attendance»%**

Dear «salutation»

We have tried phoning you to discuss your child's attendance which has now dropped to below 95%/ This letter is to follow up the conversation that we had on the phone regarding your child's attendance which is currently at 95%.

Recent studies have shown that those children who have a good level of attendance, perform better at school. Research suggests that even having 4 days off per school year can have a huge impact on their learning.

At Broadfield Academy we are committed to the achievement of all our pupils. We want to ensure that every pupil enjoys coming to school and we will support them to fulfil their potential. Regular attendance and punctuality is vital if this is to happen.

We really want to work with you to help improve your child's attendance. We recognise that getting your children into school on time can be a hard task. We have a team in school who are here to help support you if you need it. We have our pastoral team, who can put things into place for you if you need it, such as access to our Breakfast Club or they can put you in touch with our School nurse; or our Family Support Worker and/or our SEND Family support worker who can give you the support you may need at home such as suggest strategies to put into place to help with bedtime routines; getting up in the mornings etc. If you would like to contact any of these members of staff, please email admin@broadfieldacademy.org.uk or phone the school office who can put you in touch with them.

We really hope that we can work together to make sure that your child's attendance improves.

Yours sincerely

Appendix 4 – Attendance Below 90%

«address_block»

Dear «salutation»

Re «chosen_forename» «chosen_surname»

Dear

I am concerned to note that following my previous correspondence to you (,.....) has an attendance rate of and it still has not improved.

We ask that you come in to school on..... to meet with our Attendance Officer from Hertfordshire County Council and a member of our SLT. If you are unable to attend the meeting, please inform the office as soon as possible so that we can rearrange it for you at a more convenient time.

We would like to take this opportunity to remind you that it is a prosecutable offence to not send your child to school and we may need to communicate your child's attendance with Children's Services in order to safeguard your child.

Kind Regards,

Appendix 5 – Attendance Officer

«address_block»

Dear «salutation»

Re «chosen_forename» «chosen_surname»

Dear

I am concerned to note that following my previous correspondence to you (,.....) has an attendance rate of and it still has not improved.

We ask that you come in to school on..... to meet with our Attendance Officer from Hertfordshire County Council and a member of our SLT. If you are unable to attend the meeting, please inform the office as soon as possible so that we can rearrange it for you at a more convenient time.

We would like to take this opportunity to remind you that it is a prosecutable offence to not send your child to school and we may need to communicate your child's attendance with Children's Services in order to safeguard your child.

Kind Regards,

Appendix 6 - Attendance Protocol

If your child is unwell and unfit to be in school, it is an expectation that the school is notified by 8.30 am with the reason as to why they are absent. If we do not have a reason, it will be an unauthorised absence. Thank you for your support with this.

Our registers are taken at 8.55 and sent to the office at 9am. If your child comes into school after 9am they will be reported as late.
If your child has 5 lates in a half term, a member of the pastoral team/SLT will phone you.
If your child has 10 lates, a member of the pastoral team/SLT will invite you in for a meeting.

95 % attendance – Your child will now be on the school's internal monitoring list. A member of SLT/Pastoral team will be in contact.



90% attendance (persistently absent) – A member of SLT/Pastoral team will want to discuss our concerns and explore the support that we can offer you to ensure that your child's attendance improves.



Below 90% - Your child's attendance will now be monitored by the Local Authority. Their involvement may result in a fixed term penalty notice.



If your child's attendance does not improve there will be involvement from the Local Authority. Not sending your child to school is a prosecutable offence.



If your child's attendance still does not improve, this will be considered a safeguarding risk and contact with Children's Services may be made.

I understand that it is my legal parental responsibility to ensure that my child arrives on time at school every day. I understand that on the days that my child may be too unwell to be at school, I will inform the office by 9.30 and I understand what may happen if my child's absence dips below 95%.

Signed: _____

Dated: _____

Appendix 7 - Attendance Communication Protocol

LATE = AFTER 9 am

If your child has 5 lates in a half term, a member of the pastoral team/SLT will phone you. This will be followed up with a letter. **LATE LETTER 1**

If your child has 10 lates, a member of the pastoral team/SLT will invite you in for a meeting. This will be followed up with a letter. **LATE LETTER 2**

95 % attendance – Your child will now be on the school's internal monitoring list. A member of SLT/Pastoral team will be in contact. **LETTER 1**



90% attendance (persistently absent) A member of SLT/Pastoral team will want to discuss our concerns and explore the support that we can offer you to ensure that your child's attendance improves. **LETTER 2**



Below 90% - Your child's attendance will now be monitored by the Local Authority. Their involvement may result in a fixed term penalty notice. **LETTER 3 – FINE LETTER**



If your child's attendance does not improve there will be involvement from the Local Authority. Not sending your child to school is a prosecutable offence. **LETTER 4**



If your child's attendance still does not improve, this will be considered a safeguarding risk and contact with Children's Services may be made.

Recent studies show that children who had more days off during Years 3,4,5 and 6 performed lower than those children who attended school more.

Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent (90% attendance) across the key stage.

The data also shows that in 2019, [primary school](#) children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average **four more days per school year** than those whose performance exceeded the expected standard.

Further resources

Statutory guidance

- [School behaviour and attendance: parental responsibility measures](#)
- [Children missing education](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping children safe in education](#)
- [School exclusion](#)

Guidance and resources

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