



Trust Attendance Policy - The Marches School

DOCUMENT CONTROL

Policy Owner	Trust Attendance Officer
Scope	All Staff, Trustees, Governors and Clerks
Last Updated	Autumn 2024
Effective from	Autumn 2024
Next planned reviewed date	Autumn 2025
Status	Approved
Date of approval	11.09.24
Summary of last revision	Autumn 2024 - Added information regarding roles & responsibilities & addressing poor attendance and punctuality.
Related Policies/Documents	<ul style="list-style-type: none">• Safeguarding and Child Protection Policy and Procedures• Supporting Children with Medical Conditions• Behaviour Policy (including exclusions)• DfE Working Together to Improve School Attendance
Policy control survey	Please complete this survey and provide feedback if you have had to use this policy https://forms.office.com/r/HMeZtB29Si

Contents

1. Introduction.....	3
2. Principles.....	3
3. Roles & Responsibilities.....	4
4. Key attendance information.....	7
5. Registration.....	8
6. Punctuality.....	8
7. Procedures.....	9
8. Addressing poor attendance and punctuality.....	14
9. A Welcome Back.....	15
10. Safeguarding.....	15
11. Children & Young People with medical conditions or special educational needs and disabilities.....	16
12. School specific procedures.....	16
13. Monitoring Arrangements.....	16
14. Appendix 1 - School Attendance Procedures.....	17
15. Appendix 2 - Study Leave / Leave of Absence Form.....	21

1. Introduction

- 1.1 Marches Academy Trust (the Trust) seeks to ensure that all children & young people (also used for child and young person: CYP) receive a full-time education, maximising the opportunities for all to realise their true potential. We strive to create a learning environment where all CYP have the skills, knowledge and recall to access the full curriculum and achieve success every day. Regular attendance is vital for CYP as it promotes good learning, positive attitudes and maintains continuity in their education, and in their friendships. The Trust will consistently work towards a goal of 100% attendance for all CYP.
- 1.2 Where CYP's attendance is impacting on achievement all school staff within the Trust will work with CYP and their families to support them in getting CYP to school, on time, and every day.
- 1.3 We aim to support and encourage attendance through the Learning for Life (LfL) Framework, and resort to statutory action only as a last resort.
- 1.4 This policy has been prepared with regard to the Trust's statutory duties relating to attendance, including those set out in the Department for Education's statutory guidance entitled Working together to improve school attendance (2024), which is referred to in this policy as the "DfE Attendance Guidance".

2. Principles

- 2.1 Promoting excellent attendance is the responsibility of the whole school community. This policy should not be seen in isolation, but as a strand running through all policies related to the education, well-being and behaviour of CYP.
- 2.2 Staff, Governors and Trustees expect full and punctual attendance from all CYP and know that:
 - i. there is a link between regular attendance and academic achievement (DFE - The link between absence and attainment at KS2 and KS4 - 6th May 2022)
 - ii. regular attendance encourages CYP to benefit from the whole range of curricular and extra-curricular opportunities on offer;
 - iii. full attendance is a duty, and a crucial factor in determining personal responsibility and a good work ethic.
- 2.3 High levels of attendance and punctuality levels are promoted and rewarded.

- 2.4 Some CYP find it harder than others to attend school. Our schools are committed to working with CYP, parents/carers and other local partners to remove any barriers to attendance.

3. Roles & Responsibilities

3.1 The school will:

- 3.1.1 develop and maintain a whole school culture that promotes the benefit of high attendance using the Trust's Learning for Life Framework.
- 3.1.2 work with CYP and their families, building strong relationships, to support high levels of attendance and punctuality and remove any barriers to attendance.
- 3.1.3 investigate unexplained or unjustified absence.
- 3.1.4 take into account individual needs when implementing this policy, including having regard to the school's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.
- 3.1.5 share information, including returns information required to be shared in accordance with regulations (School Attendance (Pupil Registration) (England) Regulations 2024) and the DfE Attendance Guidance, and work collaboratively with the local authority, other schools in the area and other partners including, where required, making appropriate referrals in accordance with local procedures, legislation and guidance.
- 3.1.6 regularly monitor, review and analyse attendance and absence data including to identify CYP or cohorts that require attendance support and to set targets for the future.
- 3.1.7 ensure that all CYP can access full-time education, putting strategies and support in place where this is evidence to suggest that this is not the case.
- 3.1.8 ensure that the Board of Trustees, Local Governing Body (LGB) and schools' leadership team work together to monitor attendance levels and the effectiveness of this policy.
- 3.1.9 ensure that all legislation and guidance are complied with and reflected in our policies and procedures.
- 3.1.10 have in place appropriate safeguarding responses for CYP who are at risk of missing education, having regard to the statutory guidance Keeping

Children Safe in Education (please refer to the Trust's Safeguarding and Child Protection Policy and Procedures).

- 3.1.11 provide information requested by the Secretary of State, including termly absence data collected by the Department for Education.
- 3.1.12 regularly inform parents/carers about CYP's attendance and absence levels.
- 3.1.13 support CYP who are returning to education following long term absence.
- 3.1.14 ensure that effective systems to record and report attendance data are in place, including accurate completion of admission and attendance registers using an electronic management information system.
- 3.1.15 assign overall responsibility for championing and improving attendance at the school to a designated senior leader, known as the Senior Attendance Champion.
- 3.1.16 observe and fulfil the responsibilities set out in guidance issued by the Department for Education Summary table of responsibilities for school attendance (August 2024) to the extent not covered above or elsewhere in this policy.

3.2 Parents and carers

We expect parents and carers to:

- 3.2.1 ensure that CYP arrives at the school on time, in the correct uniform and with the necessary equipment.
- 3.2.2 promote the importance of regular attendance at home.
- 3.2.3 follow the correct procedure for reporting the absence of CYP from the school (see section 7 below and the school appendix).
- 3.2.4 avoid unnecessary or unjustified absences.
- 3.2.5 keep the school informed of any circumstances which may affect CYP's attendance.
- 3.2.6 not take CYP out of education for holidays during term time (see section 7 below).
- 3.2.7 inform the school in advance of any proposed change of address for CYP, along with the name of the parent with whom CYP shall live.

3.2.8 observe and fulfil their responsibilities set out in the guidance issued by the Department for Education Summary table of responsibilities for school attendance (August 2024).

3.3 Children & Young People

We expect CYP to:

3.3.1 attend the school regularly and on time.

3.3.2 be punctual to all lessons.

3.3.3 follow the correct procedure if they arrive to the school late (see section 6 below and the school appendix).

3.4 Senior Attendance Champion

The Senior Attendance Champion (“SAC”) details of each person is detailed in the appendix.

The SAC has overall responsibility for championing and improving attendance at the school and will:

3.4.1 set a clear vision for improving and maintaining good attendance.

3.4.2 establish and maintain effective systems for tackling absence and ensure that these are followed by all staff.

3.4.3 evaluate and monitor attendance expectations and processes.

3.4.4 have a strong grasp of absence data to focus the collective efforts of the school.

3.4.5 ensure that key attendance messages are communicated to parents/carers and CYP.

3.4.6 provide data and reports to support the work of the Board of Trustees (see below).

3.5 The Board of Trustees

The Board of Trustees will:

3.5.1 take an active role in attendance improvement, recognise the importance of school attendance and promote it across the Trust and the Trust’s ethos and policies.

3.5.2 ensure the Trust’s leaders fulfil expectations and statutory duties.

- 3.5.3 regularly review attendance data, discuss and challenge trends and help Trust leaders focus improvement efforts on the individual CYP or cohorts who need it most.
- 3.5.4 ensure Trust staff receive adequate training on attendance, including dedicated training for staff with specific attendance responsibilities and any additional training that would help support CYP or cohorts overcome common barriers to attendance.
- 3.5.5 ensure Trust leaders have effective practice on attendance management and improvement across its schools.
- 3.5.6 regularly review attendance data at Trustee educational standards commit meetings.
- 3.5.7 have a dedicated Trust attendance lead who will drive improvement across the Trust and act as a central point for schools with attendance queries.

4. Key attendance information

- 4.1 Parents/carers of registered CYP have a legal duty under the Education Act 1996 to make sure that CYP of compulsory school age attend school on a regular and full-time basis. Permitting unauthorised absence from school is an offence and parents/carers may be reported to the Local Education Authority if problems cannot be resolved by agreement.
- 4.2 Every half-day absence from school must be classified by the school (not parents/carers) as either authorised or unauthorised. Therefore, information about the cause of each absence is always requested.
 - i. Authorised absences are mornings or afternoons away from school for a good reason (e.g., illness or other unavoidable cause).
 - ii. Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been given. This includes keeping CYP off school unnecessarily, truancy, absences which have not been properly explained, and CYP who arrive at school too late to receive a present mark in the register.
- 4.3 Any problems with regular attendance are best resolved between the school, parents/carers and CYP. If a CYP is reluctant to attend, referral may be made to a relevant support mechanism provided by the school, e.g the school counsellor, ELSA, Wellbeing Lead or Education Welfare Officer (EWO) and may include formalising support through a parenting contract or education supervision order.

Other outside agencies may also be invited to become involved, e.g. Early Help or the School Nursing Service. Schools may offer Parenting Support as part of a team approach to improve attendance where absence is a symptom of wider issues.

- 4.4 Parents/carers are requested to contact school at an early stage, and to work with staff to resolve problems together.
- 4.5 All Trust schools have a named Education Welfare Officer (EWO). EWOs always act in a supporting role and court proceedings to prosecute parents/carers for poor or non-attendance are always as a last resort. Parents/Carers are encouraged to contact the school EWO if they feel they need independent advice on school attendance matters.
- 4.6 Schools will keep parents/carers informed of CYP's attendance and provide updates on Attendance Procedures at least termly.

5. Registration

- 5.1 The school maintains an attendance register and uses this to record each CYP's attendance at the start of the school day and again in the afternoon. Details of start and end times for registration are contained within the appendix.
- 5.2 The register is marked using the national statutory attendance and absence codes which can be found in the DfE Attendance Guidance.

6. Punctuality

- 6.1.1 CYP must attend on time to be given a mark for that session unless the lateness is unavoidable (e.g., late bus or medical appointment). Parents/carers are expected to ensure that CYP are on time for registration.
- 6.1.2 There may be cases where CYP arrive late to school, miss registration and parents/carers subsequently receive an absence message. Parents/carers must contact school if a CYP has been sent to school but then receive an absence message.
 - i. CYP arriving after the register/school has opened will be marked as late.

- ii. CYP arriving after registration has closed (half an hour after the register has opened) will be marked as absent/late after registration has closed.
 - iii. A consequence for lateness may be issued in line with the Trust's Behaviour [...] Policy.
- 6.1.3 In Secondary schools (including specialist) it is important that CYP move from lesson to lesson quickly to reduce disruption and maximise learning time for each subject. Schools may operate a Punctuality Watch List and CYP who are persistently late to lessons throughout the day will be monitored closely. They may be issued a sanction in accordance with the Trust's Behaviour [...] Policy.

7. Procedures

Schools within the Trust apply the following procedures in deciding how to deal with individual absences:

7.1 Illness and other legitimate reasons

- 7.1.1 Any CYP who is absent from the school at the morning or afternoon registration period must have their absence recorded as being authorised, unauthorised or as an approved educational activity. Only the Headteacher or a member of staff acting on his/her behalf can authorise absence. If there is no known reason for the absence at registration, the absence must be recorded in the first instance as unauthorised.
- 7.1.2 The coding for any absences will be in accordance with the guidance provided by the Department for Education.
- 7.1.3 If a CYP is unfit for school, parents/carers are asked to contact the school on each day of absence no later than 9.00 am. Other reasons for absence must be discussed with the school attendance officer on a case-by-case basis; notes will not necessarily be accepted as providing a valid reason for absence.
- 7.1.4 It is not appropriate for schools to authorise absences for shopping, looking after younger CYP, day trips, hairdresser appointments etc. Leave of Absence may be granted in an emergency (e.g., bereavement) or for medical appointments which take place during school time. Where a leave of absence is granted, the school will determine the number of

days a CYP can be absent from school. A leave of absence is granted entirely at the Headteacher's discretion.

- 7.1.5 Medical, dental and other essential appointments for a CYP should take place outside of school hours where this is reasonably possible.
- 7.1.6 Where an appointment must take place during school time, the CYP should attend the school for as much of the day as possible and as much prior notice as possible should be given to the school.
- 7.1.7 Schools may choose to operate a 48-hour rule for sickness, in these cases, this will be made clear to parents/carers.
- 7.1.8 We may ask that CYP bring a written note, signed by the parent/carer, for each period of absence. In exceptional circumstances, further proof of a CYP's illness such as evidence of a prescription or appointment card may be requested. If satisfactory evidence is not provided, the absence may be marked as unauthorised. In very exceptional cases the EWO may ask for a written Doctor's note.
- 7.1.9 Parents/carers are required to inform the school of the reasons for a CYP's absence. It is up to school if any absence is authorised and simply stating 'not in' or 'unwell' gives us insufficient information to make an informed decision, and it may therefore be recorded as unauthorised.
- 7.1.10 Notes of telephone calls received, and written notes received from parents/carers explaining absence must be kept electronically on Arbor.

7.2 Absence without explanation

- 7.2.1 If a CYP is absent at morning registration, and the school has not received an explanation, the school attendance officer will contact the parent/carer by either text, telephone, or email.
- 7.2.2 In all cases, it is the responsibility of parents/carers to ensure that CYP attends school, that emergency contact details are kept updated and that school is aware of an absence.
- 7.2.3 Failure to provide a reason for absence will be investigated by the local attendance officer, or EWO and this may include conducting a Home Visit.

7.3 Holidays

- 7.3.1 Our schools are pro-active in discouraging parents/carers from taking CYP out of school for holidays during term time. We consider this action inappropriate and harmful to the education of the CYP. Parents/ carers should make every effort to avoid taking CYP out of education for holidays or other extended leave during term time. Taking CYP out of school without authorisation from the Headteacher could result in parents/carers receiving a Truancy Penalty Notice (see 8.1.3).
- 7.3.2 Schools may grant permission for a CYP to be absent from school in the circumstances described in paragraph 37 of the DfE Attendance Guidance.
- 7.3.3 Headteachers are only allowed to authorise Leave of Absence when an application has been made more than two weeks in advance. An application form can be requested from the school attendance officer. The Headteacher will consider:
- Any exceptional circumstances
 - If it is highly unlikely that the event will occur again in a CYP's school life.
- 7.3.4 Headteachers may co-ordinate absence requests where siblings are at different schools. The school Absence Request Form details the schools who collaborate in this area.
- 7.3.5 School attendance officers will actively investigate any absence where there is a suspicion that a CYP might be absent without good reason. This may include conducting a home visit or requesting support from the EWO and this may include a request to issue a Fixed Penalty Notice (See 8.1.3).

7.4 Religious observance

- 7.4.1 We recognise that CYP of certain faiths may need to participate in days of religious observance. This needs to be agreed and authorised by the Headteacher.

7.5 Study Leave

- 7.5.1 Schools may grant leave of absence for CYP to study for public examinations if the leave has been agreed in advance with a parent whom the young person normally lives with (or the CYP if they will be over compulsory school age by the time of the absence).

7.5.2 Study Leave will not be granted by default once tuition of the exam syllabus is complete and should be used sparingly. If schools do decide to grant study leave, provision will be made for those CYP who want to continue to come into school to revise.

7.5.3 Where a school decides to grant study leave to CYP the form at appendix 2 must be completed and shared with the School's Executive Link before the period of Study Leave commences.

7.6 Truancy

7.6.1 Truancy from school is treated as a serious issue and will always be communicated to parents/carers. Following truancy, a CYP will be monitored to ensure good patterns of attendance are re-established. A consequence may be issued in line with the Trust's Behaviour [...] Policy.

7.6.2 School attendance officers will make every effort to contact parents/carers if it is discovered that a CYP has gone missing from school. For us to do this, it is the responsibility of parents/carers to ensure that contact details, including emergency contacts, are updated regularly.

7.6.3 Schools will not automatically report missing CYP to the Police, this responsibility rests with parents/carers. However, if there are overriding safeguarding concerns, and school has not been able to contact parents/carers, the following agencies may be contacted:

- Social Services
- Police

7.7 Attendance monitoring

7.7.1 School attendance officers monitor CYP's attendance on a regular basis and will contact parents/carers if attendance is causing concern.

7.7.2 The EWO monitors attendance closely, meeting with pastoral staff and the school attendance officer to identify poor patterns of attendance. If a pattern of attendance gives cause for concern the EWO will contact the parent/carer. They will seek to listen and understand barriers to attendance and agree how all partners can work together to resolve them. If non-attendance continues, and following receipt of a Final Warning, the Local Authority may issue or Fixed Penalty Notice of £80 per parent per CYP. Alternatively, the Local Authority may decide to prosecute. Any CYP who is absent without an explanation for ten consecutive days will be notified to the relevant Local Authority, by submitting a referral to the EWO.

- 7.7.3 *“Failure to ensure a child’s regular attendance at the school at which he/she is a registered pupil is a criminal offence under the Education Act 1996. If convicted under Section 444 (1) of the Act a parent can be fined up to £1000 for each offence. A conviction under Section 444 (1a) - which is the more serious offence when a parent knowingly allows a child to be absent from school without authorisation - can lead to a fine of up to £2,500 and/or 3 months in prison. If a parent is prosecuted under Section 444 (1a) he/she will be formally cautioned and interviewed under the Police and Criminal Evidence (PACE) Act 1984.”*
- 7.7.4 CYP will be informed of their attendance, and how the school views their attendance, by their tutor.

Secondary Schools

100% - Gold
 98% plus - Silver
 96% plus - Bronze
 Below 96% - Amber
 Below 90% - Red

Primary Schools

100% Gold
 98% plus - Silver
 97% plus - Bronze
 Below 97% - Amber
 Below 90% - Red

- 7.7.5 School will inform parents/carers of any attendance concerns by letter. Letters of concern may be sent in the following circumstances:
- i. Attendance has fallen below 97% in primary schools and 96% in secondary schools.
 - ii. Attendance does not improve following the sending of a letter of concern.
 - iii. A particular pattern of attendance is giving cause for concern.
 - iv. Schools do not receive reasons for absence, a response to attendance letters, or there are overriding welfare, health, or safeguarding concerns.
 - v. The EWO may contact parents/carers as follows:
 - Autumn Term - attendance falls below 91%
 - Spring Term - attendance has fallen below 92%
 - Summer Term - attendance has fallen below 93%
- 7.7.6 The EWO may contact parents/carers if they are concerned about a pattern of attendance, regardless of the CYP’s attendance percentage.

7.7.7 Parents/carers may be invited into school to discuss attendance and progress with a member of staff. Alternatively, the EWO may request to meet with parents/carers. At this meeting, an Action Plan is agreed to support CYP to return to school full time and the EWO will outline the legal implications of further absence from school.

7.7.8 Incentives

The school endeavours to improve the attendance of all CYP. Where appropriate a particular cohort may be targeted with further specific intervention. Excellent attendance will normally be rewarded through the school's rewards programme.

7.7.9 Elective Home Education

If schools receive written notification from parents/carers that they wish to home educate CYP, we will inform the Local Authority of the decision to remove their name from the school roll. We will not seek to prevent parents/carers from choosing to home educate CYP, neither will we seek to encourage them to do so as a way of avoiding exclusion or due to poor attendance.

8. Addressing poor attendance and punctuality

8.1.1 Our schools will use data to target attendance improvement efforts to the CYP or groups of CYP who need it. We will:

- i. monitor and analyse weekly attendance patterns, proactively using data to identify CYP at risk of poor attendance
- ii. identify CYP who need support using the Learning for Life Framework
- iii. conduct thorough analysis of half-termly, termly and full year data to identify patterns and trends
- iv. benchmark school attendance data at each level against local, regional and national level
- v. work closely with the Education Welfare Officer to identify poor patterns of attendance
- vi. hold regular meetings with the parents/carers of CYP who the school and/or local authority consider to be vulnerable

- 8.1.2 In cases where the school has been unable to establish a clear reason for absence and/or has welfare concerns about the CYP, a home welfare check may be carried out.
- 8.1.3 Where parents/carers have failed to ensure that a CYP of compulsory school age is regularly attending the school and wider support in accordance with this policy is not appropriate or effective, we may consider issuing a penalty notice. A penalty notice is a financial penalty (£80 if paid within 21 days, £160 if paid within 28 days) imposed on parents/carers which is intended to change behaviour without the need for criminal prosecution.

9. A Welcome Back

It is important that on return from an absence, all CYP are made to feel welcome. This must include ensuring that the CYP receive help to catch up on missed work and is updated on any information which has been passed to other CYP.

10. Safeguarding

- 10.1.1 Attendance is an important element of safeguarding and schools should put in place appropriate safeguarding responses for CYP who go missing from education, particularly on repeat occasions.
- 10.1.2 Being absent, as well as missing, from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation, or child criminal exploitation. (Source: Keeping Children Safe in Education, 2024 (KCSIE))
- 10.1.3 Emergency contact numbers should be provided and updated by the parent with whom the CYP normally resides. Schools should hold more than one contact number; this goes beyond the legal requirement but is good practice. Doing so provides schools with additional options for making contact with a responsible adult when a CYP is missing school and is also identified as a welfare and/or safeguarding concern.
- 10.1.4 Schools must always follow-up any absences to ensure that the proper safeguarding action is taken. DSLs should check the absence list on a daily basis to ensure that appropriate follow-up action can be taken where required.

11. Children & Young People with medical conditions or special educational needs and disabilities

Some CYP face greater barriers to attendance than their peers. These can include CYP who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other CYP and therefore the attendance ambition for these CYP should be the same as they are for any other CYP. That said, in working with their parents/carers to improve attendance, schools should be mindful of the barriers these CYP face and make reasonable adjustments or put additional support in place where necessary to help them access their full-time education. Please refer to the Trust's Supporting Children with Medical Conditions Policy for further information.

12. School specific procedures

It is recognised that all Trust schools have their own distinctive character, and that their registration procedures may differ from school to school. However, the principles of this policy will be applied equally across all Trust schools and all schools will issue an addendum to this policy outlining school specific procedures. School specific procedures can be found under Appendix 1.

13. Monitoring Arrangements

13.1.1 Each schools' Senior Leadership Team conducts a thorough analysis of attendance half-termly, termly, and full year data to identify patterns and trends. This will include analysis of CYP and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance.

13.1.2 The Attendance Officer will liaise with the Trust Executive Lead to report attendance analysis across the Trust. They will review the Trust's systems for improving attendance at regular intervals to ensure that it is achieving its set goals.

13.1.3 Headteachers will keep their LGBs regularly informed of attendance data and trends.

13.1.4 This policy will be reviewed by the Trust's Attendance Officer and Executive Board annually. At every review, the policy will be shared with the LGB.

14. Appendix 1 - School Attendance Procedures



Our School Day

We start our day in the year group zones promptly at 8:40am. Here the tutors will take the register and check uniform and equipment. Children & young people (also used for child and young person: CYP) who arrive after 8:40am will be marked as Late.

CYP who arrive after 9.30am will be marked as Late after the Register Closed. This means that their attendance for the morning will not count, even though they are in the building.

For year 7 and year 8 school finishes at 2:55pm. Years 9 and 10 finish at 3:00pm and Year 11 and 6 form finish at 3:05pm.



Illness or Medical Appointments - How to let us know

Option 1 - Please call the school absence line no later than 8.30am, **01691 664400** (Option 1), leaving a message stating the CYP's name, tutor group and a brief explanation of the nature of the illness. A call is requested for every day of absence unless you have spoken directly with the Attendance Officer.

Option 2 - Email the attendance team by no later than 8:30am at marattendance@mar.mmat.co.uk



Option 3 - [Send a WhatsApp message stating your child's name, year group, form and reason for absence to 'Marches Attendance Office' WhatsApp group on 07572 971076](#)

Try to arrange medical appointments before or after school. If you cannot do this, please let us know of all appointments in advance by sending an email to marattendance@mar.mmat.co.uk



If we do not hear from you, we will try to phone you or any of the contacts you have given us. If we cannot make contact, we will send an email letting you know that the CYP is not in school, and that we may make a Safe and Well Check at home.

If the CYP is off school and we cannot talk to you, absences will be unauthorised. We will continue to try and make contact to find out the reason for the absence and will try and support you if there are problems we can help with.



Holiday

Leave of absence will only be granted in Exceptional Circumstances and can only be authorised by the Headteacher. Exceptional Circumstances are defined as 'one-off' occasions where a request for leave of absence is unavoidable and does not cover annually occurring family holiday. Please complete a Leave of Absence Request Form, available from the Attendance Officer, and submit no later than two weeks prior to the

start of the leave. In order for the Headteacher to reach an informed decision, please include as much detail as possible to explain why Exceptional Circumstances apply.



Attendance Contacts - 01691 664400 (Option 1)

There are lots of people in school who can support you with school attendance problems. You can contact the following people for help:

Day to Day e.g sickness	Specialist Support e.g worried about coming to school
School Attendance Officer	Miss J Phillips - Assistant Headteacher Pastoral and wellbeing
	Miss C Tompsett - SENCO
	Head of Academic Progress for your child's year group

If you cannot sort out your problem with the staff named above, please contact:

Miss Peacock (Assistant Headteacher) - Key Stage 5

Mrs Brown (Deputy Headteacher) - Key stage 4

Mr Pritchard (Assistant Headteacher) - Key Stage 3



Rewards

We try to recognise and encourage excellent attendance in the following ways:

- Attendance awards in assemblies.
- Teaching CYP the importance of not missing any school.



How we monitor attendance

We check CY's attendance every three weeks to ensure that it remains at or above the school target of 96%.

- We may offer a weekly 'Support Phone Call' if attendance falls below 96%.
- We may write to let you know that attendance has fallen below target.
- The Education Welfare Officer also checks attendance every half term and may write to you if there are any worries. If the Education Welfare Officer has written to you more formal attendance support may be needed.
- When we check attendance, we check a lot of other things as well, such as progress, behaviour in lessons, known medical conditions or if there are known worries at home.
- The CYP's tutor or Head of Academic progress may also work with them to improve attendance.

These checks mean that we can put the right support in place and could involve temporary adjustments to a CYP's school day, or extra support with lessons, friendships, or emotions.



We always try to support families and CYP to improve attendance, but sometimes it might be necessary for the Education Welfare Officer to enforce school attendance. This often happens when attendance falls below 90%. If this does happen the Education Welfare Officer will either:

- Invite you into school to discuss worries, agree an action plan and explain the legal implications of further absence from school.
- Write to you and explain that further absence from school could result in a Fixed Penalty Notice or Prosecution.



It is never too late to try and resolve attendance problems, so ALWAYS talk to us or the Education Welfare Officer. We are best when we work together.

Persistent Absence

Persistent Absence is the name the Government gives to attendance below 90%. By the end of the school year a CYP with 90% attendance would have missed 4 weeks of school. We try to reduce the chances of CYP being persistently absent by regularly checking attendance and ensuring that the right adjustments are made for a CYP to come back to school. We do this with our Education Welfare Officer to ensure that the right support is in place, on time and in time to avoid persistent absence.

Lateness



We track punctuality throughout the day and frequently monitor the number of minutes that CYP are late to lessons. If a CYP is significantly late to lessons, then a variety of strategies may be put in place by the Head of Academic Progress to support them to arrive to lessons on time.

Truancy

Truancy and lateness are a serious issue that disadvantages CYP. If a member of staff encounters a CYP out of lesson, they will challenge the CYP and escort them to their lesson immediately. If there is no reason for them to be out of lessons, then a suitable sanction will be given to the CYP.



Other sources of help

- Education Welfare Service

0345 678 9063

- Citizens Advice

<https://www.cabshropshire.org.uk/>

<https://www.kooth.com/> Kooth is your online mental wellbeing community. Access free, safe and anonymous.

- Shropshire SEND Local Offer

The SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and / or disabilities, their families, and the practitioners who support them.

<https://shropshire.gov.uk/the-send-local-offer/>

- Family Doctor
- Shropshire Early Help

Early help means taking action to support a child, young person or their family as soon as a problem emerges.

<https://shropshire.gov.uk/early-help/>

- Shropshire Information Advice and Support Service

We provide information, advice and support to parents and carers of children aged 0 to 25, and young people aged 16 to 25 who have, or may have, special educational needs or disabilities (SEND).

<https://www.cabshropshire.org.uk/shropshire-iass/>

15. Appendix 2 - Study Leave / Leave of Absence Form

Name of learner	
Wave for the learner	
Attainment	
Is the learner reaching or above target?	
Give details	
What study materials and support has been put in place for the learner?	
Safeguarding	
Is the learner Looked After? If yes, have the DT for P/CLA and the Virtual School been consulted and what are their recommendations?	
Give details	
Are there any safeguarding concerns? If yes, has the DSL been consulted and what are their recommendations?	
Give details	
Is there Social Work involvement (Child in Need, Child Protection, Child Looked After) and if yes, have they been consulted and what are their recommendations?	
Give details	
Are there any CSE or CCE risks for this CYP? If yes, how do you intend to mitigate this risk? Has a referral been made to the CE Team, and what were their recommendations?	
Give details	

<p>Is there any involvement with the police? If yes, what risks are there in the community and how are these being mitigated.</p> <p>Give details</p>		
<p>If yes to any of this section - please explain how the decision to grant leave of absence has been reached. Ensure a copy of a <u>Reduced Timetable</u> and the associated <u>Risk Assessment</u> are included.</p>		
<p>What arrangements have been made for safe and well checks with the CYP for safeguarding reasons?</p> <p>Give details</p>		
Evidence		
<p>Please attach evidence of:</p>	Yes	No
<ul style="list-style-type: none"> • Leave of absence agreed in advance with a parent the pupil normally lives with. 		
<ul style="list-style-type: none"> • That the parent has had their rights made clear in gaining this agreement. 		
<ul style="list-style-type: none"> • Parent understands that they can remove their agreement at a future date. 		
<ul style="list-style-type: none"> • The CYP being asked if they would prefer to come to school to study. 		
<ul style="list-style-type: none"> • The CYP being aware of the provision 		
<ul style="list-style-type: none"> • in place for them if the student wishes to come to school to revise. 		
<ul style="list-style-type: none"> • Details of this provision 		

Sign off		
This decision has been made on a one-to-one basis with <ul style="list-style-type: none"> • An understanding that leave of absence should be used sparingly. • An understanding of the impact on attendance figures in granting this leave of absence. 		
Role: <i>(Overseeing request)</i>	Designated Safeguarding Lead or Designated Teacher for P/CLA <i>(Delete as applicable)</i>	Headteacher
Name:	Name:	Name:
Signed:	Signed:	Signed:
Date:	Date:	Date: