

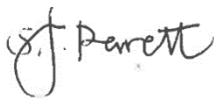


CRST Attendance Policy with local arrangements for Church Hill Middle School

Recommended by: LJa

Recommendation Date: October 2025

Ratified by: LAGB



**Signed:
Chair of Governors**

Ratified: 08.10.25

Next Review: Autumn term 2027

Policy Tier: school addendum

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Introduction

Central Regions Schools Trust (CRST) is proudly recognised as an Inclusive Attendance Trust. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

Inclusive Attendance Professional Development Model

Our attendance approach is fundamentally guided by the Inclusive Attendance professional development model. Comprising of six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.

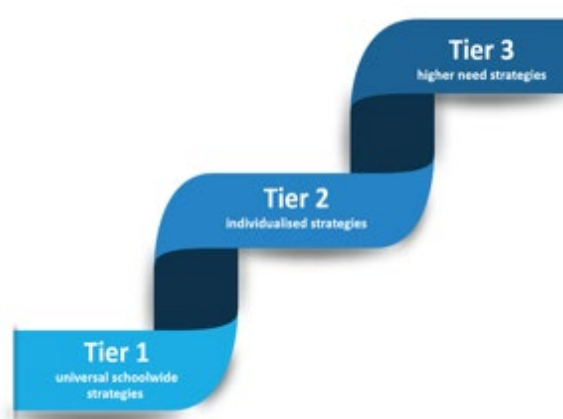


Annual Inclusive Attendance 7-Month Development Programme

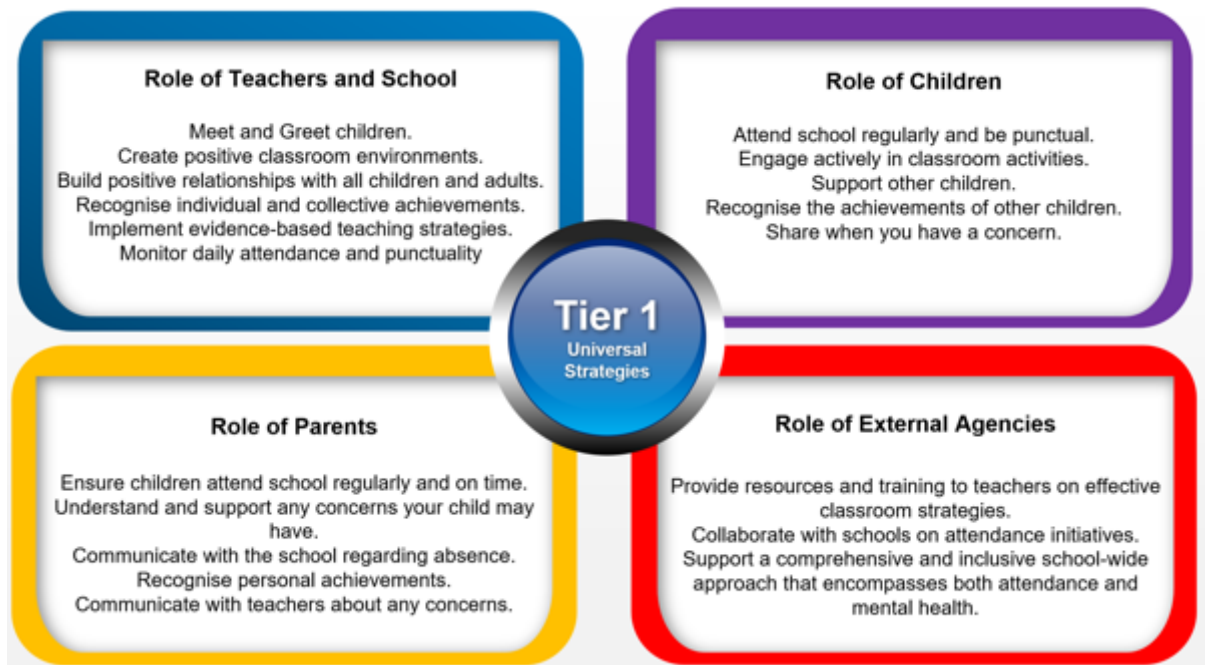
Year after year, we review and further enhance our attendance practices through dedicated participation in the Inclusive Attendance 7-month development programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible assistance.

Multi-Tiered System of Support

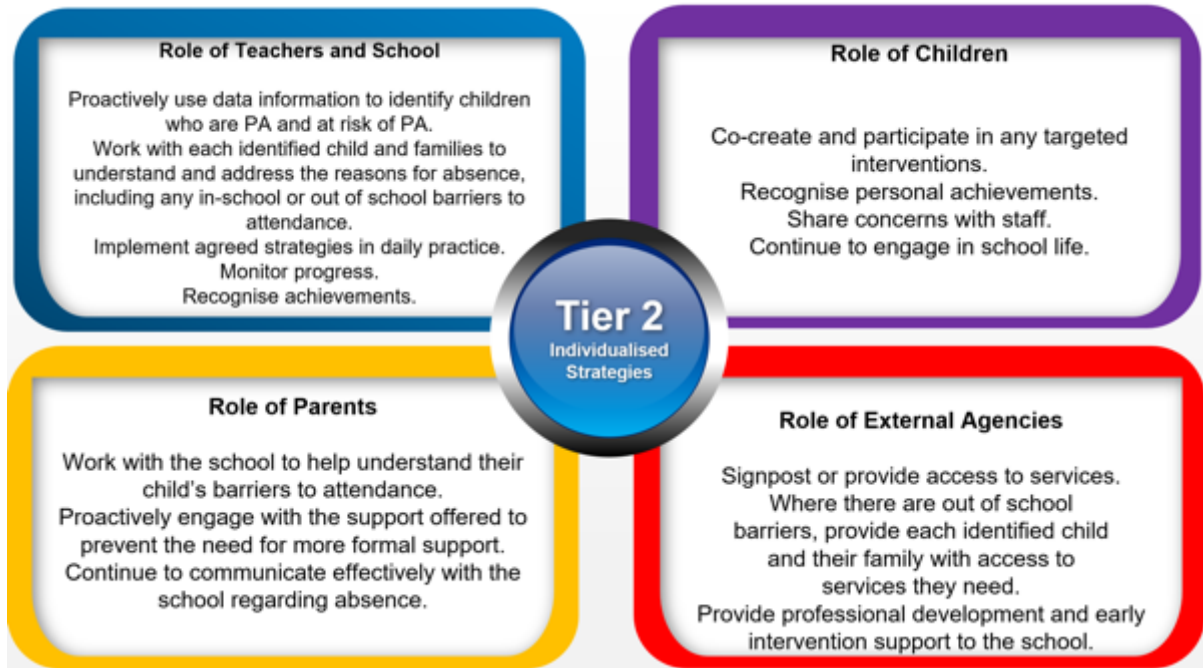
To guarantee a comprehensive approach to attendance, we implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, carers, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of the system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" guidelines.



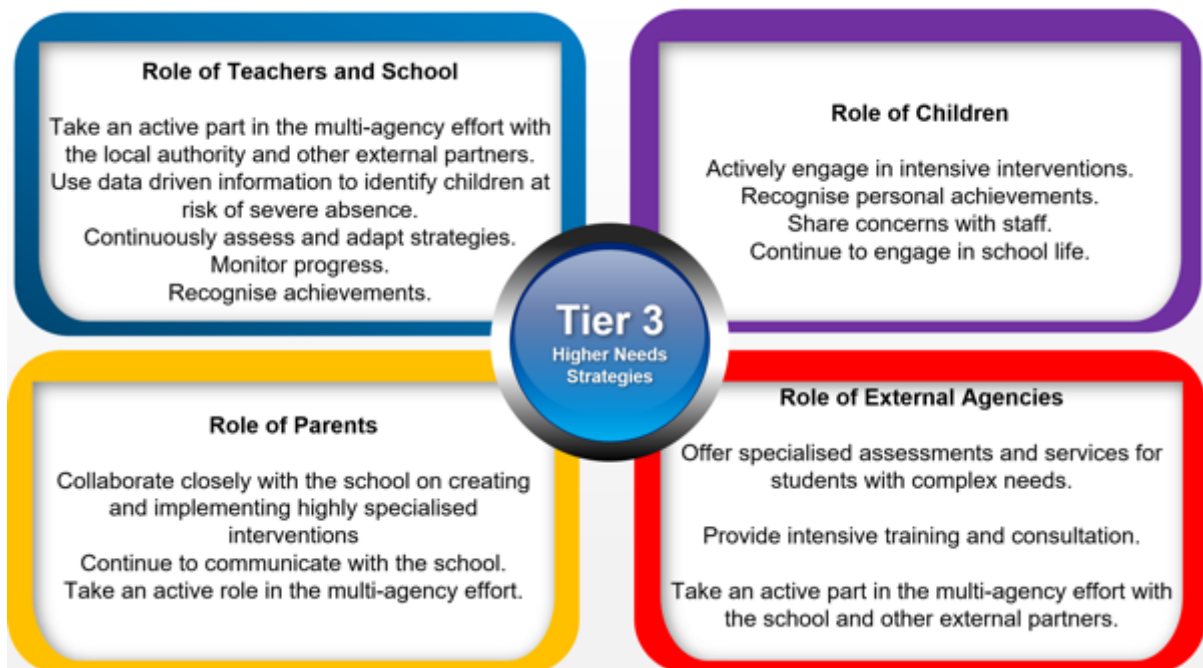
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 - Individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

Schools within our trust will each have their own bespoke recognition-based system to suit their individual context and attendance needs.

The Importance of School Attendance

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system.

- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Social Development:* School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *Teacher Interaction:* Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Legal and Parental Responsibility:* Parents & carers are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

Factors Influencing Attendance:

Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.

Family Circumstances: Family-related factors such as bereavement, family illness, circumstances of family living abroad, or caring responsibilities can result in absences from school.

Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.

Transportation Issues: Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.

Socioeconomic Factors: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.

Special Educational Needs and Disabilities (SEND): Students with special educational needs may require additional support and accommodations to attend school regularly. Failure to provide appropriate support can lead to absences.

School Climate: A positive and inclusive school climate can encourage attendance, while a negative or unwelcoming environment can have the opposite effect. Students who feel disconnected or unsupported at school may skip classes or stay home.

Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may skip school.

Academic Challenges: Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.

Cultural and Language Barriers: Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

Peer Pressure and Social Factors: Influence from peers can impact attendance. Children may skip school to align with the behaviour of their peers or to engage in social activities outside of school.

Attendance Policies: Schools' attendance policies and practices, including punitive measures for non-attendance, can affect students' decisions to attend or skip school. Excessive punitive measures may deter some students from returning to school.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

COVID-19 Pandemic: The COVID-19 pandemic has had a significant impact on school attendance, with periods of lockdowns, remote learning, and concerns about health and safety affecting students' ability to attend school regularly.

Religious observances: The school will take advice from local religious leaders of all faiths to establish the appropriate number of days absence required for religious festivals.

In order to address some of these factors which influence attendance schools across our Trust implement strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children is crucial for developing targeted interventions and support systems to improve attendance rates. These specific factors are addressed at school level.

Policies and Practice:

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. We adhere to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents/carers on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age. This section of the Act places several responsibilities on local authorities, including:

1. Duty to Ensure Suitable Education:

Local authorities have a statutory duty to ensure that children of compulsory school age within their area receive a suitable education. This duty applies to all children, including those who are unable to attend school due to illness or other reasons.

2. Power to Issue School Attendance Orders:

Local authorities have the power to issue a School Attendance Order if it appears that a child within their area is not receiving a suitable education. A School Attendance Order compels parents & carers to send their child to a specified school or receive education in some other manner.

3. Duty to Investigate and take action:

If a local authority has reason to believe that a child is not receiving a suitable education, they must make enquiries to ascertain the child's situation. If it is determined that the child is not receiving a suitable education, the local authority may take action, which may include issuing a School Attendance Order.

4. Duty to Provide Education for Children Unable to Attend School:

Local authorities have a responsibility to make suitable educational provision for children who, by reason of illness or other reasons, are unable to attend school.

5. Regular Monitoring and Reporting:

Local authorities are required to monitor the educational provision made for children in their area. They must report annually to the Secretary of State on their work related to children missing education.

6. Support for Parents & Carers:

Local authorities should offer support and advice to parents & carers who are educating their children at home.

They should also consider the child's wishes, as far as possible, in determining what constitutes suitable education.

Additional Policies aligned to the Attendance Policy:

- Anti-Bullying Statement of Intent Policy
- Behaviour Principles Policy
- Code of Conduct Policy
- Education Visits Policy
- Equality Policy
- Mental Health & Wellbeing Policy
- Offsite Alternative Provision Principles
- Teaching and Learning Policy
- Safeguarding Policy
- SEND Policy
- Suspension & Exclusion Policy
- Pupil Premium Statutory Statement

Government Guidance

[Working together to improve school attendance \(DFE\)](#)

[The Education Act 1996](#)

[Equality Act 2010](#)

[Removal from Roll guidance](#)

[Suspension & Permanent Exclusion Guidance](#)

[Keeping Children Safe in Education \(KCSIE\)](#)

[SEND code of practice: 0 to 25 years](#)

Effective Interventions and signposting:

- There are successful attendance improvement programmes implemented in our schools, which include the following:

- Monitoring systems
- Communication with parents & carers
- Attendance information displays
- Effective recognition systems
- (See appendix 6 for local arrangements)

Roles and Responsibilities

At CRST Attendance is everyone's responsibility

School staff play a vital role in monitoring and promoting school attendance. All staff have a responsibility to liaise with DLS regarding any safeguarding concerns online with safeguarding policy and attendance.

Teachers: In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children. Here are the key roles and responsibilities of Teachers regarding attendance:

Monitoring Attendance: Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.

Promoting Punctuality: Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

Taking Immediate Action: When a child is absent without prior notification or a valid reason, teachers should take immediate action by recording and following school processes for further contact.

Early Intervention: Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or carers, and relevant support services.

Maintaining Communication: Teachers should maintain open lines of communication with parents or carers regarding attendance. They should inform parents/carers of any concerns about a child's attendance or punctuality.

Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

Setting Expectations: Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.

Creating a Welcoming Classroom Environment: Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

Identifying Barriers: Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.

Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.

Attendance Records: Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).

Collaboration: Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.

Supporting Positive Behaviour: Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

Safeguarding: Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff and safeguarding leads/teams.

Professional Development: Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.

Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Other support staff: Support staff in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being. See local arrangements for specific staff responsibilities with attendance/teams including support for vulnerable groups including students with SEND.

Attendance Leader: The role of an Attendance Leader in improving children's attendance in our schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Leaders have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates. Here are the key roles and responsibilities of Attendance Leaders in our schools:

Developing and Implementing Attendance Policies: Attendance Leaders work closely across the trust and with school leadership and staff to develop and implement effective attendance policies and procedures.

Data Analysis: Attendance Leaders collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

Early Intervention: Recognising that early intervention is crucial, Attendance Leaders identify children at risk of poor attendance. They collaborate with teachers, parents, carers, and support staff to address attendance issues as soon as they arise.

Supporting Families: Attendance Leaders oversee the work with parents and carers to build positive relationships and engage them in improving their child's attendance. They co-ordinate home visits, organise meetings, and provide guidance on strategies to promote regular attendance.

Mentoring and Coaching: Attendance Leaders facilitate mentoring or coaching for children/families with attendance challenges. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.

Providing Resources: Attendance Leaders may signpost families to resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

Monitoring and Reporting: Attendance Leaders continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.

Interventions and Incentives: Attendance Leaders design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.

Staff Training: Attendance Leaders provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

Legal Compliance: Attendance Leaders are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.

Safeguarding: Attendance Leaders are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

Community Engagement: Attendance Leaders collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

Continuous Improvement: Attendance Leaders regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates. Attendance leaders work alongside other leaders to ensure a joined up approach.

Promoting a Positive School Culture: Attendance Leaders contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Governors/Trustees: School governors and trustees play a crucial role in supporting children's attendance in schools. Their responsibilities encompass strategic oversight, and ensuring that the school meets its statutory obligations regarding attendance. Here are some key roles and responsibilities of Governors/Trustees in our schools:

Policy ratification: Governors and Trustees collaborate with school leadership to understand, challenge, support review and ratify attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

Statutory Compliance: Governors and Trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.

Strategic Oversight: Governors and Trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

Policy Implementation: Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

Setting Targets: Governors and trustees work with school leaders to understand and review attendance targets and goals.

Reviewing Interventions: Governors and Trustees assess the effectiveness of attendance interventions and strategies. They can request reports on the impact of interventions and whether they have led to improved attendance.

Parental Engagement: Governors and Trustees support efforts to engage parents and carers in promoting attendance. They encourage the school to develop strategies for involving parents/carers in attendance improvement initiatives.

Safeguarding: Governors and Trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Community Links: Governors and Trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.

Challenge and Support: While supporting school leadership with attendance improvement efforts, governors and trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

Continuous Improvement: Governors and Trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes. **Training and Development:** Governors and Trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

Senior Staff: Senior staff in schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance. Here are the key roles and responsibilities of Senior Staff in our schools:

Leadership: Senior staff, including Executives Principals, Principals, Heads of School and Vice Principal, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.

Policy Development: Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.

Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.

Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

Professional Development: They provide training and professional development opportunities for staff, including teachers, achievement assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.

Early Intervention: Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

Parental Engagement: They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and carers and may organise meetings or workshops to involve parents & carers in addressing attendance challenges.

Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

Supporting Vulnerable Students: They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.

Recognising Attendance: They implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.

Enforcing Policies: Senior staff enforce the attendance policy consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents/carers.

Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

Continuous Improvement: They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.

Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

Parents / Carers: Parents / Carers play a crucial role in supporting attendance in schools. Their involvement and commitment to their child's education has significant impact on attendance rates. Here are key roles and responsibilities of parents/carers in helping support positive attendance patterns:

Establish a Routine: Parents / Carers should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.

Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if their child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.

Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

Set Expectations: Clearly communicate their expectations about attendance to their child. Emphasise the importance of attending school regularly and on time.

Attend Parent-Teacher meetings: Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.

Monitor Progress: Keep track of progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

Address Bullying or Safety Concerns: If a child is experiencing bullying or safety concerns at school, take the issue seriously. Parents/carers will communicate with the school to ensure a safe and supportive environment.

Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark interest in different subjects.

Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

Seek Support if Needed: If a child is facing challenges that affect attendance, such as health issues or academic struggles, parents/carers should seek support from the school, healthcare professionals, or relevant agencies.

Encourage Peer Relationships: Encourage a child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

Celebrate Achievements: Celebrate achievements and milestones at school. Recognise their efforts and successes to boost their self-esteem and motivation.

Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children / Students: Children / Students also play a significant role in attending school regularly and ensuring their educational success. Here are key roles and responsibilities for children / students in our schools:

Commitment to Learning: Children / Students should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.

Punctuality: Children / Students should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children / Students should be open to new experiences and willing to engage in classroom activities.

Responsibility: Children/Students can take responsibility by completing designated tasks for the schools and ensure they have the necessary materials.

Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

Safety Awareness: Children / Students should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.

Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.

Problem-Solving: Encourage children / Students to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.

Goal Setting: Children / Students can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

Attendance Awareness: Children / Students can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

Ownership of Learning: Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

Safeguarding Children

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being in line with the trust's safeguarding policy.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow *Keeping Children Safe In Education* guidance to ensure safe practices.

Removal from roll

This refers to the process of a child's name being officially taken off the school's register. It is typically due to continuous extended non-attendance, ceasing to attend the school e.g through Elective Home Education (EHE) in-year transfer or other circumstances. (See DfE Doc removal from roll [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(legislation.gov.uk\)](#))

Each school will have their own process for removing a student from roll. Please refer to Safeguarding addendum. Please see appendix 7.

Coding of Attendance

Attendance will be recorded using the DfE's statutory attendance codes, please refer to appendix 1 for coding.

Requesting Absence Leave

Parents or carers must request leave of absence for their child in writing at least 6 weeks prior to the event. Each school will have their own process for dealing with absence requests. Please see local addendums appendix 5.

Leave of absence during term time will only be authorised in exceptional circumstances.

Reporting a Child's Absence

Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence.

Each school will have their own process for how to report a child's /student's absence. Please see local addendum appendix 5.

Holiday Request

Holidays during term time will not be authorised unless there are exceptional circumstances.

Holiday requests must be made in writing, and a decision will be communicated to the parents or carers.

Fixed Penalty Notices (FPNs)

The Education Act 1996 states that parents/carers must ensure their children of compulsory school age receive appropriate full-time education according to their age, ability, and aptitude. This can be by regular attendance at school, at alternative provision, or otherwise (e.g., the parent can choose to educate their child at home).

Parents/carers and schools are expected to work in partnership, together, to overcome any barriers preventing a pupil's regular attendance if they arise.

If a child of compulsory school age fails to attend regularly at a school at which they are registered, or at a place where alternative provision is provided for them, the parents may be guilty of an offence and can be prosecuted by the local authority.

Where parents/carers do not register their child at a school and fail to provide evidence to prove their child is being educated otherwise (i.e., in an alternative provision or at home) Local Authorities may action a School Attendance Order.

What the Law says:

Section 23(1) of the Anti-Social Behaviour Act 2007 states that: Penalty Notices may be issued to the parents/carers of pupils who have unauthorised absence from school.

- the amount of the penalty is £80
- if this is not paid within 21 days, the amount rises to £160
- if this is not paid within 28 days, the Local Authority may prosecute under section 444(1) unless it comes to our attention that the penalty notice has been issued in error
- Section 444(1) of the Education Act 1996 states that: If you are the parent of a child of compulsory school age who fails to attend school regularly, you are guilty of an offence.

The Court may:

- fine each parent up to £1000 per child
- order payment of the prosecution costs
- impose a Parenting Order
- impose an Education Supervision Order

Section 444(1a) Education Act states that: If in the above circumstance you, the parent, know that your child is failing to attend regularly at the school and fail with reasonable justification to cause him/her to attend, you are guilty of an offence.

The Court may:

- fine each parent up to £2500 per child
- order payment of the prosecution costs
- impose a Parenting Order
- impose an Education Supervision Order
- sentence parents/carers to a period of imprisonment for up to 3 months

Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues. Here are their definitions:

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is a significant cause for concern.

Threshold: In England, a student is persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions. For most children during the academic year this will amount to 19 days absence.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently below 95% but has not yet reached the 90% threshold for persistent absence. As all of our schools communicates to parents/carers in days, we identify 12 to 18 days as risk of PA.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus should be given by all partners to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners.

Review

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.



Appendix 1: Coding

Codes	Description	Meaning	Physical Meaning
/	Present (AM)	Present	In for whole session
\	Present (PM)	Present	In for whole session
B	Education off site (no Dual reg)	Approval Education Activity	Out for whole session
C	Other authorised circumstances	Authorised Absence	Out for whole session
D	Dual registration	Approved Education Activity	Out for whole session
E	Excluded	Authorised Absence	Out for whole session
F	Extended family holiday (agreed)	Authorised Absence	Out for whole session
G	Family holiday (not agreed)	Unauthorised Absence	Out for whole session
H	Family holiday (agreed)	Authorised Absence	Out for whole session
I	Illness	Authorised Absence	Out for whole session
J	Interview	Approved Education Activity	Out for whole session
L	Late (before registers closed)	Present	Late for session
M	Medical/Dental appointments	Authorised Absence	Out for whole session
N	No reason yet provided for absence	Unauthorised Absence	Out for whole session
O	Unauthorised Abs	Unauthorised Absence	Out for whole session
P	Approved sporting activity	Approved Education Activity	In for whole session
R	Religious observance	Authorised Absence	Out for whole session
S	Study leave	Authorised Absence	Out for whole session
T	Traveller absence	Authorised Absence	Out for whole session
U	Late (after registers closed)	Unauthorised Absence	Out for whole session
V	Educational visit or trip	Approved Education Activity	Out for whole session
W	Work experience	Approved Education Activity	Out for whole session
#	School closed to pupils & staff	Attendance not required	Out for whole session
Y	Enforced closure	Attendance not required	Out for whole session
X	Non-compulsory school age absence	Attendance not required	Out for whole session
Z	Pupil not on roll	Attendance not required	Out for whole session
-	All should attend/No mark recorded	No mark	Out for whole session

- B code to only be used in exceptional circumstances and with Executive School link agreement.



Students who are absent from school/education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines. It is important our school response to ‘persistently absent students’ and ‘children missing education’ supports identifying such abuse, and in the case of absent students, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where students are already known to local authority children’s social care and need a social worker (such as a child who is a child in need, has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Below demonstrates our schools process for how we ensure students identified as vulnerable children and non-vulnerable students are monitored and actioned:

Day to Day Procedures - Protocol for Attendance.

[REGISTERS PRINTED at 09:05am and 10:30am](#)

DAY 1 - NO CONTACT RECEIVED:

- REFER TO PRIORITY CALL CHECK LIST FIRST. If no contact, DSL report to FFD and social worker.
- Text Message sent notifying contact of child’s absence.
- Attendance Officer to make contact to establish reasons for absence; use all contacts.
- Leave voicemail, note on Arbor. Person’s name making call and voice message left asking about pupil’s absence.
- Contact not made – Code N – reason not known.
- Attendance officer will inform DSL when no contact is received for children on PRIORITY CALL LIST, who will arrange safe/well check contact EWO (Educational Welfare Officer) / Children’s Services / Police (as appropriate)

DAY 2 – NO CONTACT RECEIVED

- REFER TO PRIORITY CALL LIST FIRST. (Day 1 repeated for vulnerable pupils). If no contact, DSL report to FFD and social worker.
- Text Message sent notifying contact of child’s absence.
- Attendance Officer to make contact to establish reasons for absence; use all contacts.
- Leave voicemail, note on Arbor. Person’s name making call and voice message left asking about pupil’s absence.

- Contact not made – Code 0 – Unauthorised.
- Attendance Officer inform SLT when no contact is received for children on PRIORITY CALL LIST, who will arrange safe/well check by SLT, contacting EWO (Educational Welfare Officer), Children’s Services and/or Police (as appropriate)

DAY 3 - ALL ABSENCES

- REFER TO PRIORITY CALL LIST FIRST. (Day 1 repeated for vulnerable pupils). DSL to contact social worker / report to FFD if no contact.
- Attendance Officer and Class Teacher to notify SLT by email (WITH OR WITHOUT REASONS PROVIDED)
- Class Teacher sends supportive EPRAISE message.
- DSL will consider action depending on vulnerability/known safeguarding concerns.
- Safe and well checks for all absences.

DAY 5 - ALL ABSENCES

- ✓ Attendance Officer to notify SLT by email (WITH OR WITHOUT REASONS PROVIDED)
- ✓ DSL refer to EWO for a safe and well check
- ✓ DSL will consider action depending on vulnerability/known safeguarding concerns.
- ✓ Phase Leader meeting.

DAY 10 (Consecutive) – ALL ABSENCES

- Attendance Officer to notify SLT by email (WITH OR WITHOUT REASONS PROVIDED) if absence persists.
- Attendance Officer refer to children missing in education if no contact made.
- Phase Leader, Attendance Officer meeting.

Pupil not returned on date expected, regardless of reason

- REFER TO PRIORITY CALL LIST FIRST
- Attendance to make contact to establish reasons for absence; use all contacts.

- Attendance officer advises SLT when no contact is received for children on PRIORITY CALL LIST, who will arrange safe/well check by SLT, contacting EWO (Educational Welfare Officer), Children's Services and/or Police (as appropriate)



Daily:

Email sent to DSL, Heads of school, Phase Leaders, SENDCO, Behaviour and Attendance Leads, safe and well checking member of staff, EWO.

Weekly:

Discussion about pupils at risk of PA.

Meeting about the pupils absent and the interventions / support in place.

Critically look at the data and challenge the support in place.



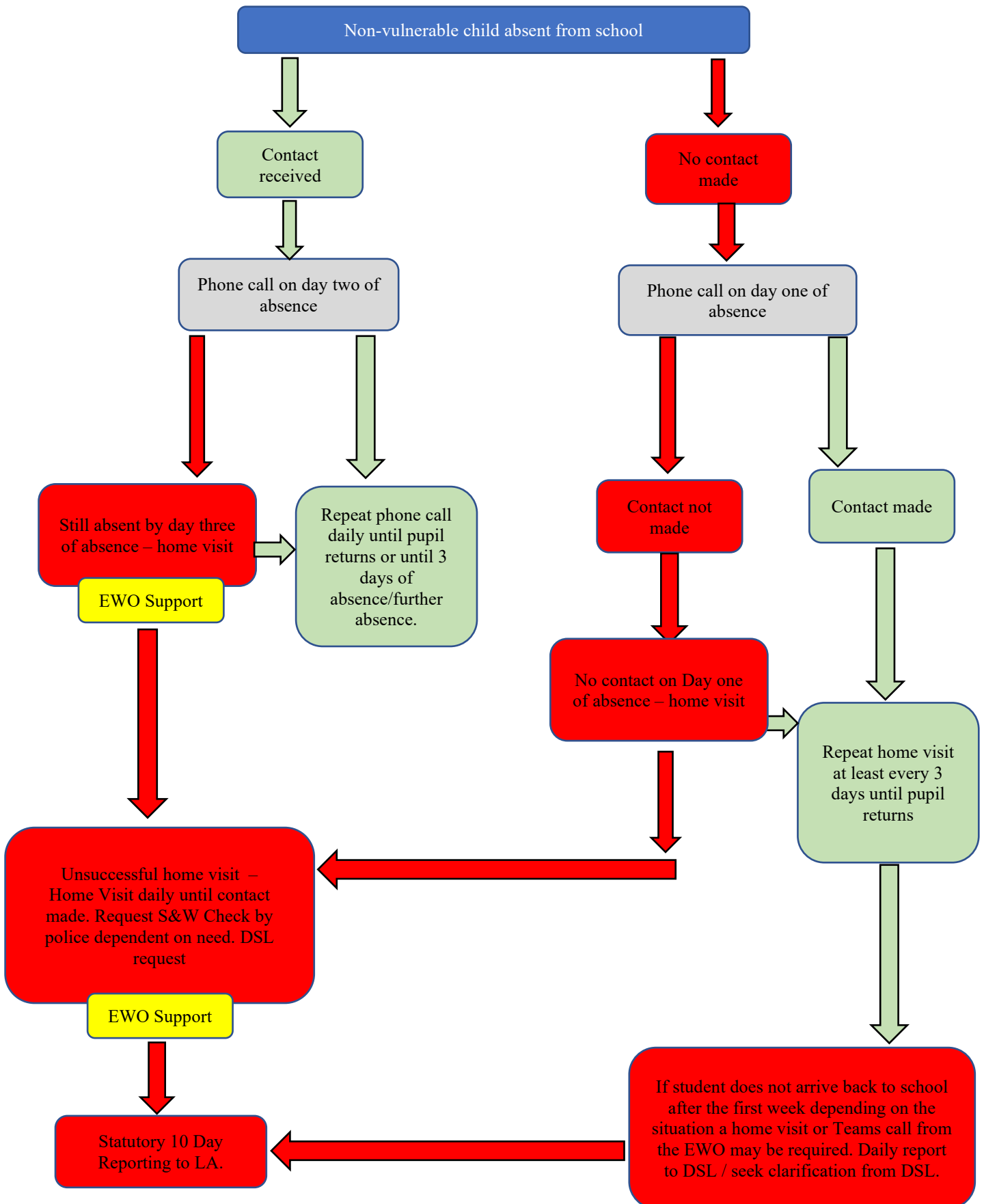
Absence Flow Chart for Vulnerable Children



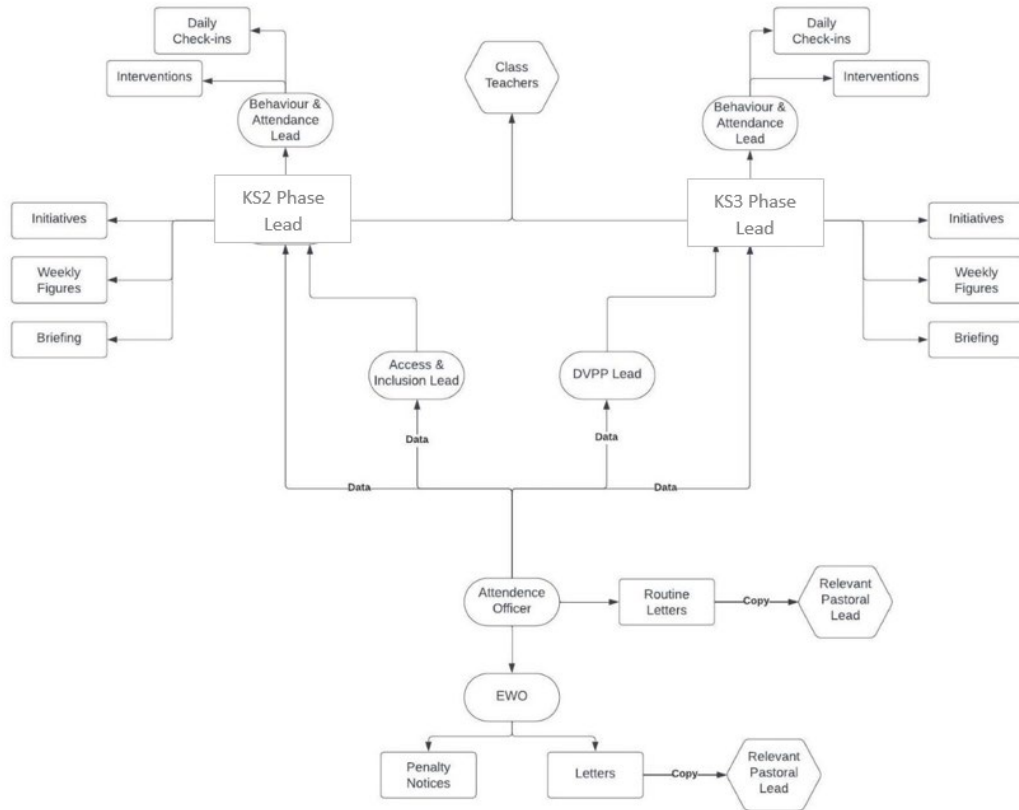
All home visits and phone calls must be logged on CPOMS



Absence Flow Chart for Non-Vulnerable Children



CHMS



Appendix 3: Attendance team & Roles and Responsibilities

At Church Hill Middle Schools all staff are fully aware that positive attendance and promoting this is the responsibility of all staff. Although there are Phase / Pastoral Leaders who lead attendance drives and initiatives, attendance is everyone’s responsibility.

These Responsibilities include:

<p>For all students we will:</p> <ul style="list-style-type: none"> • Have a clear school attendance policy on the school website which all staff, students and parents understand. • Develop and maintain a whole school culture that promotes the benefits of good attendance. • Accurately complete admission and attendance registers. • Have robust daily processes to follow up absence. • Have a dedicated senior leader with overall responsibility for championing and improving attendance.
<p>For students at risk of becoming persistently absent we will:</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. • Where out of school barriers are identified, signpost and support access to any required services in the first instance.



<ul style="list-style-type: none">If the issue persists, take an active part in the 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.
For persistently absent students we will:
<ul style="list-style-type: none">Continue support as for pupils at risk of becoming persistently absent and:Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.Where pupils are also PP they will be monitored and supported by an SLT member leading on PP.Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future (Phase Leads and Attendance Officer).Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.Where there are safeguarding concerns, intensify support through statutory children's social care.Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
For severely absent students we will:
<ul style="list-style-type: none">Continue support as for persistently absent students and:Agree a joint approach for all severely absent students with the local authority.
For cohorts of students with lower attendance than their peers we will:
<ul style="list-style-type: none">Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.Phase leaders to work on new initiatives and raising the profile of attendance.Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.
For students with medical conditions or SEND with poor attendance we will:
<ul style="list-style-type: none">Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the student's EHCP is accessed.Consider additional support from wider services and external partners, making timely referrals.Regularly monitor data for such groups, including at board and governing body meetings and with local authorities held by the Access and Inclusion Team.
For students with a social worker we will:
<ul style="list-style-type: none">Inform the student's social worker if there are any unexplained absences and if their name is to be deleted from the register.

The Local Academy Governing Body (LAGB)

The LAGB is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties.
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance.
- Holding the Principal to account for the implementation of this policy
- The link governor is responsible for challenging and holding Attendance Lead to account.

The Principal

The Principal is responsible for:

- Implementation of this policy
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

The designated senior leader responsible for attendance

The designated senior leader responsible for attendance is responsible for:

- Leading attendance across the schools
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data.
- Building relationships with parents/carers to discuss and tackle attendance issues.
- Creating intervention reintegration plans in partnership with pupils and their parents/carers.

The designated senior leader responsible for attendance (Assistant Principal) and can be contacted via the school office.

The Attendance Officer

The Attendance Officer is responsible for:

- Taking calls from parents/carers about absence on a day-to-day basis and recording it on the school MIS system
- Transferring calls from parents/carers to the head of year/pastoral lead in order to provide them with more detailed support on attendance
- Generating weekly reports and disseminating information to Phase / Pastoral Leads and designated senior lead for attendance
- Reporting concerns about attendance to the designated senior leader responsible for attendance and the Principal
- Generating and sending letters at trigger points (Phase / Pastoral Leads, Attendance Lead made aware of)
- Working with education welfare officers to tackle persistent absence
- Advising the Principal/designated senior leader responsible for attendance when a fixed penalty notices needs to be issued
- Making first day phone calls for those pupils whose whereabouts is unknown, this should be completed within 90 minutes of the start of the school day.
- Ensuring parents are informed about lates on a regular basis
- DSL and DDSL discuss report to LA on day 10 or CME (including children under 50%)
- Daily / weekly message sent to parents / carers outlining minutes late to school
- Reporting to EWO and initiating safe and well checks

The Attendance Officer can be contacted via the school office

The Behaviour and Wellbeing Leaders for Attendance

The Behaviour and Wellbeing Leaders for Attendance are responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Identifying key pupils and initiating supportive programs
- Providing weekly attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the Principal
- Delivering targeted intervention and support to pupils and families
- Working with education welfare officers to tackle persistent absence
- Advising the Principal/designated senior leader responsible for attendance (authorised by the Principal) when to issue fixed penalty notices
- Make first day phone calls for those pupils who whereabouts is unknown, this will be endeavored to be completed within 90 minutes of the start of the school day.

The Behaviour and Wellbeing Leader for Attendance can be contacted via the school office

Phase / Pastoral Leads

The phase and pastoral leads are responsible for:

- Monitoring and analysing attendance data



- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the Senior DDSL and Heads of School
- Designing targeted intervention and support to pupils and families
- Meet with EWO to initiate processes
- Meet with parents/carers
- Advising the Head of School/designated senior leader responsible for attendance (authorised by the Principal) when to issue fixed-penalty notices

Class teachers/form tutors

Class teachers/form tutors are responsible for:

- Recording attendance daily, using the correct codes, and submitting this information to the school office via our schools' MIS, Arbor. This **must** be done within the first 10 minutes of the start of the school day and after lunch, and at the start of each lesson.
- Proactively engaging with families and following processes to contact parents/carers when pupils are absent

School admin/office staff

School admin/office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school MIS system.
- Transfer calls from parents/carers to the appropriate member of staff to provide them with more detailed support on attendance.

Parents/carers

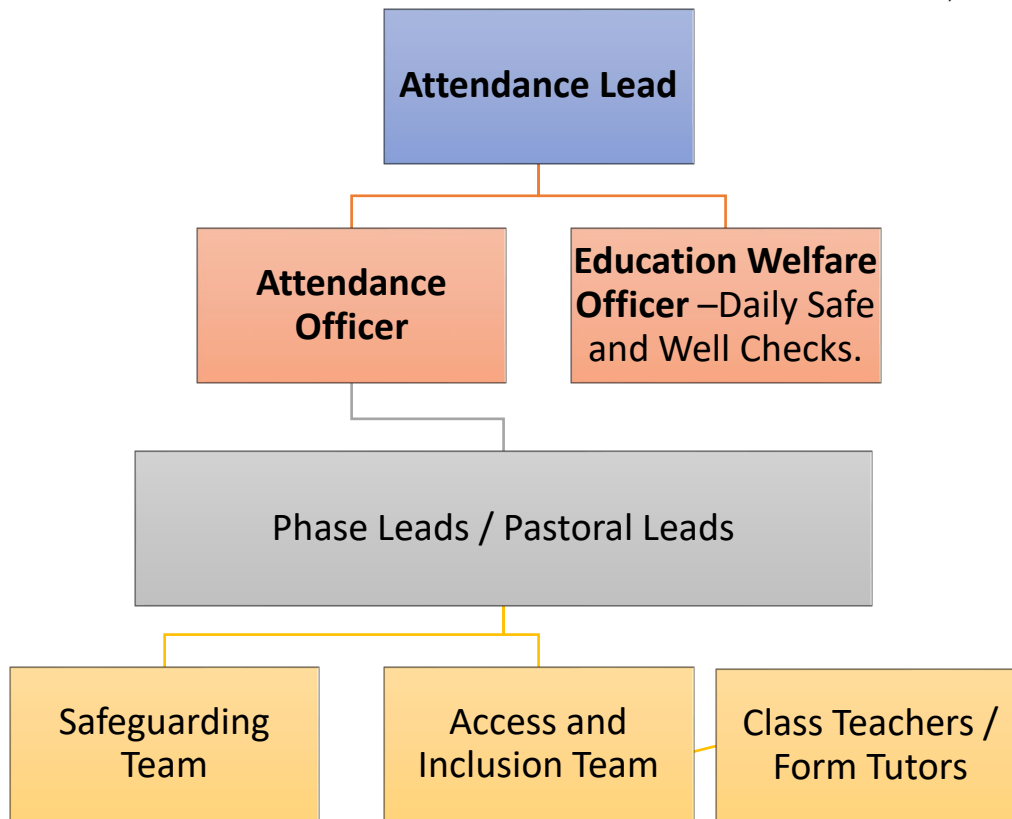
Parents/carers are expected to:

- Make sure their child attends every day and every timetabled session on time
- Call the school to report their child's absence before 8.15am on the day of the absence and each subsequent day of absence, and advise when they are expected to return.
- Provide the school with more than 1 emergency contact number for their child.
- Ensure that, where possible, appointments for their child are made outside of the school day.

Pupils

Pupils are expected to:

- Attend school every day on time.
- Attend every timetabled session on time



Strategic lead, data oversight, trends analysis, weekly meetings with Attendance officer, actions plans, Trust Attendance Steering Group

Ensure data is entered, present the data, meet with TAC, identify targeted groups, conduct home visits, send appropriate communications / sanctions

Apply context, share information with Attendance officer, identify targeted groups, send appropriate communications, direct tutors or class teachers, sanctions, rewards

Apply context, share information within teams/ SEND Class teachers / Form Tutors

Role	Name	Responsibility
Attendance Lead	Matthew Harrison-Webster	Strategic lead, data oversight, trends analysis, weekly meetings with Attendance officer, actions plans, Trust Attendance Steering Group
Attendance Officer	Rebecca Atkins	Ensure data is entered, present the data, meet with TAC, identify targeted groups, send appropriate communications / sanctions.
Education Welfare Officer	Charlotte Bailey	Conduct home visits.
Early Help Practitioner	Shaida Bibi	Conduct home visits, phone calls for unauthorised absences, parent/carer meetings to support with overcoming barriers to attendance.
Senior DDSL	Rachel Evans	Monitor attendance of Vulnerable Children (VC's), support with 'Safe and Well checks'. Share context, share information with attendance team.
Emotional Well Being Team Lead	Amy Crowe	Share context, share information with attendance team. Monitor attendance of students with Emotional and Well-being needs. Plan and deliver strategies for support and interventions.
Mental Health Team Lead	Beth Harris	Share context, share information with attendance team. Monitor attendance of students with Mental Health issues. Plan and deliver strategies for support and interventions.
SENDCO	Rhonda Harris	Share context, share information with attendance team. Monitor attendance of students with SEND. Plan and deliver strategies for support and interventions.
Pupil Premium Lead	Amy Terry	Share context, share information with attendance team. Monitor attendance of PP students. Plan and deliver strategies for support and interventions.
Pastoral Lead KS2	Oliver Cooke	Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions.
Pastoral Lead KS3	Amy Crowe	Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions.
Behaviour and Attendance Lead KS2	Beth Gallagher	Share context, share information with attendance team. Monitor attendance of students within year group. Deliver strategies for support and interventions.
Behaviour and Attendance Lead KS3	Natasha Dutton	Share context, share information with attendance team. Monitor attendance of students within year group. Deliver strategies for support and interventions.

Appendix 4: Process for recording attendance

Attendance register

In line with DfE guidance AM and PM registration periods will not be longer than either 30 minutes after the session begins or the length of the form time/first lesson in which registration takes place.

At Church Hill, we will keep an attendance register and place all student onto this register. We will take our attendance register at the start of the first session of each school day, Form Time **8:45 – 9:00 am**, and once after lunch **1:05– 2:05pm**. The registers will form our AM and PM roll calls. Staff will mark whether every student is:

- Present
- Absent

At Church Hill we will keep an attendance register and place all student onto this register. We will take our attendance register at the start of the first session of each school day.

KS2- arrival time 8:30 for 8:45 registration

KS3- arrival time 8:30 for 8:45 registration

The register is then be taken within the first 10 minutes of every lesson. There are 5 periods within our school day.

The registers will form our AM and PM roll calls. Staff will mark whether every student is:

- Present
- Absent

Our School Administration Team will use the DfE attendance code to mark absent students appropriately. See appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- 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 on the attendance register for 3 years after the date on which the entry was made.

Unplanned absence

The student's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible by calling the school attendance office on 01527 962794.

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

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

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

Planned absence

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

To request a leave of absence parents/carers need to submit the 'Request for Absence Form' to the Head of School. This needs to be completed 6 weeks prior to the intended date of absence. However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary. The student's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

Lateness and punctuality

A student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code
- For KS3 late detentions will be issued unless they the lateness have been authorised by a member of the senior leadership team
- Regular late messages will be sent to parents/carers.

Following up unexplained absence

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

- Call the pupil's parent/carer 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 conduct a home visit. Best endeavours will be made to make contact by 10am or earlier.
- 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.
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer.

Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels, this could include letters, Arbor messages, text message, phone calls or via home visits.

Appendix 5. Authorised and unauthorised absence

Approval for term-time absence

The Head of School will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the Head of School's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as one-off events which are unavoidable. Examples may include the death of a close relative, attendance at a funeral, respite care of a looked after child or a housing crisis which prevents attendance.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 6 weeks before the absence and using a leave of absence request form, accessible via our school website. The Head of School may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness (including mental illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents/carers belong. If necessary, the school will seek advice from the parents'/carers' religious body to confirm whether the day is set apart.
- Traveller pupils 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.

Legal sanctions

The school or local authority can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, or penalty notice, each parent/carers must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a Head of School, local authority officer or the police. The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority may seek to prosecute.

Appendix 6: Effective Interventions.

Support for Attendance Issues

The Trust seeks to be proactive when dealing with attendance issues. We aim to provide high quality teaching and learning, curriculum flexibility, mentoring and multi-agency working. If a student's absence gives cause for concern, the head of year will, where appropriate, instigate a support package, which may include some or all of the following:

- A clear focus on the core subjects
- Close liaison with the students' form tutor and subject teachers
- Mentoring
- Use of peer support to assist with the student's social reintegration
- Attendance at alternative educational courses/projects
- Use of taster sessions/extended work experience to re-motivate
- Liaison with appropriate external agencies
- Continuous liaison and communication with parents/carers

Strategies and Rewards for Promoting Attendance

Good attendance will be promoted through the following non-exhaustive list:

Our school promotes the benefits of good attendance through the following strategies:

- Engaging and challenging experiences inside and outside the classroom.
- Attendance percentages written in student planners each Monday.
- Class/tutor attendance display updated weekly.
- The attendance tracker is used to set clear targets for that student using a manageable timeframe.
- Form Tutor mentoring of target students.
- Place on attendance support card.
- Meeting with class teacher / form tutor and parents in school.
- Meeting with Pastoral leaders and parents.
- Use of the EWO to challenge, support and where necessary prosecute parents
- Bespoke rewards set with Phase / Pastoral Leader.
- Parents Attendance Meetings
- Weekly sharing of class's / tutors' attendance progress in weekly staff briefing
- PM targets to include attendance target for all tutors and Pastoral leaders.
- Parent Contracts

Our school rewards the benefits of good attendance through the following activities:

- Letters home celebrating attendance
- Certificates
- Celebration assemblies
- Classroom board
- Individual experience rewards
- Tangible rewards

Parental/Carer support

We ask that parents/carers support us by:

- Not letting their son/daughter(s) take time off school for minor ailments.
- Arranging appointments and outings after school hours, at weekends or during school holidays
- Not taking holidays in term time
- Ensuring that their son/daughter attends punctually every day
- Ringing or emailing by 9:00am on the first morning of all absences with the reason and saying when the student will return (we have a dedicated section of our phone line for this purpose). We ask that this procedure is repeated for any subsequent days' absence.

- Keeping us informed by telephone or email on every subsequent day of absence after the first day
- Letting us know if there are any on-going medical reasons that prevents the child attending



This refers to the process of a child's name being officially taken off the school's register. It is typically due to continuous extended non-attendance, ceasing to attend the school e.g through Elective Home Education (EHE) in-year transfer or other circumstances. (See DfE Doc removal from roll [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(legislation.gov.uk\)](#))

At Church Hill Middle whilst we appreciate and recognise parental preference and right, we do strongly discourage elective home education. We will have met parents and students several times where possible to discuss their needs.

In order to remove any student from school roll the following processes should first happen.

Parent

- Supply school with a letter of intent

School

- Letter received
- Letter acknowledged & Principal / Head of School / Attendance Lead informed
- Parents contacted and if EHE is requested process will be explained & discouraged
- Meeting held with Parent / Meet with Phase or Pastoral to discuss
- Change of school / managed move discussed
- Once the above criteria are completed the form 'Request to Remove Pupil from Roll' must be completed and submitted to Admissions.

Policy Links

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)
- Part 7 of [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [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](#)