



# Gospel Oak School Attendance Policy

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| <b>Recommended by:</b>                   | Vice Principal                  |
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| <b>Signed:</b>                           | <i>J Goodman</i>                |
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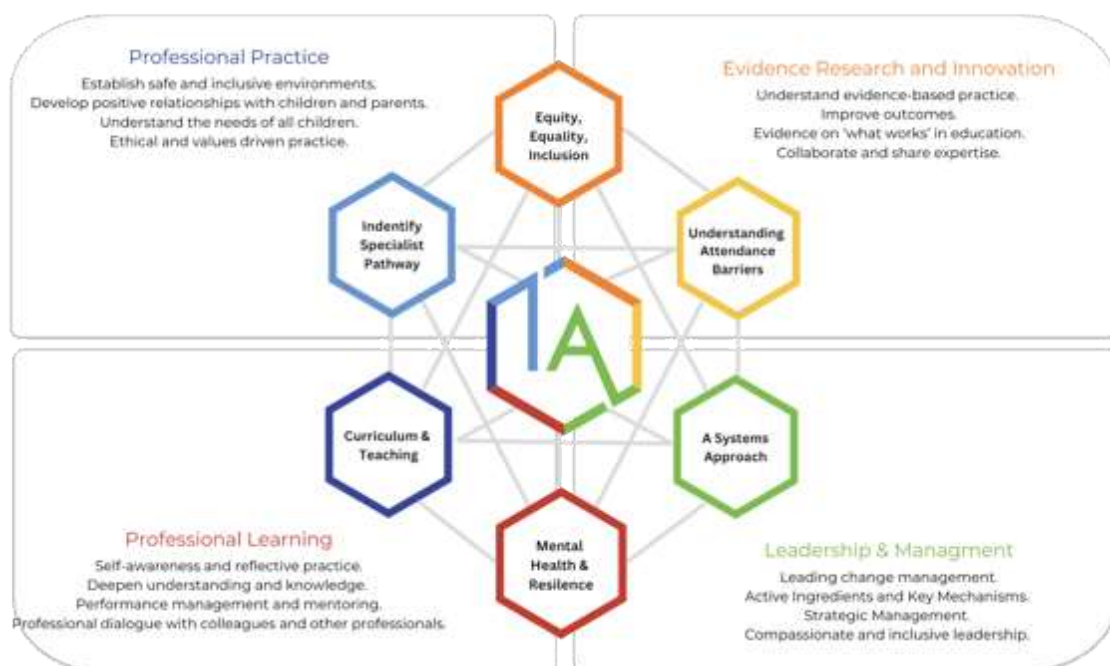
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## **Introduction**

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\***

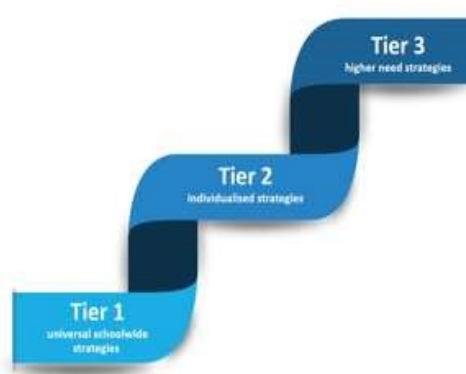
Our attendance approach is fundamentally guided by the Inclusive Attendance professional development model. Comprising of six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains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



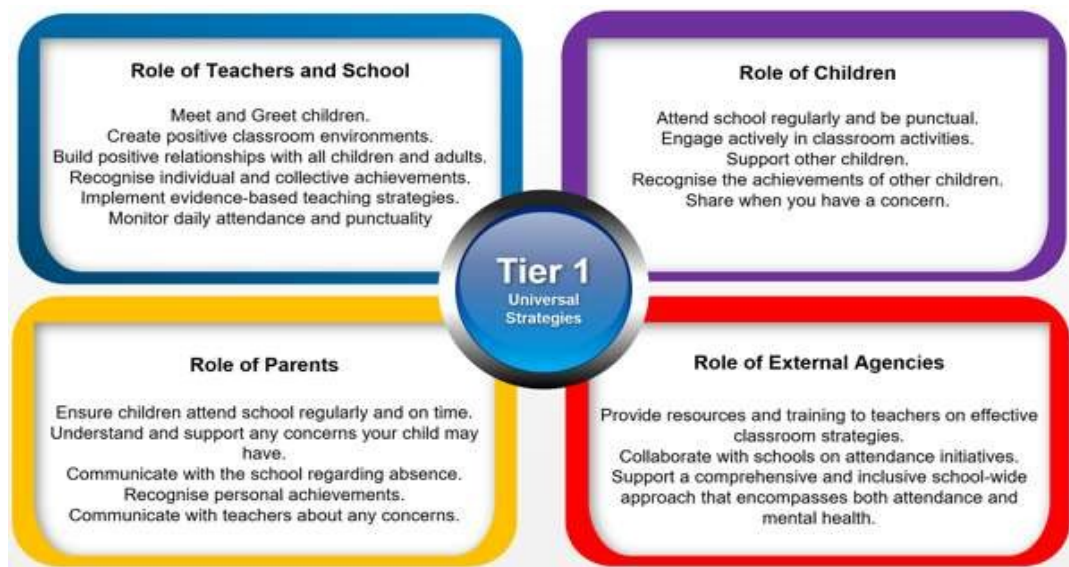
\*[An Inclusive Approach to Improving Attendance - Inclusive Attendance \(inclusive-attendance.co.uk\)](https://www.inclusive-attendance.co.uk)

## **Multi-Tiered System of Support**

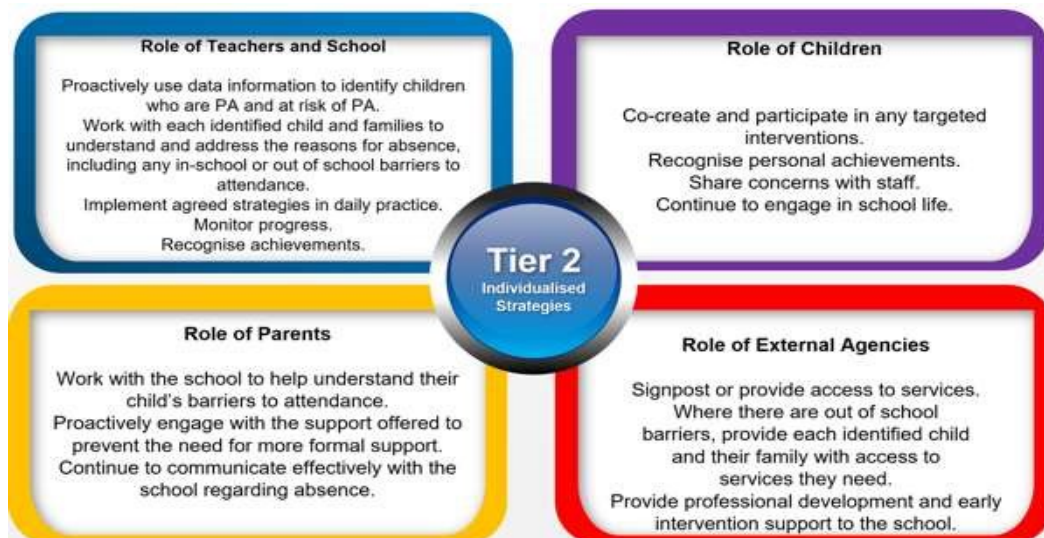
To guarantee a comprehensive approach to attendance, we implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, carers, and external agencies – including the 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.



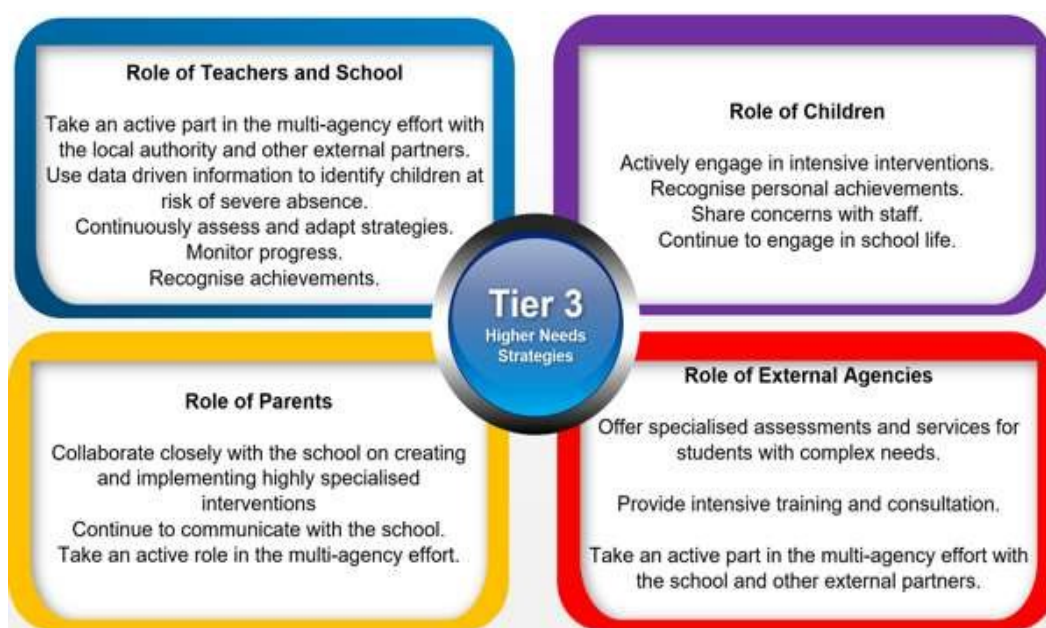
**Tier 1 - Universal Approach:** Establishing a baseline universal attendance approach that benefits all children.



**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. School attendance supports the following:

- **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:**

There are several factors that can influence attendance such as:

- **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 nonattendance, 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.
- **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.

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, Principals 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:
  - **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.
  - **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.
  - **Duty to Investigate and act:**  
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 act, which may include issuing a School Attendance Order.
  - **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.
  - **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.
  - **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](#)
- [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
- Local arrangements – see **Appendix 6**

## **Roles and Responsibilities**

In CRST, attendance is everyone's responsibility. All school staff play a vital role in monitoring and promoting school attendance. All staff have a responsibility to liaise with the Designated Safeguarding Lead (DSL) regarding any safeguarding concerns online with safeguarding policy and attendance.

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.

Key roles and responsibilities of teachers regarding attendance are as follows:

- **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 staff members in school play pivotal roles in monitoring attendance such as:

- **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, including informing the LA of any pupil's name being removed from the admissions register.

- **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.
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- **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.
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- **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 Principals, 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.
- **Students:** Students also play a significant role in attending school regularly and ensuring their educational success. Here are key roles and responsibilities for Students in our schools:
- **Commitment to Learning:** 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:** 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. Students should be open to new experiences and willing to engage in classroom activities.
  - **Responsibility:** 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:** 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 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:** 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:** 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.

### **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 **Appendix 4**.

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 **Appendix 4**.

### **Requests for leave.**

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 school will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance; however, where engagement strategies to improve attendance have not had the desired effect, the attendance officer will consider:

- Holding a formal meeting with parent/carers.
- Working with the LA to put a parenting contract or an education supervision order in place.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, the principal will issue a notice to improve as a final opportunity for parents to engage in support and improve attendance before a penalty notice is considered.

Where a pupil reaches the national threshold of 10 sessions of unauthorised absence in a rolling period of 10 school weeks, the school will consider whether a penalty notice is appropriate. Each case will be considered individually to determine whether a penalty notice, or another tool or legal intervention should be used to improve attendance.

A fixed penalty notice will be issued in line with the LA's code of conduct and the DfE's 'Working together to improve school attendance' guidance.

Penalty notices for unauthorised absences will be charged at £160, reduced to £80 if paid within 21 days.

A penalty notice of £120 may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first five days of a fixed period or permanent exclusion. This will be reduced to £60 if paid within 21 days.

Parents will only get up to two fines for the same child in a three-year period. Once this limit has been reached, other action such as a parenting order or prosecution will be considered. Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.

Parents who are prosecuted and attend court because their child has not been attending school may be fined up to £2,500.

### **Education Supervision Orders (ESOs)**

Where interventions have not been successful, an ESO can be an alternative to provide formal legal intervention without criminal prosecution. ESOs are made through the Family or High Court and give the LA a formal role in supporting the pupil and parents to improve their attendance. LAs will issue parents with a notice of the intention to consider an ESO, set up a meeting to discuss with the parent and pupil, and decide whether the case will be taken forward.

Once an ESO is secured, a supervisor from the local authority will decide any actions or requirements. These may include:

- Requiring the parents to attend support meetings.
- Requiring the parents to attend a parenting programme.
- Requiring the parents to access support services.
- Requiring an assessment by a specialist.
- Review meetings involving all parties to be held every 3 months.

Failing to comply with an ESO will result in a fine and decisions will be made about whether further action is required.

## **Deletions of names from the admission register**

The school will ensure that it only deletes names from the admission register for a reason set out in regulation 9 of the School Attendance Regulations. A pupil's name will never be removed for any other reason, and the school is aware that doing so could constitute off-rolling. Each school will have their own process for removing a student from roll. Please refer to Safeguarding addendum. Please see **Appendix 6**.

The school will make returns to the LA when pupils' names are deleted from the admission register. This will be with the exception of pupils whose name has been deleted from the register at or after the end of the last term of the school year when they are in the most senior year group, unless the LA has requested this information.

When the school is notifying the LA that a pupil's name is being deleted from the admission register, the following information about the pupil will be provided:

- Full name
- Address
- The full name and address of any parent the pupil normally lives with
- At least one telephone number by which any parent the pupil normally lives with can be contacted in an emergency
- If applicable, the pupil's future address, the full name and address of the parent who the pupil is going to live with and the date the pupil will start living there
- If applicable, the name of the pupil's other school and when the pupil began or will begin to attend the school
- The reason under which the pupil's name has been deleted from the admission register

Names will never be retrospectively deleted from the admission or attendance register – these registers will remain an accurate record of who is a registered pupil and their attendance at any given time. Pupils' attendance will be recorded up until the date that their name is deleted from the admission register.

## **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 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:** 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 local academy governing board to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

## **Gospel Oak School Pupil Attendance Local Appendices**

### **Coding**

| <b>Code</b> | <b>Reason</b>   |
|-------------|---|
| /\          | Present (morning/afternoon)   |
| L           | Late arrival before registers closed  |
| K           | Attending educational provision arranged by the Local Authority   |
| V           | Attending an educational visit or trip  |
| P           | Participating in a sporting activity  |
| W           | Attending work experience   |
| B           | Attending any other approved educational activity (to only be used in exceptional circumstances and with Executive School link agreement) |
| C1          | Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad                   |
| M           | Leave of absence for the purpose of attending a medical or dental appointment   |
| J1          | Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution             |
| S           | Leave of absence for the purpose of studying a public examination   |
| X           | Non-compulsory school age pupil not required to attend school   |
| C2          | Leave of absence for a compulsory school age pupil subject to a part-time timetable   |
| D           | Dual registered at another school   |
| C           | Leave of absence for exceptional circumstance   |
| T           | Parent travelling for occupational purposes   |
| R           | Religious observance  |
| I           | Illness   |
| E           | Suspended or permanently excluded   |
| Q           | Unable to attend the school because of a lack of access arrangements  |
| Y1          | Unable to attend due to transport normally provided not being available   |
| Y2          | Unable to attend due to widespread disruption to travel   |

|    |   |
|----|---|
| Y3 | Unable to attend due to part of the school premises being closed        |
| Y4 | Unable to attend due to the whole school site being unexpectedly closed |
| Y5 | Unable to attend as pupil is in criminal justice detention              |
| Y6 | Unable to attend in accordance with public health guidance or law       |
| Y7 | Unable to attend because of any other unavoidable cause                 |
| G  | Holiday not granted by the school                                       |
| N  | Reason for absence not yet established                                  |
| O  | Absent in other or unknown circumstances                                |
| U  | Arrived in school after registration closed                             |
| Z  | Prospective pupil not on admission register                             |
| #  | Planned whole school closure  |

### **Appendix 1: Safeguarding responsibilities / Children who are absent from school.**

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 or who 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. All home visits must be logged on My Concern.

The table below demonstrate our schools process for how we ensure students identified as vulnerable children and non-vulnerable students are monitored and actioned:

| <b><u>Students</u></b>  | <b><u>Day 1 Response</u></b>            | <b><u>Action Taken</u></b>  |
|-------------------------|---|---|
| Vulnerable students     | Phone call made by safeguarding officer | <ul style="list-style-type: none"> <li>▪ Home visit is logged on MyConcern for same day visit regardless of contact made.</li> <li>▪ Social worker is also informed via email.</li> <li>▪ If not seen by school or other professionals by day 4, a police safe and well check will be raised.</li> </ul>  |
| Non-Vulnerable students | Phone call made by HOY                  | <p><b><u>Contact made</u></b></p> <ul style="list-style-type: none"> <li>▪ Day 1 – record communication.</li> <li>▪ Day 2 – record communication and log home visit on MyConcern.</li> <li>▪ Day 3 – record communication, conduct home visit.</li> <li>▪ Repeat communication daily and home visits every 2 days until student returns.</li> </ul> <p><b><u>No Contact</u></b></p> |

|  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>▪ Day 1 – No contact in morning, continue to call throughout the day, use all numbers and emails on Arbor to ascertain reason for absence. Record log.</li> <li>▪ Day 2 – No contact, continue to call throughout the day and log a home visit on MyConcern.</li> <li>▪ Day 3 – No contact, continue to call throughout the day and home visit conducted.</li> <li>▪ Repeat communication and home visits daily every 2 days until student return.</li> <li>▪ If not seen by school or other professionals by day 5, a police safe and well check will be raised.</li> </ul> |
|--|--|---|

## **Appendix 2: Attendance Team & Roles and Responsibilities**

At Gospel Oak School all staff are fully aware that positive attendance and promoting this is the responsibility of all staff. Although there are key staff who lead attendance drives and initiatives, attendance is everyone's responsibility. These Responsibilities include:

|  |
|--|
| <b>For all students we will:</b>   |
| <ul style="list-style-type: none"> <li>▪ Have a clear school attendance policy on the school website which all staff, students and parent/carers understand.</li> <li>▪ Develop and maintain a whole school culture that promotes the benefits of good attendance.</li> <li>▪ Accurately complete admission and attendance registers.</li> <li>▪ Have robust daily processes to follow up absence.</li> <li>▪ Have a dedicated senior leader with overall responsibility for championing and improving attendance.</li> </ul>  |
| <b>For students at risk of becoming persistently absent we will:</b>   |
| <ul style="list-style-type: none"> <li>▪ Proactively use data to identify pupils at risk of poor attendance.</li> <li>▪ Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</li> <li>▪ Where out of school barriers are identified, signpost and support access to any required services in the first instance.</li> <li>▪ 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.</li> </ul>   |
| <b>For persistently absent students we will:</b>   |
| <ul style="list-style-type: none"> <li>▪ Continue support as for pupils at risk of becoming persistently absent and:</li> <li>▪ Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</li> <li>▪ 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.</li> <li>▪ Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</li> <li>▪ Where there are safeguarding concerns, intensify support through statutory children's social care.</li> <li>▪ Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</li> </ul> |
| <b>For severely absent students we will:</b>   |
| <ul style="list-style-type: none"> <li>▪ Continue support as for persistently absent students and:</li> <li>▪ Agree a joint approach for all severely absent students with the local authority.</li> </ul>   |

|  |
|--|
| <b>For cohorts of students with lower attendance than their peers we will:</b>   |
| <ul style="list-style-type: none"> <li>▪ Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</li> <li>▪ Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</li> </ul>   |
| <b>For students with medical conditions or SEND with poor attendance we will:</b>  |
| <ul style="list-style-type: none"> <li>▪ Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</li> <li>▪ 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.</li> <li>▪ Consider additional support from wider services and external partners, making timely referrals.</li> <li>▪ Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</li> </ul> |
| <b>For students with a social worker, we will:</b>   |
| <ul style="list-style-type: none"> <li>▪ Inform the student's social worker if there are any unexplained absences and if their name is to be deleted from the register.</li> </ul>   |

### **The local academy governing board (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
- Link governor for attendance is Jo Goodman. They are responsible for challenging and holding Attendance Lead to account.

### **The Executive Principal**

The Executive Principal is responsible for:

- Implementation of this policy at the school
- 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**

The designated leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Input information in the weekly attendance and punctuality report
- Have an oversight into the specific strategies being implemented to address areas of poor attendance across all year groups.
- Regular communication with parents/carers to discuss, tackle attendance issues and share the importance of attendance on student outcomes.

- Ensuring senior leaders in charge of key stages are monitoring and supporting attendance in their respective key stages.
- The designated senior leader responsible for attendance is Parm Grewal.

### **Designated Key Stage Senior Leaders**

The designated key stage senior leaders are responsible for:

- Monitoring whole school data daily for their respective key stages to ensure accuracy.
- Using data to inform interventions and monitor the impact of interventions.
- Input information in the weekly attendance and punctuality report.
- Supporting the year team leads through line management in:
  - 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.
  - Delivering targeted intervention and support to pupils and families
- The designated senior leader responsible for:
  - Key stage 3 is Anthony Hickinbottom.
  - Key stage 4 is Rob Burrows.
  - Key stage 5 is Helen Tanner.

### **Year Team Leads**

The year team leaders are responsible for:

- Regularly reviewing attendance on a daily, weekly, and termly basis to identify patterns or trends in relation to attendance.
- Use data to identify and track student attendance and then devise bespoke strategies and interventions to support them.
- Promote a positive attendance culture through assemblies, tutor time, and morning meetings.
- Monitor to ensure all attendance-related interventions and communications are recorded in Arbor, including communication from the daily 'power hour' and afterschool phone calls.
- Liaising with attendance officers to ensure that all students with persistent absence are being effectively monitored and appropriate intervention letters corresponding to each stage of the attendance escalation process has been sent.
- Ensure tutors have the weekly data to share with their students.
- Analyse data to identify trends in internal truancy and ensure that heads of year address these issues throughout the day.
- Completing SEMH referrals to the mental health team.
- Directing assistant team leaders, if applicable, to support the above.
- Line management of the heads of year.

### **Heads of Year**

The heads of year are responsible for:

- Completing the 'power hour' between 8.30am and 9.30am daily
- Home visits required for that day are logged by 9.30am on My Concern
- Calling absent students' afterschool each day from 3.15pm – 4.00pm, to remind them of attendance expectations.
- Identify students who have genuine reasons and will benefit from minibus pick up between 8.15am and 9.15am.

- Ensure all attendance-related interventions and communications are recorded in Arbor, including communication from the daily 'power hour' and afterschool phone calls.
- Identify patterns and trends and devise bespoke strategies and interventions to support them.
- Monitor attendance throughout the day to identify any internal truancy and address in a timely manner.

### **The Attendance Officers**

The school attendance officer is responsible for:

- Monitoring and analysing attendance data.
- Ensuring that registers are completed on time and accurately.
- Taking calls from parents/carers about absence on a day-to-day basis and recording them on the school MIS system.
- Benchmarking attendance data to identify areas of focus for improvement.
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the Executive Principal.
- Monitoring students with persistent absences and ensuring that appropriate intervention letters and meetings are completed at each stage of the attendance escalation process.
- Sharing information from conversations and meetings with students and parent/carers with year team leaders to ensure the correct support and interventions are put in place.
- Working with education welfare officers to tackle persistent absence.
- Advising the Executive Principal and the designated senior leader responsible for attendance on when to issue fixed penalty notices
- Prepare and submit documentation for penalty notification and fines, including unauthorised term-time holidays, in line with local authority procedures.
- Tracking and managing student attendance in alternative provision, ensuring regular contact and updates.
- Processing referral for Elective Home Education (EHE), ensuring all procedures and safeguarding checks are followed.
- Managing the off-rolling process in compliance with statutory guidance and maintaining accurate records.
- The attendance officers are Jacqui Bevilacqua and Sheena Badhan.

### **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 each lesson.

### **School admin/office staff**

School admin/office staff will:

- Transfer calls from parents/carers to the head of year/pastoral lead to provide them with more detailed support on attendance.
- Support in first day phone calls if necessary for those students whose whereabouts is unknown, this will be endeavored to be complete by 10am.

### **Parents/Carers**

Parents/carers are expected to:

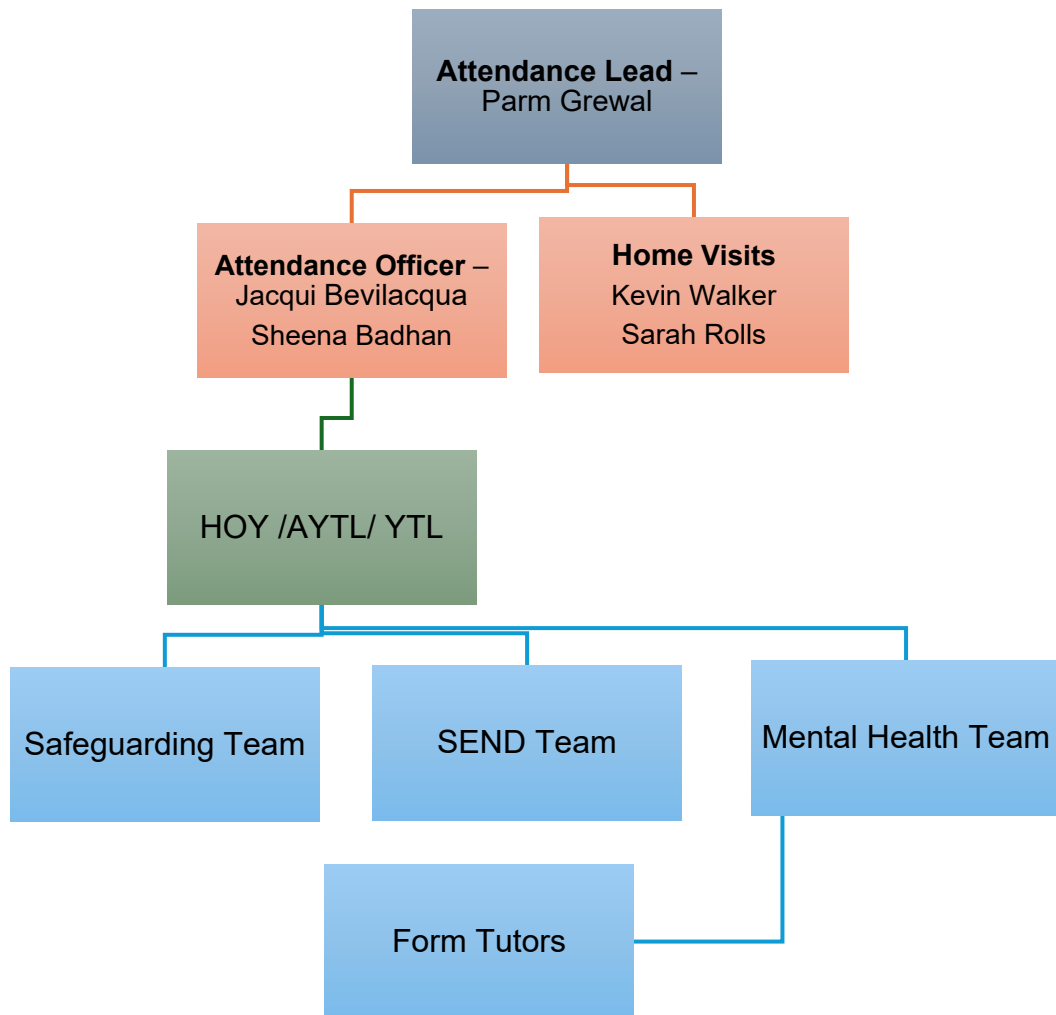
- Make sure their child attends every day and every timetabled session on time

- Call the school to report on 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.

### **Students**

Students are expected to:

- Attend school every day on time.
- Attend every timetabled session on time.
- Sixth form Students Call the school to report their absence before 8.15am on the day of the absence and each subsequent day of absence.



Strategic lead, analyses the data, identify trends, weekly meetings with Attendance officer, action 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

Apply context, share information with HOY/YTL

Apply context, share information with HOY/YTL, send appropriate communications / sanctions / rewards.

| Role                         | Name              | Responsibility  |
|------------------------------|-------------------|---|
| Attendance Lead              | Parm Grewal       | Strategic lead, analysis the data, identify trends, weekly meetings with Attendance officer, actions plans, and Trust Attendance Steering Group                     |
| Attendance Officer           | Jacqui Bevilacqua | Ensure data is entered, present the data, identify targeted groups, send appropriate communications / sanctions.  |
| Attendance Officer           | Sheena Badhan     | Ensure data is entered, present the data, identify targeted groups, send appropriate communications / sanctions.  |
| Year Team Lead Year 7        | Neil Wilson       | Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions. |
| Year Team Lead Year 8        | Jack Bowser       | Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions. |
| Year Team Lead Year 9        | Dan Johnson       | Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions. |
| Year Team Lead Year 10       | Mollie Ralph      | Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions. |
| Year Team Lead Year 11       | Katie Malkin      | Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions  |
| Assisitant Year Team Year 7  | Tom Minton        | Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions  |
| Assisitant Year Team Year 8  | Amy Dunn          | Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions  |
| Assisitant Year Team Year 11 | Brogan Smith      | Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions  |
| Head of Year 7               | Tanya Webb        | Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions. |
| Head of Year 8               | Jadie Parson      | Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions. |
| Head of Year 9               | Liam Marrs        | Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions. |

|   |                |  |
|---|----------------|--|
| Head of Year 10                             | Gursharon Kler | Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions.                            |
| Head of Year 11                             | Natalie Davies | Share context, share information with attendance team. Monitor attendance of students within year group. Plan and deliver strategies for support and interventions.                            |
| Student engagement and support co-ordinator | Kevin Walker   | Late gate – record lates to school, share this information with HOY.<br>Conduct home visits – safe and well-being checks, send appropriate communications, input information from home visits. |
| Safeguarding Officer                        | Harjit Kaur    | Monitor attendance of Vulnerable Children (VC's), support with 'Safe and Well checks. Share context, share information with attendance team.   |
| Family and Community Officer                | Sarah Rolls    | Late gate – record lates to school, share this information with HOY.<br>Conduct home visits – safe and well-being checks, send appropriate communications, input information from home visits. |
| School Counsellor                           | Beth Wilkes    | Share context, share information with attendance team. Monitor attendance of students with Mental Health issues. Plan and deliver strategies for support and interventions.                    |
| Emotional wellbeing mentor                  | Ben Hughes     | Share context, share information with attendance team. Monitor attendance of students with Mental Health issues. Plan and deliver strategies for support and interventions.                    |
| Emotional wellbeing mentor                  | Amy Roper      | Share context, share information with attendance team. Monitor attendance of students with Mental Health issues. Plan and deliver strategies for support and interventions.                    |
| SEND Lead<br>SENDCO/Pupil premium lead      | Hayley Nutting | Share context, share information with attendance team. Monitor attendance of students with SEND. Plan and deliver strategies for support and interventions.                                    |
| Assistant SENDCO                            | Amy Dixon      | Share context, share information with attendance team. Monitor attendance of students with SEND. Plan and deliver strategies for support and interventions.                                    |
| Assistant SENDCO                            | Katie Harper   | Share context, share information with attendance team. Monitor attendance of students with SEND. Plan and deliver strategies for support and interventions.                                    |
| First aid lead                              | Debbie Harper  | Decision maker if students are too poorly to be at school  |

## **Appendix 3: 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 Gospel Oak School we will keep an attendance register and place all students onto this register. We will take our attendance register at the start of the first session of each school day at form time and once during afternoon period 4. The registers will form our AM and PM roll calls.

Registers for all other lessons will also be taken within the first 10 minutes. Staff will mark whether every student is:

- Present
- Absent

Our attendance officer will use the DfE attendance code to mark absent students appropriately. See page 76 Working together to improve school attendance (applies from 19 August 2024)

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/carers must notify the school of the reason for the absence on the first day of an unplanned absence by 8.15am or as soon as practically possible by calling the school attendance office on 0121 556 1351.

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 with 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, provided the parent/carer notifies the school in advance of the appointment.

To request such absence, parents/carers need to submit a written letter or email detailing the reason for the request to the student's Head of Year or Year Team lead.

We appreciate that this may not always be possible. Still, we encourage parents/carers to make medical and dental appointments out of school hours where possible.

Go to appendix 4 to find out which term-time absences the school can authorise.

**Lateness and punctuality**

A student who arrives late:

- Before the register has closed it will be marked as late, using the appropriate code.
- After the register has closed it will be marked as absent, using the appropriate code.
- Late detentions will be issued unless the lateness has been authorised by a member of the senior leadership team.

**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 9.30am 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 to say 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 messages, phone calls or via home visits.

## **Appendix 4. Authorised and Unauthorised absence**

### **Approval for term-time absence**

A leave of absence is granted at the Executive Principal's discretion, if they consider it to be 'exceptional circumstances', including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as one-off events that 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 that prevents attendance.

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

Requests should be submitted as soon as possible, ideally at least 6 weeks before the absence, and in accordance with the leave of absence request form. The form is available by contacting us at [Gospel Oak School - Contact Us](#). The Executive Principal 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, barges (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/carer must pay £60 within 21 days or £120 within 28 days, directly to the local authority.

Penalty notices can be issued by the Executive Principal, local authority officer or the police. The decision on whether to issue a penalty notice may be considered:

- 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

## **Appendix 5: Effective Interventions.**

### **Support for Attendance Issues**

The school seeks to be proactive when dealing with attendance issues. We aim to provide high quality teaching and learning, curriculum flexibility, mentoring and multi-agency work. 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 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.
- Referral for a one-to-one interview with the school's independent careers advisor
- Liaison with appropriate external agencies
- Continuous liaison and communication with parents/carers

### **Strategies and Rewards for Promoting Attendance**

Our school promotes the benefits of good attendance through the following non-exhaustive list:

- Engaging and challenging experiences in the classroom.
- Engaging experiences outside of the classroom.
- Tutor attendance displays updated weekly.
- The attendance tracker is used to set clear targets for that student using a manageable timeframe.
- Tutor mentoring target students.
- Place on attendance support card.
- Meeting with pastoral leaders and parent/carers.
- Use of the LA to challenge, support and where necessary prosecute parents.
- Bespoke rewards are set with HOY and Year Team Leader.
- Parents Attendance Meetings
- Weekly sharing of tutors' attendance progress in weekly staff briefing,
- Weekly sharing of tutors' attendance progress in weekly assemblies
- Parent Contracts

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

- Letters home thanking parents/carers
- Certificates
- Celebration assemblies
- Tutor board
- Tutor group: experience rewards
- Individual experience rewards
- Tangible rewards

### **Parent/Carer support**

We ask that parents/carers support us by:

- Not letting their child take time off school for minor ailments
- Arranging appointments and outings after school hours, at weekends or during school holidays
- Not taking holidays during term time
- Ensuring that their child attends punctually at 8.30am every day.
- Ringing or emailing by 8.15am 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.
- Sending a note explaining the reason for absence on the student's return to the school after an illness.
- Keeping us informed by telephone or letter on every subsequent day of absence after the first day.
- Informing us if there is any on-going medical reason that prevents their child attending school.

## **Appendix 6: Protocol for Removing a Student from Roll and Elective Home Education (EHE)**

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](http://legislation.gov.uk)))

At Gospel Oak School 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 and look at alternative solutions. However, if the parent/carers wants to exercise their right to remove the following process must be followed:

### **Parent/Carer**

- Supply school with a letter of intent
- Meet with HOY / YTL to discuss.

### **School**

- Letter acknowledged & Principal / Head of School / Attendance Lead informed.
- Parents contacted and if EHE is requested process must be explained & discouraged.
- Meeting held with Parent to offer discuss other alternatives such as:
  - Change of school / managed moves
  - Mediation / restorative / work offered / adaptation.
- For students with an EHCP, the SENDCo will be involved in the meeting also. An emergency annual review will be arranged and the EHE request submitted to the LA for a decision to be made.
- EHE request granted and acknowledged in writing by Principal.
- Evidence of discouragement shown.
- Once the above criteria is completed the form 'Request to Remove Pupil for 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](#)