



Local Appendix to CRST Pupil Attendance Policy

(To be read in conjunction with the CRST Pupil Attendance Policy)

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

Pupils 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 pupils’ and ‘children missing education’ supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where pupils 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.

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

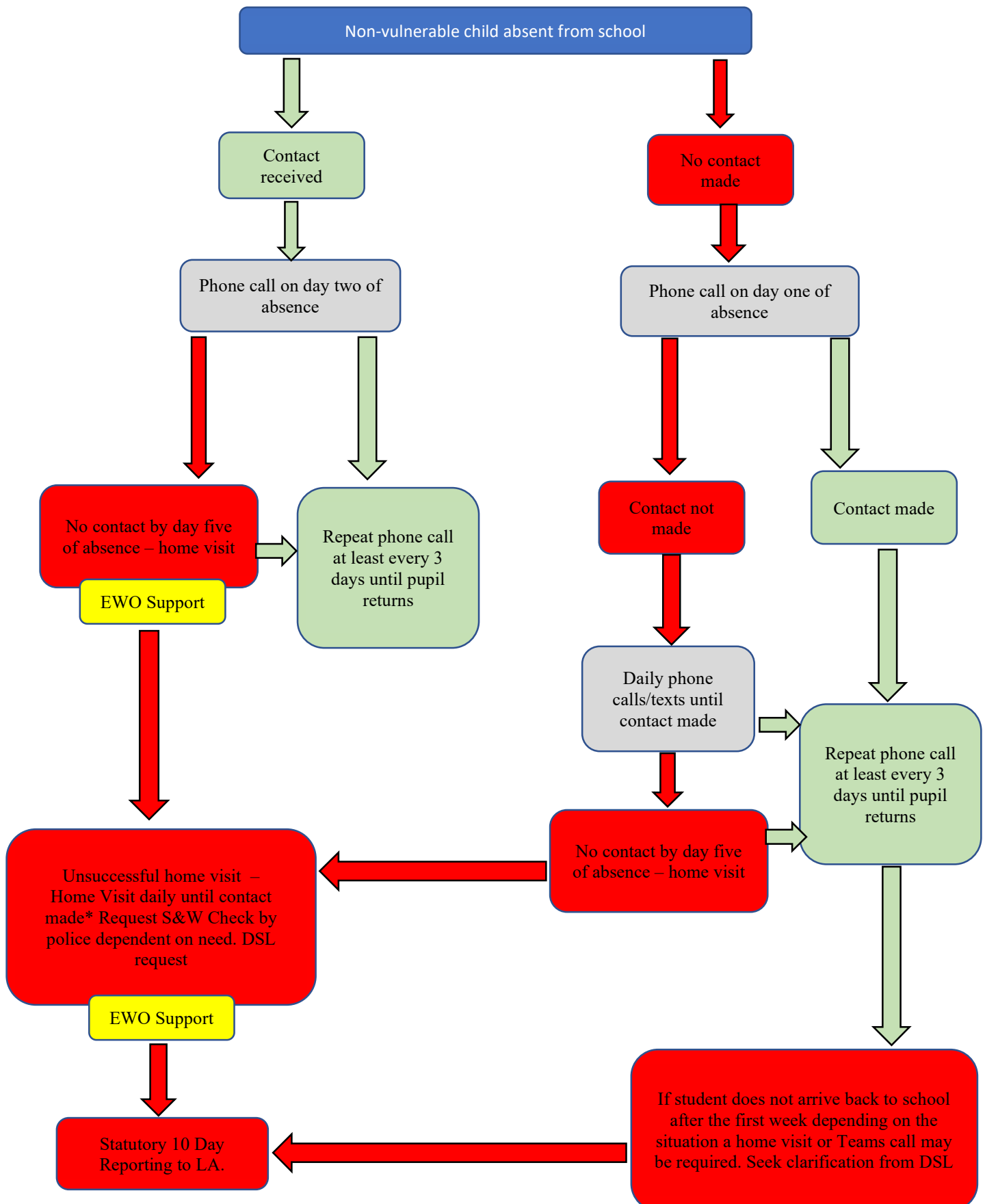
Secondary - Absence Flow Chart for Vulnerable Children



All home visits and phone calls must be logged on CPOMS



Secondary - Absence Flow Chart for Non-Vulnerable Children



Appendix 2: Attendance team & Roles and Responsibilities

At Ipsley C of E Middle 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:

<p>For all pupils we will:</p> <ul style="list-style-type: none"> • Have a clear school attendance policy on the school website which all staff, pupils 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 pupils 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. • 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.
<p>For persistently absent pupils we will:</p> <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 there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. • 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.
<p>For severely absent pupils we will:</p> <ul style="list-style-type: none"> • Continue support as for persistently absent pupils and: • Agree a joint approach for all severely absent pupils with the local authority.
<p>For cohorts of pupils with lower attendance than their peers we will:</p> <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. • Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.
<p>For pupils with medical conditions or SEND with poor attendance we will:</p> <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.
<p>For pupils with a social worker, we will:</p> <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
- Link governor for attendance is Sharon Casserley. They are responsible for challenging and holding Attendance Lead to account.

The Principal

- The 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 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
- 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 attendance is Mr M Williams (Vice Principal) and can be contacted via the school office (01527 525725/office@ipsleyacademy.co.uk).

The Behaviour and Wellbeing Leader for Attendance

- The Behaviour and Wellbeing Leader for Attendance is 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 designated senior leader responsible for attendance and the Principal.
- 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 endeavoured to be completed within 90 minutes of the start of the school day.

The Behaviour and Wellbeing Leader for Attendance is Miss E Wilson and she can be contacted via the school office (01527 [525725/office@ipsleyacademy.co.uk](mailto:525725@ipsleyacademy.co.uk)).

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:

- 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



Role	Name(s)	Contact	Responsibility
Vice Principal	Mr M Williams	01527 525725 office@ipsleyacademy.co.uk	Strategic leader for attendance, mental health, SEN; Deputy Designated Safeguarding Lead; chair weekly attendance strategy meetings and CME meetings; oversee leadership for pupils attending alternative provision, accessing reintegration timetables, children who cannot attend school (joint with Worcestershire County Council under Section 19 duties)
Phase/Year Leaders	Mrs L Field (KS2) Mrs L Soden (Year 7) Mrs S Jilks (Year 8)	01527 525725 office@ipsleyacademy.co.uk	Leaders for attendance in relevant phase, attending weekly attendance strategy meetings and directing tutor teams and inclusion teams around implementation of attendance improvement plans (both strategic and individual).
Inclusion Team		01527 525725 office@ipsleyacademy.co.uk	Comprising: EWO, safeguarding team, SENDCo, additional needs team, behaviour and wellbeing team. Lead on pupil inclusion plans using a Team Around the Child model, reviewed regularly through attendance to filter meetings.
Educational Welfare Officer (EWO)	Miss C Bailey	01527 526800	Support pupils' educational welfare by working with designated pupils and families as directed within attendance strategy meetings; lead on legal procedures around non-attendance; conduct home visits where directed by the inclusion team
Safeguarding Team	Miss A Saul (DSL), Mr M Williams, Mrs D Curtis, Mrs L Field, Miss N Jackson, Mr J McRobie, Mrs C Cross, Ms L Soden (DDSLs)	01527 525725 office@ipsleyacademy.co.uk 'Contact us' form	Attendance to core safeguarding meetings, CME meetings, child protection/child in need meetings. Co-ordinate closely across the attendance team around child protection for pupils who are vulnerable. Escalate concerns as appropriate through safeguarding procedures.
Special Educational Needs and Disabilities Co-ordinator	Miss C Yeomans	01527 525725 office@ipsleyacademy.co.uk 'Contact us' form	Lead on inclusion for pupils with special educational needs and disabilities, including attendance improvement initiatives for these pupils (both strategic and individual). Attend attendance strategy meetings where appropriate.
Additional Needs Team	Achievement Assistants	01527 525725 office@ipsleyacademy.co.uk 'Contact us' form	Support the SENDCo in delivering on attendance improvement plans for pupils with special educational needs and disabilities. Provide high quality support in classrooms and across all aspects of school life to promote a safe and inclusive environment.
Behaviour and Wellbeing Leaders	Miss E Wilson Miss N Jackson Mr J McRobie Mrs C Cross	01527 525725 office@ipsleyacademy.co.uk 'Contact us' form	Lead on communication with families around attendance. Ensure contact with families is maintained in line with vulnerable and non-vulnerable child flow charts. Attendance to attendance strategy meetings, CME meetings as appropriate. Deliver on attendance improvement plans for pupils.
Primary Team (Year 5 and 6)		01527 525725 office@ipsleyacademy.co.uk 'Contact us' form	As directed by phase leaders, support on promoting excellent standards of attendance in their class. Liaise as appropriate with the inclusion team to improve standards of attendance. Raise concerns via filter meetings referrals.



Central Region Schools Trust

Founded by the RSA

Secondary Team (Years 7 and 8)		01527 525725 office@ipsleyacademy.co.uk 'Contact us' form	As directed by phase leaders, support on promoting excellent standards of attendance in their class. Liaise as appropriate with the inclusion team to improve standards of attendance. Raise concerns via filter meetings referrals.
Pupil Premium/ Disadvantaged Lead	Miss J Hills	01527 525725 office@ipsleyacademy.co.uk	Share context, share information with attendance team. Monitor attendance of PP pupils. Plan and deliver strategies for support and interventions.

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 Ipsley we will keep an attendance register and place all pupils onto this register. We will take our attendance register at the start of the first session of each school day (8.40am) and once during the afternoon (1.30pm) The registers will form our AM and PM roll calls. Registers will also be taken within the first 10 minutes of every lesson. Staff will mark whether every student is:

- Present
- Present, but late
- Absent

Our attendance officer will use the DfE attendance code to mark absent pupils 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.

Pupils must arrive in school by 8.40 on each school day. Pupils are actively encouraged to arrive by 8.30am, ready for learning to begin at 8.40am.

The register for the first session will be taken at 8.40am and will be kept open until 9.10am. The register for the afternoon session will be taken at 1.00pm and will be kept open until 1.30pm.

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 8.15am or as soon as practically possible by completing the online form (or calling the school office if they are unable to access the online form). They should contact the office by 8.15am on every subsequent day of absence before 8.15 until the pupil returns.

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 may 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 if the pupil's parent/carer notifies the school in advance of the appointment.

To request a leave of absence parents / carers need to submit a written letter detailing the reason for the request and supply this to the school office. 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 (9.10am) will be marked as late, using the appropriate code.
- After the register has closed (after 9.10am) will be marked as absent, using the appropriate code.
- Late detentions will be issued unless they the lateness have been authorised by a member of the inclusion team.

Following up unexplained absence

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

- Contact 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 4. Authorised and unauthorised absence

Approval for term-time absence

The Principal 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 Principal'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, a housing crisis which prevents attendance.

The school considers each application for term-time absence individually, considering 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 in accordance with any leave of absence request form, accessible via the school website or school office. The 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, 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 Principal, local authority officer or the police.

The decision on whether to issue a penalty notice may consider:

- 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 can decide whether to prosecute or withdraw the notice.

Appendix 5: Effective Interventions.

Support for Attendance Issues

The Academy 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 pupil's absence gives cause for concern, the attendance team will, where appropriate, instigate a support package, which may include some or all the following:

	Attendance
<p>Wave 4 <i>Highly bespoke support</i></p>	<input type="checkbox"/> Alternative provision <input type="checkbox"/> Children who Cannot Attend School referral <input type="checkbox"/> Medical Education Team referral <input type="checkbox"/> Education Health Care Plan assessment request <input type="checkbox"/> Child Missing in/Absent from Education Team referral <input type="checkbox"/> Designated Clinical Officer referral <input type="checkbox"/> Vulnerable managed move request <input type="checkbox"/> Reintegration timetable action plan
<p>Wave 3 <i>Specialist/ Individualised support</i></p>	<input type="checkbox"/> Educational Welfare Officer parental meeting <input type="checkbox"/> Social, emotional and mental health specialist teacher referral <input type="checkbox"/> Autistic spectrum condition specialist teacher referral <input type="checkbox"/> Cognition and learning specialist teacher referral <input type="checkbox"/> Early Help Family Support referral <input type="checkbox"/> Wellbeing and Emotional Support Team referral <input type="checkbox"/> Child and Adolescent Mental Health Services referral <input type="checkbox"/> Family attendance improvement plan
<p>Wave 2 <i>Targeted support</i></p>	<input type="checkbox"/> Behaviour and Wellbeing Leader enhanced pupil voice <input type="checkbox"/> Behaviour and Wellbeing Leader/EWO parental phone call/meeting <input type="checkbox"/> Attendance Champions <input type="checkbox"/> BWL mentoring <input type="checkbox"/> Starting Well parenting group referral <input type="checkbox"/> SEN assessment <input type="checkbox"/> Behaviour and wellbeing intervention group <input type="checkbox"/> Emotion coaching/Emotional Literacy Support Assistant support
<p>Wave 1 <i>Universal support</i></p>	<input type="checkbox"/> Tutor parental phone call/meeting <input type="checkbox"/> Tutor pupil voice <input type="checkbox"/> Tutor resilience action plan intervention <input type="checkbox"/> Cohort recognition incentives

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 in the classroom.
- Engaging experiences outside of the classroom.
- Attendance percentages written in student planners.
- Tutor attendance display updated weekly.
- The attendance tracker is used to set clear targets for that student using a manageable timeframe.
- Tutor mentoring of target pupils.
- Place on attendance support card.
- Meeting with 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 HOY and Year Team Leader.
- Parents Attendance Meetings
- Weekly sharing of 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 thanking parents
- Certificates
- Celebration assemblies
- Tutor board
- Tutor group: experience rewards
- Individual experience rewards
- Tangible rewards
- Bowling trips
- Band experiences
- Cinema Experiences
- Muffin Mornings

Parental/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 academy hours, at weekends or during academy holidays
- Not taking holidays
- Ensuring that their child attends punctually ready for learning to begin at 8.40 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 in 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.
- Letting us know if there is any on-going medical reason that prevents their child attending the academy.

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 \(legislation.gov.uk\)](#))

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

To remove any student from school roll the following processes must first happen.

Parent

- Supply school with a letter of intent
- Discuss your intentions with the school, engaging with the process throughout to ensure meaningful continuity of a pupils' education whether at Ipsley or as electively home educated
- Complete forms as required by school and WCF

School

- Letter received.
- Letter acknowledged & Principal / Attendance Lead informed.
- Parent is contacted by the Educational Welfare Officer, where must be explained & discouraged.
- If parent withdraws their EHE request, meeting with relevant phase leader.
- If parent does not withdraw their EHE request, meeting with the Principal.
- For pupils with an EHCP, the SENDCo will be involved 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.
- 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](#)