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1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure students have the support in place to attend school
- We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set 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 \(Student Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
 - [The School Attendance \(Student Registration\) \(England\) Regulations 2024](#)
 - <https://www.legislation.gov.uk/ukxi/2006/1751/contents> [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

<https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made> It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a student's attendance: guidance for schools](#)

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, students and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers

- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific students, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the Headteacher and Deputy Headteacher for Behaviour and Attendance to account for the implementation of this policy

3.2 The Headteacher

The headteacher is responsible for:

- The 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 students
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and authorizing the Student Attendance manager to be able to do so
- Working with the parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels

3.3 The Deputy Headteacher responsible for attendance

The Deputy Headteacher B&A (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis

- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with students, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with students and their parents/carers
- Delivering targeted intervention and support to students and families

The designated senior leader responsible for attendance is Mrs B Smith and can be contacted via 0121 556 4131

3.4 The KS3/KS4 attendance coordinators

The school attendance TLR leaders are responsible for:

- Attending the attendance hub meetings.
- Implementing new attendance strategies.
- Mentoring PA students to improve attendance.
- Updating attendance data and sharing with Year teams.
- Logging interventions for specific students.
- Researching new ideas to improve attendance with groups of students

3.5 The attendance officer and Family Liaison Officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the Deputy Headteacher responsible for attendance and the headteacher
- Working with education welfare officers to tackle persistent absence
 - Advising the headteacher when to issue fixed-penalty notices
 - Completing home visits to help remove barriers to attendance

The attendance officer is Mrs V Williams and can be contacted via 0121 556 4131.

3.6 Form Tutors/Subject Teachers

Form Tutors/Subject Teachers are responsible for recording attendance on a daily basis, using the correct codes (see appendix 1), and submitting this information on the school MIS (or to the school office if the system is down) within 15 mins of the start of the lesson.

3.7 School Office staff/Student Support Managers/Student Attendance Manager

School Office staff/Student Support Managers/Student Attendance Manager staff will:

- Take calls from parents/carers and 6th form students about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers and 6th form students to the year team in order to provide them with more detailed support on attendance

3.8 Parents/carers

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day/timetabled session on time
- Call the school to report their child's absence before 8:00am on the day of the absence and each subsequent day of absence, and advise when they are expected to return or report absence via class charts.
- Provide the school with at least 2 emergency contact numbers for their child.
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Mrs Williams or the Student Support Manager for the child's year group, who can be contacted via 0121 556 4131.

3.9 Students

Students are expected to:

- Attend school every day on time (in form by 8:30am)
- Attend every timetabled session on time
- Sixth Form students should call the school to report their absence before 8:00am on the day of the absence and each subsequent day of absence

4. Recording attendance

4.1 Attendance register

- We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student is:
 - Present
 - Attending an approved off-site educational activity
 - Absent
 - Unable to attend due to exceptional circumstances
- Any amendment to the attendance register will include:
 - The original entry
 - The amended entry
 - The reason for the amendment
 - The date on which the amendment was made
 - The name and position of the person who made the amendment
- See Appendix 1 for the DfE attendance codes.
- We will also record:
 - For students of compulsory school age, whether the absence is authorised or not
 - The nature of the activity, where a student is attending an approved educational activity
 - The nature of circumstances, where a student is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8:30am and ends at 3:00pm. (4:00pm on Monday for year 7 and 4:00pm Wednesday for year 8)

Students must arrive in school by 8:30am on each school day.

The register for the first session will be taken at 8:33am and will be kept open until 9:03am. The register for the second session will be taken at 1:03pm for years 9,10 &

11 and will be kept open until 1:33pm. The register for the second session will be taken at 1:43pm for years 7, 8, 12 & 13 and will be kept open until 2:13pm.

4.2 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 8:00am or as soon as practically possible by calling the school office/attendance staff (see also section 7). They will be directed to the attendance/year team via the school's phone system.

We will mark absence due to 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 the authenticity of the illness is in doubt, the school will ask the student's parent/carer to provide 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.

4.3 Planned absence

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

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.

4.4 Lateness and punctuality

A student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code
- The academy day starts at 8.30am. All students should be in their classroom at this time.

- Registers are marked by 8.33am. Anyone who arrives between 8:33am and 9:00am will be marked present and the minutes they are late will be recorded and used for internal sanctions.
- Anyone who arrives in school after 9:03am will be marked with a 'U' code, this is an unauthorised absence and could lead to a referral being made to Sandwell Attendance and Prosecution Service.
- Students arriving at school between 8:30am and 8:40am will be spoken to by a senior member of staff at the gate then sent to registration.
- Those arriving between 8:40am – 8:45am will be admitted by the office and will go straight to form to get signed in. Anyone after this will be given a late slip by reception.
- Students who are late to school more than once in a half term will receive the following sanction:
 - 1/2 x late = Conversation with the Form Tutor.
 - 3 x lates = Year Leader detention for 45 min. This will be the case for every 3 x late per month.
 - 6 x lates = Year Leader detention for 45 min and placed on white report with Form Tutor
 - 9 x lates = Year Leader detention for 45 min and parents contacted by Year Leader and student placed on green report.
 - 12 x lates = Year Leader detention for 45 min and parents invited for meeting or telephone conversation with Deputy Headteacher (B&A), to discuss lates.

4.5 Following up unexplained absence

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

- Text/E-mail the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If no response is received, a call home will be made. If the school cannot reach any of the student's emergency contacts, the school may make a home visit. If there is still no contact by the second day, the school may contact police.
- 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 the CME team.
- Where relevant, report the unexplained absence to the student's youth offending team officer
- Where appropriate, offer support to the student and/or their parents to improve attendance
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: [issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate]

4.6 Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels. This information is easily available whenever the parent wants to look via class charts (if parents have forgotten log-in details they should contact the school.)

School will also issue half-termly written attendance reports which show parents/carers what their child's attendance has been like for that half-term.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the student is authorised to be absent for.

We define 'exceptional circumstances' as a family emergency that cannot be helped.

A Family holiday is not an exceptional circumstance. The Headteacher cannot and will not authorise school (or other educational establishment) absence purely for the reason of a family holiday.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence, and in accordance with any leave of absence request form, accessible via the student's year team. The headteacher may require evidence to support any request for leave of absence.

- Other valid reasons for **authorised absence** include (but are not limited to):
- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) 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 student is attending educational provision

- If the student is currently suspended or excluded from school (and no alternative provision has been made)
- Other reasons the school may allow a student to be absent from the school site, which are not classified as absences, include (but are not limited to):
- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that student

- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the student's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same student, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice 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 5 days of a suspension or exclusion (where the school has notified the parents that the student must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the student attends school.

They will include:

- Details of the student's attendance record and of the offences

- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

School Attendance is promoted in several ways:

- Praise from Form Tutors and class teachers every day for good attendance.
- YL's and SSM's to praise and promote good attendance through assemblies and Year rewards systems.
- The year group with the highest attendance for that week are updated and displayed on the Live TV system on school.
- Displays outside the Attendance Manager's office and around school to promote good attendance.
- Certificates for the 100% attenders and 100% attenders with no lates are awarded to students in their End of Year Celebration Assembly.
- Letters to parents of those students who have improved their attendance over a certain period of time.
- One to one praise for the most challenging students from the Attendance Manager/KS3/4 Attendance Co-Ordinator /PP lead and SLT.
- Raffle draws for attendance streaks
- Postcards to parents for attendance streaks (bronze/silver/gold)
- FOMO Friday events held in school to raise attendance on a Friday in particular
- Wise Up attendance board so students remain aware of their Wise Up category in order to improve.
- Attendance posters located around the school promoting excellent attendance and the skills lost when students do not attend school
- Student weekly E-bulletin which promotes competition within forms to improve attendance individually and as a form
- Attendance monitoring through an attendance tracker. This is updated weekly using attendance data. Students are up to date on their current attendance percentage.

7. Supporting students who are absent or returning to school

7.1 Students absent due to complex barriers to attendance

- **Motivational meeting with the Year Leader**
- **Parent/carer meetings with Attendance Officer and YL/SSM**
- **Barriers to attendance identified and action plan put into place.**
- **Referral to external agency as needed (Early Help – with the voice of the child included)**
- **Internal target setting**
- **Medical evidence required for future absences**
- **Parent Attendance contract to be discussed and signed.**
- **Altered school day (start/end of day or altered break/lunch). This must be temporary and phased out in a timely manner**
- **Advice taken from the Local Authority on how to support both school and the family of the child.**
- **If necessary, a referral to the Local Authority for irregular attendance to be made as a last resort of all options.**

7.2 Students absent due to mental or physical ill health or SEND

- **Class teachers discuss catching up missed work with student**
- **Altered curriculum where appropriate**
- **Altered school day (start/end of day or altered break/lunch). This must be temporary and phased out in a timely manner**
- **SENCO observation to identify potential unmet need. Discussion about student in fortnightly SEMH meeting.**
- **Nurture group**
- **Barriers to attendance meeting with the student, Attendance Officer and member of the pastoral team**
- **Signpost students to self-help resources**
- **Parenting support to be offered**
- **Breakfast club to be offered to support lateness and support school readiness**

- AM/PM registration check in with LSA's
 - Early Help to be offered to families (must be offered to all children who are persistently absent)
 - Educational Psychologist referral
 - ASD referral if applicable
 - Mental health referral
 - Refer to CAMHs if applicable
 - Refer to social care if applicable
 - Refer to virtual schools if applicable
 - EHCP referral (where appropriate) or review
 - Refer to other appropriate agencies as needed
 - Where a student has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the student's needs, the school will inform the local authority.
-
- **7.3 Students returning to school after a lengthy or unavoidable period of absence**
 - Class teachers discuss catching up missed work with student
 - Altered curriculum where appropriate
 - Altered school day (start/end of day or altered break/lunch). This must be temporary and phased out in a timely manner.
 - SENCO observation to identify potential unmet need if appropriate
 - Barriers to attendance meeting with the student, parents/carers, Attendance Officer and member of the pastoral team
 - Early Help to be offered to families (must be offered to all children who are persistently absent)

8. Attendance monitoring

- Weekly attendance meeting are held with the YL and SSM to identify attendance trends and what strategy is best to tackle the issue.
- Once a student's attendance drops to 98% or below, an attendance letter will be sent to parents/carers informing them of their child's attendance.
- If there is no improvement and attendance continues to decline, then the Attendance Manager will have a conversation with the student to ascertain as to why their attendance is declining. The SSM will phone home every day that they are absent to ask why the student is not attending school. These conversations are then logged on Sims as evidence.
- If attendance is still an issue, then parents/carers will be invited to attend an attendance meeting with the student's YL, SSM and Attendance Manager. A letter of what was discussed, and the outcome of the meeting will then be sent to the parents/carers. Early Help may be offered at this point and a member of the LA may be invited in to attend the meeting also.
 - The student will be placed on a 10 Day Check-In Tracker with the Attendance Manager.
- If then a students attendance continues to decline, then the Attendance Manager will start to gather evidence for the Local Authority to take further action.
- Attendance Coordinators to meet with PA students for monitoring to discuss barriers for attending school and organise suitable interventions.
- Attendance Coordinators to meet with Attendance Manager to discuss barriers and progress with PA students.

8.1 Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual student level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance, and
- Identify students whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to form tutors, to facilitate discussions with students and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and student premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate
- Use attendance data to complete attendance trackers so students are always aware of their overall attendance percentage and take responsibility to improve it.

8.4 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)
- Place parent/carers on an Attendance Contract
- Attendance meetings/letters to be sent to parents/carers to make them aware of child's attendance and what the next steps will be if it continues to decline.
- Attendance Manager to meet with Year Teams every fortnight to identify students who are at risk of becoming PA and put strategies in place to avoid this happening.
- Attendance Manager to liaise with DSL and DDSL to discuss vulnerable students and identify what support can be offered.
- Attendance letters to be sent when attendance begins to decline.
- Parents/Carers invited to an attendance meeting to discuss the decline in student's attendance and see what support can be offered.
- Attendance Coordinators to meet with PA students for attendance monitoring meetings to discuss barriers for attending school and suitable intervention.

Explain any other procedures your school has for targeting unauthorised absence – for example, meetings, letters, and closer monitoring.

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the Deputy Headteacher for Behaviour and Attendance and Student Attendance Manager. At every review, the policy will be approved by the governing board.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- GDPR Privacy Notice

11. - Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence and children missing from education procedures. (Keeping Children Safe in Education 2024)

Appendix 1: Attendance Codes

The following codes are taken from the DfE's guidance on school attendance.

Attendance Codes 24-25

CODE	REASON	INFO
/ \	Present	
L	Late	Used between 8:33am-9:00am
K	AP arranged by the LA	
P	Approved sporting Activity	
W	WEX	
B	Attending approved Educational Activity	

D	Duel Reg at another school/provision	
C	Absent due to exceptional circumstances	
C1	Absent due to participating in a performance.	Performing in plays, TV, any competition other than sports.
C2	Absent due to Part Time Time table	EG, / AM, C2 PM
M	Medical appt	
J	Attending an interview	College interviews
J1	Attending interview for employment or admission to an educational institute.	Look around other schools or AP, also student testing at another school.
S	Study Leave	
T	Student travelling for Occupational Purposes	If a parent/carer has to move around for work and has to take the child with them.
R	Religious Observance	Only 1 R code per religious festival/event.
I	Illness	Both physical and mental illness
E	Suspended or PEX'd with no AP	
Q	Unable to attend due to lack of access arrangements	May apply to SEND students.
Y	Enforced closure	
Y1	Unable to attend due to transport normally provided but not available.	Students who may have taxi's.
Y2	Unable to attend due to widespread travel disruptions.	Strikes on public transport, major incidents.
Y3	Unable to attend due to PART of the site being closed.	
Y4	Unable to attend due to whole site unexpectedly closed.	Snow days, adverse weather
Y5	Unable to attend due to being in criminal detention.	In custody, in a juvenile detention centre, on remand
Y6	Unable to attend due Public Health Guidance	Eg- Covid
Y7	Unable to attend due to unavoidable circumstances	Only used when an emergency affects the STUDENT not being able to attend, not the parents.
V	Students on an educational visit	Trips.
G	Unauthorised Holiday	Only with a LOA form being filled in.
N	No reason provided	MUST be cleared every day. No N codes allowed on registers.
O	Absent with no reason	No reason provided and for short notice holiday leave with

		no LOA. When attendance is below 90%.
U	Late after reg closes	To be used after 9:00am
#	Planned whole school closure	Half terms, development days.

Appendix 2: Wise Up Chart

<u>Gold</u>	<p>Your child's attendance is above 98%</p> <p>They are on track to be absent less than five days in a school year</p> <p>They are 'WISE UP' on the importance of good attendance</p> <p>As well as being an excellent attender they will almost certainly achieve the best grades for their ability, giving them real opportunities in further education and the world of work.</p>	<ul style="list-style-type: none"> Awarded positive points on school record Personal praise from Year Leader Receive Year Group rewards 	<ul style="list-style-type: none"> Students with Gold attendance make the most progress in school; this progress is well above the national average Students with Gold attendance achieve the highest average grades More than half of students with Gold attendance achieve a Grade 5 or higher in English & Maths at GCSE
<u>Silver</u>	<p>Your child's attendance is between 96% and 98%</p> <p>We know they are 'WISE' about their attendance</p> <p>They are likely to achieve grades that will give them real opportunities to continue their studies and in the world of work.</p>	<ul style="list-style-type: none"> Awarded positive points on school record Aim for Gold 	<ul style="list-style-type: none"> Students with Silver attendance make progress in line with the national average Students with Silver attendance achieve grades in line with national average A third of students with Silver attendance achieve a Grade 5 or higher in English & Maths at GCSE

<u>Bronze</u>	<p>Your child's attendance is between 94% and 96%</p> <p>Any absences without medical evidence will be recorded as unauthorised, this could lead to a referral to Sandwell Attendance and Prosecution Service</p> <p>They could be missing up to ten days in a school year</p> <p>We think they should be 'WISER' about their attendance.</p> <p>Your child's absences will make it difficult to achieve their best.</p>	<ul style="list-style-type: none"> Absences will not be authorised without medical evidence Aim for Silver 	<ul style="list-style-type: none"> Students with Bronze/Amber attendance make less than average progress compared to the national average Students with Bronze/Amber attendance achieve grades below with national average Only a quarter of students with Bronze/Amber attendance achieve a Grade 5 or higher in English and Maths
<u>Amber</u>	<p>Your child's attendance is between 92% and 94%</p> <p>Any absences will be recorded as unauthorised, this could lead to a referral to Sandwell Attendance and Prosecution Service</p> <p>They could be missing up to sixteen days in a school year</p> <p>We think they need to 'WISE UP' about their attendance.</p> <p>They are missing so much time from school that it will be difficult to keep in touch with lessons or work</p>	<ul style="list-style-type: none"> Your child's form tutor will discuss their absences with them Absences will not be authorised without medical evidence Attendance Letter from Student Attendance Manager Aim for Bronze 	
<u>Red</u>	<p>Your child's attendance is between 90% and 92%</p> <p>They are missing up to 20 days in the school year</p> <p>They need to 'WISE UP' about their attendance now!</p> <p>They are missing so much time from school that it will be difficult to keep in touch with lessons or work</p>	<ul style="list-style-type: none"> Absences will be recorded as unauthorised without medical evidence Below 92% - Year leader will ask parents for a meeting Attendance Letter from Student Attendance Manager 	<ul style="list-style-type: none"> Students with Red attendance make less than average progress compared to the national average by almost one grade per subject Students with Red attendance achieve grades well below the national average Only a quarter of students with Red attendance achieve a Grade 5 or higher in English and Maths
<u>Purple</u>	<p>Your child's attendance is below 90%</p>	<ul style="list-style-type: none"> Absences will be unauthorised 	<ul style="list-style-type: none"> Students with Purple attendance make less

	<p>They are missing more than 20 school days in the school year! The government sees this level of attendance as 'Persistently Absent' They need to 'WISE UP' and TAKE ACTION NOW! They are missing so much time from school that it will be almost impossible for them to keep in touch with lessons or work!</p>	<p>without medical evidence</p> <ul style="list-style-type: none"> • Attendance Letter from Student Attendance Manager • Local authority may start formal action against parents. 	<p>than average progress compared to the national average by over one grade per subject</p> <ul style="list-style-type: none"> • Students with Purple attendance achieve grades well below the national average • Less than 10% of students with Purple attendance achieve a Grade 5 or higher in English and Maths
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Appendix 3: LOA Request Form

September 2024



Schools Attendance Support Service

Leave of Absence Request

**Before completing this form, please read the
Leave of Absence Request – Guidance Notes for Parents and Carers**

PLEASE ENSURE BOTH SIDES OF THIS FORM ARE COMPLETED

Please send your completed form via MOVEit
T3335595_AS_SCHOOLNAMELOA-CHILDINITIALS

Section A: Student's Details			
ALL SECTIONS MUST BE FULLY COMPLETED – ONE APPLICATION PER STUDENT			
School:			
Student's Name:		Date of Birth	/ /
Address where student usually resides:			
Post Code:			
Section B: Reason for Leave of Absence			
I would like to request a Leave of Absence for the above-named student:			
From	/ /	To	/ /
<p>Head teachers can only authorise a Leave of Absence if they consider that the detail and information you provide constitutes an exceptional circumstance. You MUST provide all the details and information you would want the Head teacher to consider in deciding if your request can be granted.</p>			

By signing this application, I understand and agree the following:

1. That I have read the Leave of Absence Request Guidance Notes and that **if I take my child on an Unauthorised Leave of Absence the school can request that I and any other Parents/Carers of my child are issued with a Penalty Notice (a fine of up to £160 in respect of each child and each Parent/Carer) and/or be subject to further legal proceedings in the Magistrates Court).**
2. That I am a Parent/Carer with whom the student 'normally resides'.
3. That I understand it is the Head teacher's decision as to what is and what is not an "exceptional circumstance" and I should discuss any questions I have regarding the decision made by the Head Teacher prior to the absence starting.

Parent/Carer Applicant PRINT NAME	Mr/Mrs/Ms/Miss (delete as appropriate)	Date of Birth	/ /
Parent/Carer Applicant SIGNATURE		Date of Application	/ /
Relationship to Student:			
Telephone Number:			
Mobile Number:			

Section C: Additional Parent/Carer(s) with Parental Responsibility

You must enter the names/dates of birth and address details of every **ADDITIONAL** adult who holds Parental Responsibility and/or care of your child.

Parent/Carer FULL NAME	Mr/Mrs/Ms/Miss (delete as appropriate)	Date of Birth	/ /
Address (if different from student's home address)			
		Post Code	
Relationship to student			
Parent/Carer FULL NAME	Mr/Mrs/Ms/Miss (delete as appropriate)	Date of Birth	/ /
Address (if different from student's home address)			
		Post Code	
Relationship to student			

For School Use ONLY

Request form Received	Date	/ /	Information corresponds with school records & Data collection sheet included	Yes <input type="checkbox"/>
Number of days authorised			Number of days unauthorised	

How applicant and any other additional adult were advised of outcome:

Letter(s) to Parent/Carer(s)	Date:	
Email(s) to Parent/Carer(s)	Date:	
Telephone call(s) to Parent/Carer(s)	Date:	
Text Message(s) to Parent/Carer(s)	Date:	
School Comms (e.g. internal messaging system)	Date:	
Face to face meeting(s) with Parent/Carer(s)	Date:	

School staff may need to provide evidence of the above should Court proceedings follow.

School's Request for Penalty Notice

I have read the Leave of Absence Request Guidance. I understand that I am requesting a Penalty Notice and that this cannot be withdrawn once issued, other than in the circumstances detailed in the Guidance.

☐



Agreed by Head teacher	Date	/ /	Signature of Head teacher:	
Referral to Schools Attendance Support Service	Date	/ /	Referrer Name:	
Position in School:			Contact E-mail Address in school (who you wish any correspondence to be sent to)	
Copy of student's Attendance Summary attached		<input type="checkbox"/>	Copy of student's Data Collection Sheet attached	<input type="checkbox"/>
Copy of decline correspondence sent to parent/carer(s) attached		<input type="checkbox"/>		

A Leave of Absence referral can be accepted when you use MOVEit together with a fully completed Leave of Absence Request form, a copy of the school's decline letter to parents/carers (or confirm agreement to provide a Section 9 Witness Statement) and the student's Attendance Summary/Certificate and Data Collection Sheet.

Leave of Absence Request – Guidance Notes for Parents and Carers

Under the Education (Pupil Registration) (Amendment) Regulations 2024 absence **may not** be Authorised unless:

- (a) An application has been made in advance to the Head teacher by a Parent/Carer with whom the pupil normally resides (lives with most of the time); and
- (b) The Head teacher, or a person Authorised by them, considers that Leave of Absence should be granted due to the exceptional circumstances relating to that application.

It is only a Parent “with whom the child normally resides” (lives with most of the time) that can apply for a Leave of Absence for their child. **A Parent/Carer who does not live with the child cannot apply for a Leave of Absence. Any application they might make should be rejected by the school.**

Parents/Carers should ensure that any Leave of Absence application is made in advance of any Leave of Absence to be taken. (Schools may have specific timescales for processing Leave of Absence applications. Parents/Carers should make sure they know what these are. Different schools may have different timescales.)

Parents/Carers should ensure that they know if their Leave of Absence application has been Authorised by the Head teacher before planning, booking or paying for anything in relation to that Leave of Absence application.

Parents/Carers should ensure they provide the Head teacher with all the detail and information they would want the Head teacher to know in deciding if a Leave of Absence can be Authorised.

It is at the Head teacher’s discretion to decide if the detail and information provided by a Parent/Carer can be considered as an “exceptional circumstance” and agree if any Leave of Absence can be Authorised.

Disagreements between Parents/Carers and schools in relation to what is and is not an “exceptional circumstance” cannot be considered by the Schools Attendance Support Service. Parents should contact school to resolve any disagreements before the leave commences.

Penalty Notices

The Schools Attendance Support Service can only issue Penalty Notices for Leave of Absence following receipt of a request to do so by the school.

If a Leave of Absence is not Authorised and the child is then absent from school, the Head teacher can request that the Schools Attendance Support Service issue Parents/Carers with Penalty Notices.

Penalty Notices are issued based on the information and detail provided by the school and in accordance with the Penalty Notice Code of Conduct <https://www.sandwell.gov.uk/schoolattendancepenalty>

With effect from 19th August 2024 A Penalty Notice may be issued **to each parent/carer, for each child** as follows:

1st Leave of absence within a 3 year period : £80 per parent/carer, per child if paid within 21 days, rising to £160 per parent/carer, per child if paid between 21-28 days.

2nd Leave of absence within a 3 year period: £160 per parent, per child

3rd Leave of absence within a 3 year period: Prosecution (per parent, per child) for the offence (penalty notice action will no longer apply)

Please note that if the fine is not paid within 28 days or the Local Authority proceed straight to court action you are likely to be prosecuted under S444.1 of the Education Act 1996. The maximum fine the court can impose for a first offence is £1,000 per parent, per child.

Unpaid Penalty Notices can result in Parents/Carers being put before the Magistrates Court and fined up to £1,000 per Parent/Carer per child plus Court costs. If a history of offences exists, parents may be prosecuted under Section 444(1A) Education Act 1996 and the court can impose fines up to £2,500 per child, order payment of the prosecution costs, impose fines up to £2,500 per child, order payment of the prosecution costs, impose a Parenting Order and/or sentence parents to a period of imprisonment of up to 3 months. This reflects the seriousness of unauthorised absence from school.

Appendix 4: Parent/Carer Contract

September 2024

Attendance Contract

An attendance contract is a formal written agreement between a parent and either the school or local authority to address irregular attendance at school or alternative provision.

Section A: Pupil's Details – does the information match the Data Collection Sheet	
Full Legal Name of Pupil	Date of Birth:
Pupil's Address:	
School:	
Year Group:	
Name of Parent/Carer(s) (1):	
Parent/Carer(s) Address (1):	
Name of Parent/Carer(s) (2):	
Parent/Carer(s) Address (2):	
Date of Meeting:	
Attendees:	Relationship to Pupil/Role

Section B: Attendance Analysis & Patterns – number of hours/sessions
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Attendance %	%	Days missed	
Lates (L)		Lates after reg closes (U)	
Minutes lost (lateness)		Hours missed	
Authorised absence		Unauthorised absence (O)	
Exclusions		Leave of Absence (Sessions missed) (G)	

Section C: What are the positive parts of school? What does the pupil enjoy?

What are the barriers to the pupil attending school?

Section D: Who/What support can be offered?

e.g. SENCO, in school counselling/mentoring, nurture groups, alternative provision, individualised start and end times, rewards and incentives, key staff, family hubs, Barnardo's, Young Carers, Sandwell Advocacy, PAGE, PEGS, school nurse, Strengthening Families

If support declined – reasons given

Section E: Agreed actions

Referrals to be made, adjustments to the curriculum or classes, phased return plan or temporary part-time attendance, identification of a key adult or mentor, nurture friendships, supporting participation in extra-curricular groups, careers advice, implementation of rewards etc.

School

Signed

Date

Parent/Carer

Signed

Date

Pupil

Signed

Date

Other agencies

Signed

Date

Section F: Targets

What is the target for the end of term / next half term to be achieved? What do we want the plan to achieve?

Implementation and Review

Start date:

Review date: