

ATTENDANCE POLICY

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Responsible sub-committee:	Inclusion
Linked policies:	Safeguarding & Child Protection Data Protection/GDPR Data Retention Admissions Relationships & Behaviour Supporting pupils with medical conditions
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Target audience:	Parents, teachers; governors, the local authority; trust representatives
Dissemination via:	School website

Version	Section	Amendments	Date	Author
I	All	None	26/09/2024	G Furness

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I. Important contacts

Role/organisation	Name	Contact details
Assistant Headteacher: Attendance	Gemma Furness	gfurness@bradfield.sheffield.sch.uk 0114 2863861
Designated Safeguarding Lead	Tom Carrington	tcarrington@bradfield.sheffield.sch.uk 0114 2863861
Special Educational Needs Coordinator	Theresa Bullough	tbullough@bradfield.sheffield.sch.uk 0114 2863861
Local Authority Designated Officer (LADO)		
Chair of Governors		
Local Authority Attendance Team		sheffieldinclusion&attendance@sheffield.gov.uk
Advice around general illness		http://sybhealthiertogether.nhs.uk/
Sheffield Safeguarding Hub		0114 273 4855
West FIS Team		0114 250 6865
North FIS Team		0114 233 1189
East FIS Team		0114 205 3635

2. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil 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 make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

3. 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 \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

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

4. Roles and responsibilities

4.1 The local authority

The local authority is responsible for:

- Rigorously tracking local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance.
- Having a School Attendance Support Team which provides the following core functions free of charge to all schools (regardless of type):
- Communication and advice: regularly bringing schools and multi agencies together to communicate messages, provide advice and share best practice between schools and trusts within the area. Clarity around what the school should have already offered at the point at which the LEA will become involved. Provide a named point of contact.
- Targeting Support Meetings: holding termly conversations with schools, using their attendance data to identify pupils and cohorts at risk of poor attendance and agree targeted actions (possibly involving LEA) and access to services for those pupils.
- Multi-disciplinary support for families: providing access to early help support workers to work intensively with families to provide practical whole-family support where needed to tackle the causes of absenteeism and unblock the barriers to attendance. Schools and LEAs are also specifically expected to have agreed a joint approach for all severely absent pupils (Those with absence 50% plus).

- Legal intervention: Where voluntary support measures have been unsuccessful or engaged with, the LEA Attendance Support Team should liaise with the school and the early help lead practitioner to take forward attendance legal intervention (using the full range of parental responsibility measures). This may be in the form of an Education Supervision order, Fixed Penalty fine or court action.
- Monitoring and improving the attendance of children with a social worker through their Virtual School. Providing training for the lead teacher for Looked after or Previously Looked After children.
- Ensuring that all children in need or those with a Child Protection have a formal plan of support for their attendance.

4.2 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - o Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - o Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, 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 pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils 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 pupils 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:
 - o The importance of good attendance
 - o That absence is almost always a symptom of wider issues
 - o The school's legal requirements for keeping registers
 - o The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, 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

- The trust has an Attendance Network Committee in order to facilitate improvements in attendance and ensure staff are kept up to date with best practice by Academy trust local governing boards only: Sharing effective practice on attendance management and improvement across schools
- Holding the headteacher to account for the implementation of this policy

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

4.3 The designated senior leader responsible for attendance

The designated senior leader 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 pupils, 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 pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Gemma Furness and can be contacted via gfurness@bradfield.sheffield.sch.uk and/or 0114 2863861

4.4 The school attendance 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 designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher (authorised by the headteacher) when to issue fixed-penalty notices : AHT for attendance or AWOs.

The attendance officer is Sally Weston and can be contacted via 01142863861 or sweston@bradfield.sheffield.scho.uk

4.5 Class Teachers and Form Tutors

Class teachers and Form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office.

4.6 School admin staff

School admin staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the attendance team where appropriate, in order to provide them with more detailed support on attendance. The attendance team will relay the information to various staff members where necessary.

4.7 Parents

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 on time. Registration starts at 8.25am.
- Inform the school to report their child's absence before 8.15am on the day of the absence and advise when they are expected to return. If the absence goes on longer than was originally stated, it is expected that the parent will inform the school of this.
- 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
- 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 the attendance and welfare managers Zeba Shoaib or Anne Marie Higgins who can be contacted via 01142863861 and/or zshoaib@bradfield.sheffield.sch.uk and ahiggins@bradfield.sheffield.sch.uk
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4.8 Pupils

Pupils are expected to:

- Attend school every day, on time. The school day starts at 8.25am.
- Attend every timetabled session, on time.

5. Recording attendance

5.1 Attendance register

We will keep an electronic 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 and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil 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:

- Whether the absence is authorised or not
- The nature of the activity, where 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 6 years after the date on which the entry was made.

The school day starts at 8.25am and ends at 2.55pm

Pupils must arrive in school by 8.25am on each school day.

The register for the first session will be taken at 8.25am and will be kept open until 8.55am

5.2 Unplanned and unauthorised absence

The pupil's parent 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 admin staff or the Attendance Team, who can be contacted via 0114 2863861 or attendance@bradfield.sheffield.sch.uk

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. The school will ask for medical evidence, such as a doctors note, prescription, appointment card or other appropriate forms of evidence. If the school is not satisfied about the authenticity of the illness and the student has an attendance of below 85%, the absence will be recorded as unauthorised.

5.3 Historical non-attendance

The school will continue to work with families where a child's historical attendance has been below expectations. In deciding this, the school will consider the following:

- The reasons for historical non-attendance
- The previous actions taken by the school and the resulting engagement from the pupil and family

5.4 Planned absence

We encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

Attending a medical or dental appointment will be counted as authorised. The pupil's parent must notify the school in advance of the appointment and provides medical evidence.

The parent or child should bring the appointment card or letter detailing the date and time of the appointment to the main school office. An emailed photograph is also acceptable and should be sent to attendnace@bradfield.sheffield.sch.uk

The pupil's parent 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.

5.5 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed, between the times of 8.25 and 8.55 will be marked as late, using the appropriate code (L)
- After the register has closed will be marked as absent, using the appropriate code (U). The school analyses attendance data daily and any students with punctuality issues will be addressed by the attendance team through parental meetings to discuss the next steps that need to be taken in order for the child to attend on time.

5.6 Following up unexplained absence

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

➤ Call or message the pupil's parent 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 for example conduct home visits, alert the local authority attendance and/or safeguarding team or contact the 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(s) for which the pupil was absent

➤ Call or message the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an

attendance and welfare managers, who will conduct home visits following 3 days of non-attendance with no contact.

> Where relevant, report the unexplained absence to the pupil's youth offer

- > Where appropriate, offer support to the pupil and/or their parents to improve attendance.
- > Identify whether the pupil 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: The school will work with the local authority to issue a notice to improve, penalty notice or other legal intervention, as appropriate

5.7 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels. Parents can check daily attendance if parents have signed up to MCAS. The school will report attendance to parents on a minimum of twice a year

6. Authorised and unauthorised absence

6.1 Approval for term-time absence

The headteacher will allow pupils 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 pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances could be:

- > 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 pupil is authorised to be absent for.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website or the main office. The headteacher may require evidence to support any request for leave of absence. Any request will be on a case-by-case basis and will be communicated to the parent after the initial request is made.

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 pupil’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 pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil 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 pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil 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

6.2 Reducing persistent and severe absence

A pupil is classified as a ‘persistent absentee’ if their attendance drops below 90%. Absence at this level can cause considerable damage to a pupil’s educational prospects and we want to ensure that by working together with parents/carers, good attendance can be maintained. The school will monitor all absence thoroughly and any pupils who have dropped to become persistently or severely absent (below 50% attendance) will be monitored. The school will:

- Be contacted by the Attendance Team to discuss the concerns regarding the absences
- Receive a letter home with a registration certificate informing the parent/carer of the current attendance
- Be requested to attend a meeting with either the Head of Year; Attendance & Behaviour Manager; member of the Senior Leadership Team
- Be informed of the procedures and next steps if attendance does not improve
- Receive a home visit from our Community Engagement and Family Support Officer who will complete our Attendance Response Action form
- Work with the LEA to formulate a plan to overcome the barriers to attending school

A pupil is **severely** absent if their attendance is 50% or less. **As these pupils face more barriers to being in school, the child and parents/carers will be supported by the Local Authority’s Attendance Support Team.** This will ensure more intensive support across a range of partners. A concerted effort is needed across all partners to make this group a top priority for support. We will sensitively consider the reasons for absence and ensure all parties understand school is a place of safety and support for children who may be facing difficulties.

6.3 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 pupil
- 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 pupil'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 pupil, 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 pupil 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 pupil attends school.

They will include:

- Details of the pupil'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

7. Strategies for promoting good attendance

7.1 Identifying barriers and celebrating good attendance.

Students are made aware of the importance of good attendance through weekly registration sessions that share individual, form and year group attendance. Students are asked to reflect on each week's attendance and not presence or absence in their planners, along with their cumulative attendance. Assemblies regularly reinforce this message by looking at the impact attendance has on attainment and progress, using both national and school data.

Parents are also informed via letter. The letters have useful, easy to understand graphics that show how attendance at various levels affects achievement. Form and year group rewards are linked to attendance and there are regular competitions and spot prizes for good and / or improving attendance. Students are also given attendance certificates for outstanding, good and improving attendance. There are attendance posters on display throughout the school.

When attendance becomes a concern, informal monitoring will take place initially, with a step up to formal if desired improvements are not made. These processes are designed to identify student and family barriers to good attendance, to formalise support and to celebrate successes.

7.2 Strategies we will use to promote whole school attendance

All school staff are responsible for attendance and the responsibility for attendance has been distributed throughout the school to ensure that there is a consistent message around attendance and its importance.

Regular staff briefings are given to share attendance data and foci for improvement.

Attendance is a standing item on SLT agendas and Governor agendas.

Regular assemblies for students with a focus on attendance are given. Regular attendance messages are relayed in most assemblies.

Form tutors play a vital role in promoting good attendance and a form session a week is devoted for the discussion of attendance, individual student, form attendance, year group attendance and whole school attendance.

Pastoral staff, SEND staff, Safeguarding staff and staff within the attendance teams have cohorts of students to work with to improve attendance.

Attendance displays are used throughout the school.

Rewards and prizes are given every week to encourage attendance. Whole school competitions are launched at least once every half term.

Whole school correspondence to parents around attendance is sent out at least once a half term and personalised attendance information is sent at least half termly.

8. Supporting pupils who are absent or returning to school

8.1/ 8.2 Identifying the barriers and pupils absent due to complex barriers to attendance

We are committed to working with all families to remove barriers to attendance, no matter how complex. The attendance team has a staff body with pastoral backgrounds and foster excellent relationships with families. Initially the attendance team will meet with families whose child has attendance issues to identify barriers and look at ways to overcome them. With complex cases, the team will leverage support from colleagues with school to support as necessary. The school works closely with external agencies such as FIS, the local authority and to provide wrap around support for the families who need it. We co-construct plans with clear goals and milestones that clearly show a route to better attendance for the child. To support students further we have trained staff who can identify EBSA and we have additional support through time out passes, time with connected adults and timetable changes to reduce anxiety. These strategies are regularly monitored to evaluate their success.

8.3 Pupils absent due to mental or physical ill health or SEND

Once we are in receipt of medical evidence that states that a child is unfit to attend school for a period in excess of 15 days, we will contact the local authority for them to undertake their statutory duty to provide an alternative provision. For students with suspected EBSA, we will use our trained staff to support a return to school by identifying and addressing issues that are causing specific anxiety. We will put in reasonable adjustments to accommodate any child with specific health needs, including risk assessments and care plans, to facilitate a swift return to school. All students with SEND have learning plans (student passport) which are shared with staff and updated regularly to ensure needs are met. If a student on an EHCP is failing to attend school regularly enough, we will call emergency reviews and amend the plan as necessary in discussion with parents and other professionals. Where a pupil 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 pupil's needs, the school will inform the local authority.

8.4 Pupils returning to school after a lengthy or unavoidable period of absence

During the period of absence up to 15 days, providing it is authorised and an exceptional circumstance e.g. the child is recovering from a medical procedure, we will look to provide the child with work so they do not fall behind, if the parent requests it. Any return to school will be facilitated by the child's year team, in consultation with the Attendance Team and SLT. Discussions with parents and the child will take place and we will look to address any concerns. If the return needs to be facilitated through the creation of a risk assessment or care plan, we will ensure this is done in a timely manner. We will consider, where appropriate, the use of reduced timetables and /or internal AP to facilitate a successful phased return for the child. Where these are used, they will be reviewed every 2 weeks.

9. Attendance monitoring

The Attendance Officer ensures all registers are taken and all absence coding is accurate. Attendance is monitored on a daily basis by the Attendance Lead and SLT lead for attendance. We analyse whole cohort, year group, sub group and attendance at an individual student level to identify patterns of concerning attendance. Comparisons against national data are made on a weekly basis. We use a programme called A Star to support this. Analyses of attendance at cohort, year group and sub-group, are presented to Progress Board on a monthly basis and the Inclusion Sub-Committee on a termly basis. Plans are currently in place to improve the attendance of PP students and the Y11 cohort

as a whole. Form tutors receive weekly updated attendance for their form with an individual breakdown. This is shared with students themselves and concerning patterns are discussed, with students informed when a further absence is likely to trigger an attendance meeting.

9.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level. Specific pupil information will be shared with the DfE on request.

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.

9.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils 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

9.3 Using data to improve attendance

The school will

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to all staff, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead)
- 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 pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

9.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil 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 pupils 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 pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)
- Work with external attendance advisors and Transformation partners to support working with families and their children around attendance.

Bradfield School monitors unauthorised absence on a daily basis. To encourage good attendance, the school makes pre breakfast calls to our most vulnerable students to encourage good morning routines ensuring these students are on their way to school. The AWO make regular visits to students' homes to collect students in the mornings and we utilise pre booked transport to help facilitate our most vulnerable students to attend on time.

The Attendance Team is now using A Star Education and is calendaring regular meetings to discuss absence, with a particular focus on that which is unauthorised, to decide who is sent stage 1; stage 2; stage 3 and stage 4 letters. Attendance Meetings are scheduled for students with concerning levels of absence, including those who are SA, are a focus of fortnightly inclusion Meetings where staff (pastoral, safeguarding, SEND, attendance) meet to discuss, evaluate and amend strategies put in place to support better attendance.

The attendance team work with external attendance advisors, transformation partners from within the Trust and attend attendance network meetings to share `stuck cases` and strategies for supporting these students and families.

The attendance team work with other external agencies and the LA to leverage the necessary support to engage with our `hard to reach` cases.

10. Being notified that a child has a medical condition

11. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum one year by Gemma Furness: Assistant Headteacher for Attendance. At every review, the policy will be approved by the full governing board.

Appendix 1: Attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		

C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school

Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence

U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Escalation of support: Graduated Response

Graduated response to ensuring good attendance at Bradfield School.

		Interventions available
<p>Prevention of poor attendance through good whole school attendance support</p> <p>FT Pastoral SEND Safeguarding Attendance Team</p>	<p>Effective whole school approach to attendance</p> <p>Strong leadership, culture and ethos together with the effective processes and systems and the distribution of attendance roles throughout the school will prevent poor attendance for most students.</p> <p>Risk of poor attendance: early intervention</p> <p>Using attendance data rigorously to support students with increasing levels of absence, arriving late to school or taking term time leave without permission.</p>	<p>1:1 check ins, support and mentoring through FT, HOY, Pastoral, SEND, SG, SLT</p> <p>Peer/small group support.</p> <p>Change of form/lessons</p> <p>Reports</p> <p>TT ragging</p> <p>Zones of regulation training</p> <p>Parent contact</p> <p>TFFF</p> <p>CYT</p> <p>Gold Digger</p>
<p>Targeted (Voluntary) Support</p> <p>FT Pastoral SEND Safeguarding Attendance Team</p>	<p>Helping parents to access services of their own accord or a voluntary early help plan to tackle barriers to attendance. This should follow Assess, Plan, Do, Review.</p> <p>5th day absence: Meeting with Attendance with an A, P, D, R. <u>6 week</u> R, M, E cycle.</p> <p>If improvement seen, discussion around continued monitoring in inclusion team meeting. Decision to be made re formal end to process.</p> <p>If continued absence seen, move to formal support. If attendance slip again, this will go straight to formal support</p>	<p>Key workers</p> <p>Attendance contracts</p> <p>Oliver Mansbridge</p> <p>Unravel</p> <p>SEN Testing should there be any SEND barriers, SEMH intervention, liaison with the Safeguarding team, <u>Off site</u> Direction</p>
<p>Formal Support (school)</p> <p>Attendance Team <u>SLT</u></p>	<p>A formal parental contract (Attendance Contract) (3 -12 months but with continuous monitoring and 6 weekly reviews, agreed by the student, parent, school. Parenting contracts are voluntary and not legally binding. They are used when a voluntary, early help plan has not worked and is not deemed appropriate. This is not a punitive tool and is intended to offer support; an alternative to prosecution and must be completed with parents present.</p> <p>Improvements would see students moving to Voluntary support, or back to whole school support. If attendance does not improve, students move to Formal support through LEA.</p>	<p>Placement at another secondary school (for a defined period) – SLT should take all referrals to the Fair Access Panel meeting,</p> <p>Alternative provision</p> <p>FIS and Social worker.</p> <p>The Corner,</p> <p>Door 43</p> <p>Early Help Gateway form the school's Locality Lead</p> <p>Consider formalising a warning if Attendance Parent Contract is not working.</p>
<p>Formal Support with School and LEA</p>	<p>School liaises with LEA and a meeting is agreed with all stakeholders and an escalated parental contract is established and monitored.</p> <p>Improvements would see students moving to formal, voluntary support, or back to whole school support.</p> <p>If attendance does not improve, LEA will take forward to a <u>FPN</u>.</p>	
<p>Formal Support with LEA</p>	<p>Notice to improve: 15 days</p>	

Appendix 3: Voluntary/Formal Support: Assess, plan, do, review Attendance meetings.

Voluntary/Formal support are parental contracts agreed by student, parent, school and/or Local authority. Parenting contracts are voluntary and not legally binding. They are to be used when support needs to be formalised to support students (and families) with attending school. They are a tool to be used as an alternative to prosecution. They must be completed in the parents' presence. The school will make all reasonable attempts to arrange a meeting for a parenting contract.

All parenting contracts should contain:

- Details of the requirements the parent(s) is expected to comply with.
- A statement from the school and/or local authority agreeing to provide support to the parent(s) to meet the requirements and setting out details of the support.
- A statement by the parent that they agree to comply with the requirements for the period of time specified by the contract.

The requirements specified, and the support provided, will depend on the individual case, and should be tailored to the needs of the individual parent and family. There is not, therefore, a prescribed list, but requirements may include:

- Measures to ensure the pupil attends school or alternative provision punctually and regularly
- Requiring the parent to attend meetings with the school and/or local authority
- Accessing or partaking in the support or programmes offered
- Working with or accessing other separate support provided to the pupil at school level (e.g. being on report)

The support provided to help the parent satisfy those requirements may include:

- Provision of a lead practitioner to support the family
- Signposting or referrals to wider local authority or health services that might support the family (e.g. housing needs, drug and alcohol support)
- Signposting or referrals to voluntary and community sector programmes or support (e.g. food banks or community support groups)
- Formal interventions such as family group conferencing, peer mentoring or literacy classes
- Support and advisory services (e.g. benefit support)
- Formal parenting programmes (e.g. a course with a specified number of sessions)

Parenting contracts will run for 4 weeks in the first instance and can be extended if it is deemed appropriate.

Once the requirements and support elements of the contract have been agreed, the school and/or local authority and the parent should write up the contract together and sign it. The contract should be written in language that the parent can easily understand (including a translation where necessary). All parties, including other partners working with the family, should be given a copy.

When a parenting contract is not working:

- The school/LA should work with the parent to gain their cooperation
- When parents do not comply the Lead Practitioner should contact the parent and seek an explanation and decide whether or not it is reasonable.
- Consider amending the contract if parents are willing to cooperate
- Serve the parent with a warning letter if the contract is not working and may be terminated.

- Consider whether non-compliance is undermining the contract and consider with the LA an alternative course of action. Decisions and reasons should be recorded as failure or non-compliance should be considered in court.
- Should a parent refuse a voluntary Parenting Contract or should it fail, the school will work with the local authority and a fine may be issued.



Attendance Meeting Record (Voluntary)

PART A: Assess, Plan, Do, Review Meeting		
Child's name:	Date of Birth:	Class/Year group:
Attendance %:	SEN code:	PP/FSM:
One page support plan/Map/IEP/Date Last Reviewed:	Date of plan:	Review date:
Threshold Level of Support 1 2 3 4 5 (circle which applies) in relation to the locality scale		
Attendees: -		
Services involved:		
What are we worried about	What is going well	Next Steps
Education		
Health		
Care		
Additional Information		

On a scale of 1 to 10 where 1 is no engagement and 10 is the pupil fully engaged with Bradfield School, where do you believe it is at this current time?

Parents: 0-----5-----10
Staff: 0-----5-----10

Signature of Parent(s):
Signature of School:



Attendance Meeting Record (Voluntary)

PART B: Support Contract

Senior staff member with overall responsibility:
Member of staff responsible day-to-day:
Contact number for the school to inform if the child is too unwell to attend: 0114 2863861
Linked Inclusion and Attendance Officer: Joanne Richardson – Sheffield Attendance & Inclusion Team

It is important that we work together to improve your child's school attendance/behaviour to give them the opportunity to attain and progress. We are going to work together to ensure the above-named child improves their attendance/behaviour at school with immediate effect.

Your child's current attendance is

This means they have missed sessions, which is days so far this year.

So far of these absences have been authorised by us.

So far of these absences have been unauthorised by us.

This means they have missed lessons so far this year.

Your child has been late to school on occasions.

This equates to them missing minutes of their learning.

Your child has been late times.

Your child's current behaviour points are

They have received detentions so far this year.

They have received suspensions so far this year.

Our main concerns are



Attendance Meeting Record (Voluntary)

The reasons you have given for these absences/ behaviours have been:

We have listened to your child and discussed with them the reasons for their absence/ behaviour.
They have shared with us that:



Attendance Meeting Record (Voluntary)

The specific targets of our plan for the first 4 weeks. What we aim to do by (date):

School agrees to:

- 1.
- 2.
- 3.

Parent/Carer agrees to:

- 1.
- 2.
- 3.

The Pupil agrees to:

- 1.

Appendix 3: Staff guidance for supporting attendance

Form Tutor Guide to Supporting Attendance

<p>Creating a warm, welcoming and 'unmissable' Tutor Times.</p> <p>Warm welcome: Meet and greet at the door by positive faces/smiles and comments.</p> <p>Establish a welcoming culture which feels supportive and nurturing, where the pupils feel valued, and their needs are met. Regular routines are part of this.</p> <p>Establish relationships and build trust to avoid the 'fear of attending'</p> <p>Use the language of 'kindness' when challenging absence. i.e. 'We've missed you' 'Have you had any worries about returning?' 'Are things okay with your friends?'</p> <p>Fun Friday: an 'unmissable' tutor programme. An activity that students don't want to miss.</p>	<p>Raising the profile of Attendance</p> <p>Form attendance Data will be provided weekly.</p> <p>Share weekly attendance data on the IWB.</p> <p>Students update their planners with attendance data ('Dogtooth'), weekly and cumulative data. Teacher updates weekly attendance poster for form.</p> <p>Regularly share key information in FT, GF to send.</p>	<p>Identifying and overcoming barriers</p> <p>Form attendance Data will be provided weekly.</p> <p>Look for students who have been absent the week before, Are there any patterns or trends? Speak to these students about their absence.</p> <p>Identify the students in your form who are vulnerable in terms of attendance.</p> <p>Early identification of patterns and trends in attendance. As form tutor, you will most likely notice this first. Flag this with parents, Year lead and the attendance team</p> <p>Regular/daily/weekly check ins for these students with opportunities for praise/encouragement. Check any potential barriers to attendance: uniform/equipment/friendships/learning issues and refer on.</p> <p>Matching behaviour incidents with attendance: Check on vulnerable pupils' behaviour, if a fall-out happens (peers or staff) are they likely to be off the next day or the day that lesson next happens? Get in there and help resolve ...</p>
<p>Class support/peer support</p> <p>Buddy System: Pairing up as accountability partners can help ensure that both friends attend school regularly. They can check in with each other and offer support if one is struggling to attend.</p> <p>A quick text or call in the morning can serve as a friendly reminder to wake up and get ready for school.</p> <p>Ensuring that all friends feel included and valued can reduce feelings of isolation and increase the desire to attend school.</p>	<p>Parental engagement</p> <p>Plan for making strong connections with pupils and their families: don't wait until the wheels fall off. Being proactive with positive contact is a good approach for all pupils, but especially if attendance starts to dip.</p> <p>Please contact parents for any student who is absent from school via email or phone call.</p> <p>Be clear on your expectations of attendance but ensure conversations are supportive, for example use language like 'are there any barriers to coming to school or learning we can help with?' - this opens a conversation rather than the feeling of a 'telling off'.</p>	<p>Celebrate and Reward</p> <p>Promote year group and whole school attendance rewards. Regularly refer to these during TT.</p> <p>Create a Form tutor rewards praise and rewards.</p> <p>Ensure there is a celebration and praise of attendance as a form. 100% attenders, improved attendance.</p> <p>Regular contact with parents praising their students who have 100% attendance, improved attendance</p>

Pastoral Guide to Supporting Attendance

<p>Creating a warm and welcoming environments</p> <p>Warm welcome: Meet and greet students by positive faces/smiles and comments.</p> <p>Establish a welcoming culture which feels supportive and nurturing, where the pupils feel valued, and their needs are met. Regular routines are part of this.</p> <p>Establish relationships and build trust to avoid the 'fear of attending'</p> <p>Use the language of 'kindness' when challenging absence. I.e. 'We've missed you' 'Have you had any worries about returning?' 'Are things okay with your friends?'</p> <p>Weekly celebration and praise events linked to attendance</p>	<p>Raising the profile of Attendance</p> <p>Year and Form attendance Data will be provided weekly. Ensure that your year team are: Sharing weekly attendance data on the IWB.</p> <p>Students update their planners with attendance data ('Dogtooth'), weekly and cumulative data. Teacher updates weekly attendance poster for form.</p> <p>Regularly sharing key information in TT which GF/HOY will send.</p> <p>Be present in TT to speak to students about their attendance.</p> <p>Monitor the attendance of your cohort. Make first day absence phone calls for your monitoring group. Meet your cohort at least once a week. Set targets and celebrate successes</p> <p>Friday Failsafe: Address pupils who are off on Thursdays for a genuine reason then think 'it's not worth coming in for Friday' – phone call home end of Thursday to say they are expected in, will that be a problem</p>	<p>Identifying and overcoming barriers</p> <p>Attendance Data will be provided weekly.</p> <p>Look for students who have been absent the week before, Are there any patterns or trends? Speak to these students about their absence.</p> <p>Identify the students in your form who are vulnerable in terms of attendance.</p> <p>Early identification of patterns and trends in attendance. As form tutor, you will most likely notice this first. Flag this with parents, Year lead and the attendance team</p> <p>Regular/daily/weekly check ins for these students with opportunities for praise/encouragement. Check any potential barriers to attendance: uniform/equipment/friendships/learning issues and refer on.</p> <p>Matching behaviour incidents with attendance: Check on vulnerable pupils' behaviour, if a fall-out happens (peers or staff) are they likely to be off the next day or the day that lesson next happens? Get in there and help resolve ...</p>
<p>Peer Support</p> <p>Buddy System: Pairing up as accountability partners can help ensure that both friends attend school regularly. They can check in with each other and offer support if one is struggling to attend.</p> <p>A quick text or call in the morning can serve as a friendly reminder to wake up and get ready for school.</p> <p>Ensuring that all friends feel included and valued can reduce feelings of isolation and increase the desire to attend school.</p>	<p>Parental engagement</p> <p>Plan for making strong connections with pupils and their families: don't wait until the wheels fall off. Being proactive with positive contact is a good approach for all pupils, but especially if attendance starts to dip.</p> <p>Please contact parents for any student who is absent from school via email or phone call.</p> <p>Be clear on your expectations of attendance but ensure conversations are supportive, for example use language like 'are there any barriers to coming to school or learning we can help with?' - this opens a conversation rather than the feeling of a 'telling off'.</p> <p>Consider giving families wake-up phone calls every day, get to know your parents and identify those who may struggle having good morning routines. Are there families where children are left to their own devices to get up, dressed and to school?</p>	<p>Celebrate and Reward</p> <p>Establish Year group rewards for attendance.</p> <p>Promote year group and whole school attendance rewards. Regularly refer to these during TT.</p> <p>Assemblies to celebrate and reward attendance.</p> <p>Ensure there is a celebration and praise of attendance as a form. 100% attenders, improved attendance.</p> <p>Regular contact with parents praising their students who have 100% attendance, improved attendance</p>

Pastoral Guide to Supporting Attendance

Others
Half termly action plan focussing on attendance. This should identify key pupils and key trends. Early identification of those students who are at risk of becoming Pas
Year overview of attendance rewards – who, what, when how and why?
Inclusion meetings to discuss students who are a concern and what interventions can be put in place. Regular attendance reviews.
Use of attendance support plans put in place in writing and share with key staff as well as the pupil and their parent so that there is something concrete to refer to. Ensure that the pupil and parent's voice have been taken into account to get their buy in. Update regularly with the parent and pupil included.
Ensure that the most vulnerable pupils have a member of staff they have a close relationship with. Use this to conduct regular catch-up and encouragement meetings. Have this person make contact if absence occurs to encourage them into school
Contacting and congratulating parents: Make a point of speaking to parents of the most difficult pupils who have improved, see the improvement as the parent's success and encourage them to continue to promote good attendance for their child.
Regular holiday contact (prior to/during holidays) to ensure barriers are removed for the most vulnerable students.
Conduct attendance clinics for those at risk of PA with parents (and the EWO if possible), raise the stakes by having SLT or the Headteacher present/leading this. Establish barriers and offer support alongside be clear of expectations. Use absence data analysis to inform the discussion.
Conduct home visits, particularly for those pupils who are falling between 92%-87% to instigate better attendance and explore issues on the pupil's home ground.
Consider giving families wake-up phone calls every day, get to know your parents and identify those who may struggle having good morning routines. Are there families where children are left to their own devices to get up, dressed and to school?
Support return from absence: When pupils have had an extended absence, help them to plan how to catch-up so that they don't feel overwhelmed. Consider how digital technology can help, or not returning to all lessons immediately, ensure teachers have a catch-up plan too!
Identify tailored intervention which meets the needs of the pupil, for example: mentoring careers advice and guidance input, college placement, out of hours learning, alternative provision where appropriate.
Lead daily or weekly check-ins to review progress and impact of support and ensure that contact with school is not completely lost. Invite pupils in for tea/toast – without uniform – and a chat, find out what interests them and what they want to know more about.
Refer to and work with external agencies as early as possible: Liaise with school leaders (designated safeguarding, special educational needs coordinator and pastoral leads) on referrals to external agencies and multi-agency assessments, take a 'Team Around the Child' approach so that you have a complete picture of barriers and potential areas to focus on.
Free workshops for parents: Engage parents in school through offering workshops on topics including health and wellness, personal growth and development, as well as 'helping your child learn', with the aim of equipping them to be involved in their child's education.
Coffee mornings for pupils and parents: Consider creative ways of getting parents and their child into school to break down barriers and show the positive school environment for example coffee/cake mornings, cooking class, digital competence for parents and their child in- and learn 'alongside' them- creating a community learning approach (so school becomes less scary/alien to the family).

Subject Teacher Guide to supporting Attendance

<p>Creating a warm, welcoming and 'irresistible' Learning experiences</p> <p>Warm welcome: Meet and greet at the door by positive faces/smiles and comments.</p> <p>Establish a welcoming culture which feels supportive and nurturing, where the pupils feel valued, and their needs are met. Regular routines are part of this.</p> <p>Establish relationships and build trust to avoid the 'fear of attending'</p> <p>Notice when students have been absent.</p> <p>Use the language of 'kindness' when addressing absence. I.e. 'We've missed you' 'Have you had any worries about returning?' 'Are things okay with your friends?'</p> <p>Embed 'awe and wonder' into curriculums to ensure learning experiences are irresistible.</p> <p>Use a variety of teaching strategies to keep students engaged and interested.</p> <p>High expectations of behaviour for learning and progress</p> <p>Class support/peer support</p>	<p>Raising the profile of Attendance</p> <p>Take registers accurately and at the start of every lesson.</p> <p>Monitor attendance to lesson.</p> <p>Speak about the importance of attendance and link it to progress. Students with an attendance of 95% + achieve or exceed target grades</p> <p>Students with 85% attendance underachieve by ½ a grade</p> <p>Students with 75% attendance underachieve by 2.5 grades.</p> <p>Model good <u>behaviours</u>: attendance and punctuality</p> <p>Feed the direction of learning forwards at the end of every lesson. Next lesson we will be doing ...</p>	<p>Identifying and overcoming barriers</p> <p>Monitor attendance to lesson.</p> <p>Look for students who have been absent the week before, Are there any patterns or trends? Speak to these students about their absence.</p> <p>Early identification of patterns and trends in attendance. As subject teachers you will most likely notice repeated absence from your lesson. Flag this with parents, subject leads, Year lead and the attendance team.</p> <p>Discuss absences with students? Are they finding the learning challenging? What support do they need?</p> <p>Report students missing using SFS if you know that they are in school/have previously been in school.</p> <p>Regular lesson check ins for students who have been absent. Keep books with knowledge organisers/notes for absent students return to learning.</p>
<p>Buddy System: Pairing up with a positive peer role model. They can check in with each other and offer support if one is struggling to attend/ or struggling in lesson.</p>	<p>Parental engagement</p> <p>Plan for making strong connections with pupils and their families: don't wait until the wheels fall off. Being proactive with positive contact is a good approach for all pupils, but especially if attendance starts to dip.</p> <p>Please contact parents for any student who is regularly absent from your lesson. Can you provide learning for the student or for the parent to go through with their child.</p> <p>Be clear on your expectations of attendance but ensure conversations are supportive, for example use language like 'are there any barriers to coming to school or learning we can help with?' - this opens a conversation rather than the feeling of a 'telling off'.</p>	<p>Celebrate and Reward</p> <p>Praise students throughout the lesson. Be explicit of what they are doing well and what they can improve on.</p> <p>Ensure there is a celebration and praise of attendance if this improves.</p> <p>Regular contact with parents praising their students who have 100% attendance, improved attendance and how that impacts on their progress and attainment.</p>