



# Attendance Policy

## Ref S003

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## Aims

Our school aims to meet its obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence.
- Ensuring every student has access to full-time education to which they are entitled.
- Acting early to address patterns of absence.

We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly (target 98% attendance), and will promote and support punctuality in attending lessons.

## Legislation and guidance

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

- [The Education Act 1996](#)
- [The Education Act 2002](#)
- [The Education and Inspections Act 2006](#)
- [The Education \(Student Registration\) \(England\) Regulations 2006](#)
- [The Education \(Student Registration\) \(England\) \(Amendment\) Regulations 2010](#)
- [The Education \(Student Registration\) \(England\) \(Amendment\) Regulations 2011](#)
- [The Education \(Student Registration\) \(England\) \(Amendment\) Regulations 2013](#)
- [The Education \(Student Registration\) \(England\) \(Amendment\) Regulations 2016](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the [school census](#), which explains the persistent absence threshold.

## 1. Introduction

- 1.1. The staff, students, parents and governors of Chorlton High School believe that regular school attendance is the key to enabling children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.
- 1.2. Regular school attendance is essential if children are to achieve their full potential.
- 1.3. There are clear links between poor attendance and poor attainment.
- 1.4. Chorlton High School values all students. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties. Every day a student misses school a total of 5 hours of learning is lost. It is important that the student understands that it is their responsibility to catch up work. Some of our students will have difficulty doing this and it can become a barrier to progress.
- 1.5. It is recognised that attending school regularly can be a protective factor for children and young people. Poor school attendance is a recurrent theme in Serious Case Reviews undertaken by Manchester Children's Safeguarding Board.
- 1.6. References issued by staff at Chorlton High School to colleges and employers contain a brief summary of the attendance record of the student concerned. This is because good attendance and punctuality are life skills which are among the indicators of reliability which employers and institutions draw upon in candidate evaluation.

## 2. Legal Framework

- 2.1. Chorlton High School recognises that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, bullying, behaviour and inclusive learning. This policy also takes into account the Human Rights Act 1998, the Disability Discrimination Act 1995 and the Race Relations Act 2000.
- 2.2. Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude to any special educational needs they may have, either by regular attendance at school or otherwise.
- 2.3. A child is of Compulsory School Age at the beginning of the term following their 5<sup>th</sup> birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16.
- 2.4. Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement.
- 2.5. The Education (Student Registration) (England) Regulations 2006, require schools to take an attendance register twice a day, once at the start of the morning session and then again during the afternoon session. The register must record whether the student was:
  - present;
  - absent;
  - present at approved educational activity; or
  - unable to attend due to exceptional circumstances.

### 3. Categorising Absence

- 3.1. Where students of compulsory school age are recorded as absent, the register must show whether the absence is authorised or unauthorised. Absence can only be authorised by the school and cannot be authorised by parents. All absences will be treated as unauthorised unless a satisfactory explanation for the student's absence has been received.
- 3.2. Parents must advise the school by telephone on the first day of absence and provide the school with an expected date of return. This should be followed up in the form of a written note from the parent/carer, though verbal explanations may be acceptable where this is considered appropriate. Alternative arrangements will be agreed with non-English speaking parents/carers.
- 3.3. Absence will be categorised as follows:
  - **Illness:** Parents may be asked to provide medical evidence to allow the head teacher to authorise absence where appropriate. This will usually be in the form of an appointment card, prescription etc.
  - **Medical/Dental Appointments:** Parents are advised where possible to make medical and dental appointments outside of the school day. Where this is not possible, students must attend school for part of the day. Parents must show the appointment card to school.
  - **Other Authorised Circumstances:** This relates to where there is cause for absence due to exceptional circumstances.
  - **Excluded (no alternative provision made):** Exclusion from attending school is counted as an authorised absence. The child's class teacher/form tutor/Head of Year will make arrangements for work to be sent home.
- 3.4. Parents who need to take their child out of school during term time, due to exceptional circumstances, must send a written request to the head teacher. Retrospective requests will not be considered and therefore will result in the absence being categorised as unauthorised. All requests for leave of absence will be responded to in writing outlining the conditions of leave granted.
- 3.5. If a student fails to return and contact with the parents has not been made or received, school may take the student off the school's roll. This means that the child will lose their school place.
- 3.6. If leave is granted the parent/ carer will agree with the school the date the student will return. If this does not occur and the parent /carer contacts the school to state that due to unforeseen circumstances e.g. continual illness of relative the child cannot return to school the parent /carer needs to be aware that the student may be removed from the admissions roll and the attendance register on the 21<sup>st</sup> day of absence. The parent also needs to be warned that if they do not return on the agreed date the whole period of absence including the period of agreed authorised absence will be recorded as unauthorised. The school will advise the parent to enroll the child in a school where they are staying as they are now choosing to reside for an undetermined or lengthy period in an area where it is unreasonable for the child to travel to Chorlton High School. This is in compliance with the Education (Student Registration) (England) Regulations 2013 and the CME guidance Sept 2016.
- 3.7. If parents/carers take unauthorised leave of absence and the school have evidence that suggests the child is living somewhere where it is not reasonable to travel to Chorlton High School they will expect the child to be educated where they are residing and the child may be removed from the admissions roll and the attendance register 20 days from the 1<sup>st</sup> day of unauthorised absence.
- 3.8. If the permission to take leave is not granted and the parent takes their child out of school the

absence will be unauthorised. In such cases the school may request the local authority issue a Penalty Notice or consider other legal sanctions including prosecution in the Magistrates' Court.

- 3.9. Religious Observance: Chorlton High School acknowledges the multi-faith nature of British society and recognises that on some occasions, religious festivals may fall outside school holiday periods or weekends and this necessitates a consideration by written request by the parent of authorised absence.
- 3.10. It is reasonable for a parent to allow their children not to attend school on any day of religious observance, if recognised by the parent's religious body. Parents are requested to give advance notice to the school if they intend their child to be absent.
- 3.11. However, in the interests of fulfilling the academic requirements of the school it is identified as reasonable that no more than one day be designated for any individual occasion of religious observance/festival and no more than three days in total in any academic year. Any further absence will be categorised as unauthorised.
- 3.12. Study Leave: Study leave may be granted for Year 11 students approaching GCSE examinations. School will offer 'in school' study programmes during this period to reduce absence levels.
- 3.13. Traveller Absence: It is expected that Traveller children, in common with all other children, attend school as regularly and as frequently as possible. To protect Traveller parents from unreasonable prosecution for non-attendance, the Education Act 1944, section 86, states that a Traveller parent is safe from prosecution if their child accrues 200 attendances (i.e. 200 half days) in a year. This is only when the family are engaged in a trade or business that requires them to travel and when the child is attending school as regularly as that trade permits.
- 3.14. When in or around Manchester, if a family can reasonably travel back to their Base School (see below) then the expectation is that their child will attend full-time. Chorlton High School will be regarded as the base school if it is the school where the child normally attends when they are not travelling. However, the student must have attended in the last 18 months. Traveller children can register at other schools temporarily while away from their base school, in such cases, the student's school place at Chorlton High School will be kept open for them whilst travelling. This is to protect them from unfairly losing their place at their school of usual attendance.
- 3.15. Chorlton High School can only effectively operate as the child's base school if it is engaged in on-going dialogue with Traveller families. This means that parents must:
- advise of their forthcoming travelling patterns before they happen; and
  - inform the school regarding proposed return dates.
- 3.16. Chorlton High School will authorise absence of Traveller children if we are satisfied that a family is travelling and has given indication that they intend to return. Traveller children will be recorded as attending an approved educational activity when:
- The child is on roll and attending another visited school.
  - Undertaking supervised educational activity under the jurisdiction of another Local Authority's Traveller Education Service.
  - The child is undertaking computer based distance learning that is time evidenced.
- 3.17. Where Traveller children are registered students at a school and are known to be present either at a site (official or otherwise) or in a house and are not attending school, the absence will be investigated in the same way as that for any student and appropriate statutory action may be

undertaken.

- 3.18. Late Arrival: Registration begins at 08.30am (For Years 7,8 and 9) Students will be lined up in the playground and escorted to their classroom. Students arriving after their form line has walked into the building will be marked as present but arriving late. The register will close at 9.00am. Registration begins at 9:00am for Years 10 and 11. Students will be lined up in the playground and escorted to their classroom (lesson 1). Students arriving after their form line has walked into the building will be marked as present but arriving late. Students arriving after the close of register will be recorded as late, this will not be authorised and will count as an absence for that school session and statutory action may be taken where appropriate.
- 3.19. On arrival after the close of register, students must immediately report to the school office to ensure that we can be responsible for their health and safety whilst they are in school. The absence will only be authorised if a satisfactory explanation for the late arrival can be provided, for example, attendance at a medical appointment. The absence will be recorded as unauthorised if the student has arrived late without justifiable cause.
- 3.20. Unauthorised Absence: Absence will not be authorised unless parents have provided a satisfactory explanation and that it has been accepted as such by the head teacher.
- 3.21. Examples of unsatisfactory explanations include:
- A student's/family member's birthday.
  - Shopping for uniforms.
  - Closure of a sibling's school for INSET (or other) purposes.
  - "Couldn't get up".
  - Illness where the child is considered well enough to attend school.
  - Unauthorised Leave of Absence.

#### **4. Removing a student from the attendance register**

- 4.1. In accordance with the Education (Student Registration) (England) Regulations 2013, students will only be deleted from the register when one of the following circumstances applies:
- The school is replaced by another school on a School Attendance Order.
  - The School Attendance Order is revoked by the local authority.
  - The student has ceased to be of compulsory school age.
  - Permanent exclusion has occurred and procedures have been completed.
  - Death of a student.
  - Transfer between schools.
  - Student withdrawn to be educated outside the school system.
  - Failure to return from an extended leave of absence after both the school and the local authority have tried to locate the student.
  - A medical condition prevents their attendance and return to the school before ending compulsory school-age.
  - In custody for more than four months (in discussion with The Youth Offending Team).
  - 20 days continuous unauthorised absence and both the local authority and school have tried to locate the student.
  - Left the school but not known where he/she has gone after both the school and the local authority have tried to locate the student.

- 4.2. Chorlton High School will follow Manchester City Council's Children Missing Education Protocol (Feb 2016) when a student's whereabouts is unknown.

## 5. **Roles and responsibilities**

Chorlton High School believes that improved school attendance can only be achieved if it is viewed as a shared responsibility of the school staff, governors, parents, students and the wider school community.

### 5.1. The Governing Body will:

- Ensure that the importance and value of good attendance is promoted to students and their parents.
- Annually review the school's Attendance Policy and ensure the required resources are available to fully implement the policy.
- Ensure that the Registration Regulations, England, 2006 and other attendance related legislation is complied with.
- Agree school attendance targets and where appropriate link these to the Performance Management of Senior Leadership within the school.
- Monitor the school's attendance and related issues through termly reporting at Governing Body Meetings.
- Ensure that attendance data is reported to the Local Authority or Department for Education as required and on time.
- Ensure that there is a named senior leader for attendance.
- Ensure that the school has clear systems to report, record and monitor the attendance of all students, including those who are educated off-site.
- Ensure that there are procedures for collecting and analysing attendance data frequently to identify causes and patterns of absence.
- Ensure that data is understood and used to devise solutions and to evaluate the effectiveness of interventions.
- Ensure that relevant Governors attend the Student Support Panels through the academic year.

### 5.2. The Leadership Team will:

- Actively promote the importance and value of good attendance to students and their parents.
- Form positive relationships with students and parents
- Ensure that there is a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all students to attend and to achieve.
- Monitor the implementation of the Attendance Policy and ensure that the policy is reviewed annually.
- Ensure that all staff are aware of the Attendance Policy and adequately trained to address attendance issues.
- Ensure that the Registration Regulations, England, 2006 and other attendance related legislation is complied with.
- Return school attendance data to the Local Authority and the Department for Education as required and on time.
- Report the school's attendance and related issues through half termly reporting to the
  - Governing Body.
- Ensure that systems to report, record and monitor the attendance of all students,

including those who are educated off-site are implemented.

- Ensure that attendance data is collected and analysed frequently to identify causes and patterns of absence.
- Interpret the data to devise solutions and to evaluate the effectiveness of interventions
- Develop a multi-agency response to improve attendance and support students and their families.
- Document interventions used to a standard required by the Local Authority should legal proceedings be instigated.

5.3. All Staff will:

- Actively promote the importance and value of good attendance to students and their parents through Motivation Monday and any other initiatives.
- Form positive relationships with students and parents.
- Contribute to a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all students to attend and to achieve.
- Comply with the Registration Regulations, England, 2006 and other attendance related legislation.
- Implement systems to report, record and monitor the attendance of all students, including those who are educated off-site.
- Analyse attendance data to identify causes and patterns of absence.
- Contribute to the evaluation of school strategies and interventions.
- Work with other agencies to improve attendance and support students and their families.
- Document interventions used to a standard required by the Local Authority should legal proceedings be instigated.

5.4. We request that Parents will:

- Talk to their child about school and what goes on there. Take a positive interest in their child's work and educational progress.
- Instill the value of education and regular school attendance within the home environment.
- Encourage their child to look to the future and have aspirations.
- Contact the school if their child is absent to let them know the reason why and the expected date of return. Follow this up with a note where possible.
- Try to avoid unnecessary absences. Wherever possible make appointments for the
- Doctors, Dentists etc. outside of school hours.
- Ask the school for help if their child is experiencing difficulties.
- Inform the school of any change in circumstances that may impact on their child's attendance.
- Support the school; take every opportunity to get involved in their child's education, form a positive relationship with school and acknowledge the importance of children receiving the same messages from both school and home.
- Encourage routine at home, for example, bed times, homework, preparing school bag and uniform the evening before.
- Not keep their child off school to go shopping, to help at home or to look after other members of the family.
- Avoid taking their child out of school during term-time, where this is unavoidable, and only in exceptional circumstances send a written leave request to the Head Teacher.

## 6. The Attendance Team at Chorlton High School

- 6.1. Attendance is the responsibility of everyone in school, but there are a number of key staff dedicated to improving attendance and reducing persistent absence by recording, monitoring, analysing, communicating, visiting and managing escalating interventions where necessary.
- Deputy Headteacher - Leads on Attendance Strategy,
  - Attendance Managers x 2 - Ensure that the CHS Attendance Policy is implemented and standards adhered to. Investigate cases of PA and conduct home visits. Coordinate with HOY and SIMS Manager on admissions and deletions.
  - Attendance Office Administrative Assistants x 2 - Daily administering of registers.

## 7. Using Attendance Data

- 7.1. Student's attendance will be monitored and may be shared with the Local Authority and other agencies if a student's attendance is a cause for concern. All information shared will be done so in accordance with the Data Protection Act 1998 and GDPR.
- 7.2. All student data is primarily considered by year group. Every student's attendance is updated daily on the SIMS computer system to which every member of staff has access.
- 7.3. At Chorlton High School every child has a right to know their attendance and may enquire at any time. Tutor group lists are shared weekly with form tutors electronically.
- 7.4. Students who are of concern (on track to PA or already PA) will be discussed with the Head of Year as a matter of urgency, and an intervention plan put in place.
- 7.5. Every week the Attendance Team will provide all form tutors/class teachers with attendance data for the previous week for each student within their form group/class.

- |         |   |
|---------|---|
| • GREEN | students with attendance between 100% and 98% |
| • AMBER | students with attendance between 97% and 95%  |
| • RED   | students with attendance below 95%            |

- The Senior Leadership Team and Curriculum Leaders will receive a complete set of data.
- Heads of Year will receive a complete set of data for their year groups.
- This student level data will be used to trigger school action as set out in the escalation of intervention.
- Attendance data will also be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment.
- Chorlton High School will share attendance data with the Department for Education and the Local Authority as required.
- All information shared will be done so in accordance with the Data Protection Act 2018 and GDPR.

## 8. Support Systems

- 8.1. School recognises that poor attendance is often an indication of difficulties in a child's life. This may be related to problems at home and or in school. Parents should make school aware of any

difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required.

- 8.2. Chorlton High School also recognises that some students are more likely to require additional support to attain good attendance, for example, those students with special educational needs, those with physical or mental health needs, migrant and refugee students and looked after children. These students will be identified at an early stage through the Transition process, the pastoral system, the 4is process and the various aspects of Student Support.
- 8.3. The school will implement a range of strategies to support improved attendance. Strategies used will include:
  - Discussion with parents and students.
  - Attendance panels.
  - Meetings with parents.
  - Parenting contracts.
  - Attendance Support Plans.
  - Attendance report cards.
  - Referrals to support agencies.
  - Learning mentors.
  - Student Voice Activities.
  - Friendship groups.
  - PSHE.
  - Anxiety based attendance avoidance materials
  - Trauma informed approaches
  - Family learning.
  - Adapted Reward systems, taking into account a student's individual needs, as appropriate.
  - Time limited part time time-tables.
  - On-line Learning packages.
  - Additional learning support.
  - Behaviour support.
  - Inclusion unit.
  - Reintegration support packages.
- 8.4. Some of the above may be used as part of the Early Help Assessment (EHA).
- 8.5. Support offered to families will be child centred and planned in discussion and agreement with both parents and students.
- 8.6. Where parents fail or refuse to engage with the support offered and further unauthorised absence occurs, Chorlton High School will consider the use of legal sanctions.

## **9. Legal Sanctions**

- 9.1. **Prosecution:** Where intervention fails to bring about an improvement in attendance, the Local Authority will be notified and legal action in the Magistrates' Court may be taken. The school will provide the Local Authority with evidence required for a prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness if required by the court. This is to ensure that parents realise their own responsibilities in ensuring attendance at school and most importantly about returning children to education.

- 9.2. Section 444 of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child if he/she is a registered student at a school and is of compulsory school age, then they are guilty of an offence. A parent found guilty of this offence can be fined up to £2500 and or be imprisoned for a period of three months. Alternatives to Section 444 prosecution are Parenting Contracts, Penalty Notices or an Education Supervision Order.
- 9.3. Parenting Contracts: (Anti-Social Behaviour Act 2003) A Parenting contract is a voluntary agreement between school and the parent, it can also be extended to include the child and any other agencies offering support to resolve any difficulties leading to improved attendance. The contract will outline attendance targets and will detail agreed actions that will help to achieve the target. The contract will be reviewed regularly. The contract can be used as evidence in a prosecution should parents fail to carry out agreed actions.
- 9.4. Parenting Contracts will be used in accordance with Manchester City Council's Parenting Contract Protocol.
- 9.5. Penalty Notices: (Anti-Social Behaviour Act 2003) Penalty Notices will be considered when:
- A student is absent from school and the absence has not been authorised by the school
  - A student has accrued unauthorised absence following written warning to improve
- 9.6. A Penalty Notice gives the parent the opportunity to discharge themselves of their legal responsibility if a £120 fine is paid within 28 days or reduced to £60 if paid within 21 days of the date the Notice was issued. Failure to pay the Penalty Notice may result in a prosecution under Section 444 of the Education Act 1996.
- 9.7. Penalty Notices will be used in accordance with Manchester City Council's Penalty Notice Protocol.

## **10. Admissions to Chorlton High School**

- 10.1. Chorlton High School is its own admission authority but chooses to follow the Local Authority's Coordinated Admissions process. As a result, the Local Authority's admissions team administer this process.
- 10.2. When the school is notified of an admission during the academic year a procedure is followed which ensures a structured, safe and warm welcome to the school community for the individual student.

## **11. School Performance**

- 11.1. Chorlton High School will monitor and report on attendance on a half term, term and annual basis. Whole school attendance will be measured to the target set (2019-20 97%).
- 11.2. School also measured against persistent absence (PA) as a key indicator of performance (2019/20 target below 6.0%). In its most simplistic form a child is considered to be PA if their attendance falls to below 90%.
- 11.3. Students are defined as On Track PA if they have attendance to date of below 95%.
- 11.4. The percentage of PA at Chorlton High School will be calculated using NOR figure as quoted in the PLASC census figure.

- 11.5. At Chorlton High School Year 6 attendance data from primary schools is provided for our new Year 7 intake so that students with already identified attendance issues can be supported early in the Year 7.
- 11.6. Students in all Year groups with attendance problems are monitored at regular intervals throughout the school year and predictions, based on how many sessions have been missed already are made as to whether they will fall into the PA category. In this way early intervention and remedial action is facilitated.

## **12. Student Rewards System**

- 12.1. Attendance Challenges run through the year. Students are rewarded with badges, vouchers and certificates.
- 12.2. In line with The Equality Act 2010, the school will make 'Reasonable Adjustments' (as outlined in section 6 of the Technical Guidance for Schools in England) in ensuring that those students whose absence from school is as a direct result of a disability or medical condition are not excluded from Attendance Rewards, where evidence for the absence is supplied.

## **13. Attendance Visits**

- 13.1. Attendance Visits take place in the Academic Year. The Attendance Team and Pastoral Team go out to the houses of absent students, regardless of whether contact has been made from home.

## **14. Late and U Marks**

- 14.1. At Chorlton High we believe that students should get into the habit of being punctual. Lateness to school results in missed opportunities for learning and impacts on progress and attainment. Students arriving after our new start times (2020/2021) will be given a Late mark. Students arriving after 9.15am will be given a U mark which counts as an absence.
- 14.2. Students who are late to school will have a behavior point added to their record and a text message will be sent home advising parents/carers of the lateness. Three episodes of lateness will result in a Head of Year detention. Heads of Year use Behaviour data to target interventions for students who are presenting with increasing problems with punctuality. Students are encouraged to think about minutes of learning missed and impact on progress and achievement.

## **15. Truancy/students missing from lessons**

- 15.1. Truancy, whether it be internal or external is linked to attendance in so much as often these are the same students who are habitual latecomers or poor attendees. The attendance office is responsible for tracking all students on a daily basis. All N marks are followed up by our Absence calling Service and the Attendance Office.

## **16. Informing the Student Body on attendance.**

- 16.1. Chorlton High School understands that the attendance message needs to be given repeatedly via different media
- 'Weekly Motivation Monday' tutor sessions.
  - Attendance Notice Board, Dining Room screens.

- Notice boards in form rooms.
- Attendance Assemblies.
- Posters around school advertising the Attendance Challenges.
- Advice on Punctuality and Attendance A3 posters in classrooms.
- Advice on Punctuality and Attendance on school website.
- Correspondence with parents.
- Conversations with students.
- Attendance advice and information via the Head of Year messengers to form tutors.

## **17. Primary Attendance**

17.1. At Chorlton High School we recognise that Attendance can often be a familial problem. For that reason, we work closely with our primaries, particularly at transition and also where we have siblings across both schools.

## **18. Attendance Drop In**

18.1. Following current Government Guidelines and when it is safe to do so the Attendance Team will hold 'Attendance Drop in' sessions on a Thursday afternoon from 2pm; where parents and carers may come in and speak to an Attendance Officer about any Attendance related concerns. Parents and carers are encouraged to contact the attendance team by telephone or email at any time to discuss concerns.

## **19. Monitoring and Evaluation**

19.1. The effectiveness of this policy will be regularly reviewed by the Attendance team, SLT and the Governing Body.

## **Appendix 1: Attendance Interventions**

### **1. GREEN: students with attendance between 98% and 100%**

#### Form Tutor Action:

- 1.1. Students will receive a postcard home congratulating them on their attendance.
- 1.2. Students will be rewarded within the school's reward points system.
- 1.3. Students with this level of termly and annual attendance will receive a certificate of achievement.
- 1.4. The class teacher/form tutor will be responsible for all action at this level and will record all intervention and outcomes on SIMs in a Linked Document called Attendance Intervention.
- 1.5. The Head of Year will monitor the effectiveness of interventions. This will be used to review and inform whole school strategies and will also have links to performance management.

### **2. AMBER: students with attendance between 95% and 97.9%**

#### Form Tutor/Year Mentor action:

- 2.1 Welcome the student back to school.
- 2.2 Confirm with the student the reason for absence and offer any support that may be required.
- 2.3 Identify underlying home/school issues that may be causing the student's absence.
- 2.4 Update the student on other work they have missed and support any catch up required.
- 2.5 Set an individual attendance target for the student using sessions rather than percentages that will see the student move to the band above. Rewards are offered as incentives for achieving these targets.
- 2.5 Agree a review date

#### Attendance Team action:

- 2.6. In addition, where unauthorised absence has occurred or attendance has not improved following the review with the student, a letter will be sent to parents advising of concern and outlining the parents' responsibilities.
- 2.7. Where improvement has not occurred following this intervention, parents will be invited to a meeting where the possible outcomes will be:
  - All parties confident that issues have been resolved and the attendance will improve.
  - Parenting contract agreed
  - Penalty Notice 15 school day monitoring period commences
  - Agree a review date
- 2.8 Where parents fail to attend the meeting without a satisfactory reason and unauthorised absence has occurred, the penalty notice monitoring period will automatically commence.

- 2.9 Where these interventions have already been implemented and have had unsatisfactory impact, the parent will be invited to an Attendance Panel where the possible outcomes will be:
- Complete an Early Help Assessment leading to multi agency support.
  - Refer to the Local Authority to initiate legal proceedings.
  - An Attendance Support Plan.
- 2.6. The Year Mentor and Attendance Team will be responsible for all action at this level and will record all intervention and outcomes on SIMs in a Linked Document called Attendance Intervention.
- 2.7. The Head of Year will monitor the effectiveness of interventions. This will be used to review and inform whole school strategies and will also have links to performance management.

### **3. RED: students with attendance below 95%**

#### Attendance Team Action

- 3.1. Students who have attendance below 95% are considered to be 'On Track for Persistent Absence'. There is very clear evidence that swift intervention at this stage can help in preventing a student from falling into the 'Persistent Absence' category (below 90% attendance). To ensure that intervention is focused and meets the needs of individuals, students will be grouped in to one of the following categories:
- Looked After Children and Children on the Child Protection Register.
  - Special Educational Needs.
  - School age parents/expectant parents.
  - Long term non-attendance.
  - Parental support/needs e.g. parental drug use, young carers, domestic violence.
  - School issues e.g. bullying, poor teacher/student relationship, curriculum issues.
  - Offended or have an Anti-Social Behaviour Order.
  - English as an Additional Language.
  - Ethnic minority.
  - Mid-Year Admissions.
  - Gifted and Talented.
  - Other.
- 3.2. Each grouping will have an identified member of staff who will:
- Ensure that the student has already spoken to a member of staff at the stages preceding RED intervention.
  - Obtain records of previous contact and interventions and escalate accordingly.
  - Ensure that weekly contact occurs with the student either individually or within a small group to address themed issues.
  - Ensure that the student is effectively supported within their form group and arrange for transfer to targeted PA forms in their year group for additional support.
  - Ensure that weekly contact with the parents to discuss any arising issues and to provide feedback on their child's attendance, behaviour and academic progress.
  - Set an individual attendance target for the student that will see the student move to the

band above. Rewards are offered as incentives for achieving these targets.

- Review existing plans and co-ordinate school resources to support the student's attendance and any additional needs.
- Be the key contact person for any external agency working with the student.
- Input into whole school strategies to address the needs of students within their group.

- 3.3. Each identified member of staff will be responsible for all action at this level and will record all intervention and outcomes on SIMS/CPOMS or Provision Mapping.
- 3.4. Attendance will be a standing item on the agenda of the Senior Leadership Team meetings where the progress of these groups will be reported and the effectiveness of interventions measured. This will be used to review and inform whole school strategies and will also have links to performance management.
- 3.5. The Head Teacher will report to the Chair of Governors/Governor for Attendance each half term and will report termly to the Governing Body.

**Appendix 2: attendance codes**

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

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
B	Off-site educational activity	Student is at a supervised off-site educational activity approved by the school
D	Dual registered	Student is attending a session at another setting where they are also registered
J	Interview	Student has an interview with a prospective employer/educational establishment
P	Sporting activity	Student is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Student is on an educational visit/trip organised, or approved, by the school
W	Work experience	Student is on a work experience placement

Code	Definition	Scenario
<b>Authorised absence</b>		
C	Authorised leave of absence	Student has been granted a leave of absence due to exceptional circumstances
E	Excluded	Student has been excluded but no alternative provision has been made
H	Authorised holiday	Student has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a student will be absent due to illness

<b>M</b>	Medical/dental appointment	Student is at a medical or dental appointment
<b>R</b>	Religious observance	Student is taking part in a day of religious observance
<b>S</b>	Study leave	Year 11 student is on study leave during their public examinations
<b>T</b>	Gypsy, Roma and Traveller absence	Student from a Traveller community is travelling, as agreed with the school
<b>Unauthorised absence</b>		
<b>G</b>	Unauthorised holiday	Student is on a holiday that was not approved by the school
<b>N</b>	Reason not provided	Student is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
<b>O</b>	Unauthorised absence	School is not satisfied with reason for student's absence
<b>U</b>	Arrival after registration	Student arrived at school after the register closed

<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>X</b>	Not required to be in school	Student of non-compulsory school age is not required to attend
<b>Y</b>	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or student is in custody
<b>Z</b>	Student not on admission register	Register set up but student has not yet joined the school
<b>#</b>	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

### Appendix 3 - COVID-19 School Attendance Policy Modification

Due to the impact of COVID-19, there are some changes with regards to the registering of attendance when absence is forced due to one of the issues outlined below. In such cases, attendance is not expected and the register will be marked with an X unless stated otherwise:

- students who are required to self-isolate as they, or a member of their household, has symptoms or confirmed COVID-19;
- students who are required to self-isolate because they are a close contact of someone who has symptoms or confirmed COVID-19;
- students who are required by legislation to self-isolate as part of a period of quarantine – includes if a student is required to be in quarantine on arrival in or return to the UK;
- students who are clinically extremely vulnerable in a future local lockdown;
- local lockdown - schools should follow PHE or DHSC guidance on what measures are necessary in the event of local lockdown;
- if a student tests positive, they should continue to self-isolate for at least 10 days from the onset of their symptoms. They should only return to school if they do not have symptoms other than a cough or loss of sense of smell or taste. This is because these symptoms can last for several weeks once the infection has gone. Code X should be used for the period of self-isolation until the test. **After the student tests positive they should be recorded as code I (illness) until they are able to return to school.**

It is recognised accepted that children and families may take time to adjust to a return to school and that there are additional considerations with regards to non-attendance given the impact that COVID-19 has had. As such, as a school, we are committed to ensuring that the following supportive steps are taken prior to exploring statutory action through the local authority:

- Re-integration timetable offered.
- Live-lesson augmented timetable experienced.
- Head of Year meeting.
- Attendance team meeting.
- Phone calls from key staff.
- Tour of the school, when empty (if required or anxiety based issues).
- School Counsellor appointment.
- Safeguarding/TAC meeting.

