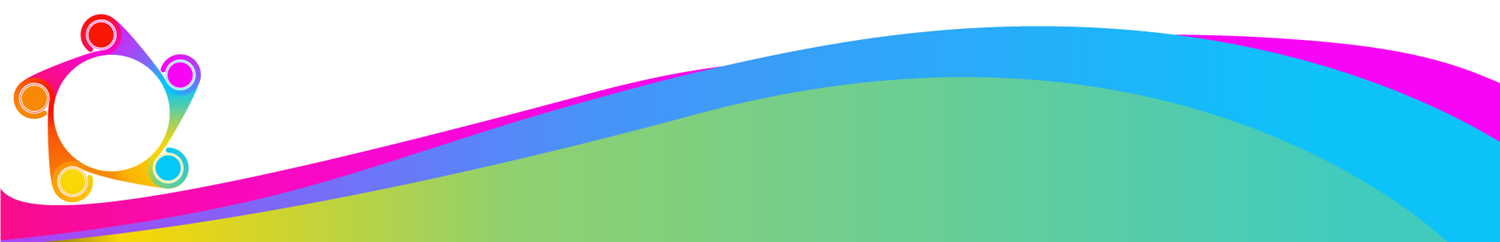


**Educational Diversity**

**Pupil Attendance Policy**

| **Approved by:** | Head Teacher | **Date:** September 2024 |
| --- | --- | --- |
| **Last reviewed on:** | September 24 | |
| **Next review due by:** | July 26 | |

‘With ***confidence*** we learn, through ***challenge*** we grow, with ***commitment*** we achieve, together we take ***control*** and realise our dreams’



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# Statement of Intent

At Educational Diversity, we believe that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent/carer to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents/carers decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called “Working together to improve school attendance” and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

* Promote children’s welfare and safeguarding
* Ensure every pupil has access to the full-time education to which they are entitled
* Ensure that pupils succeed whilst at school
* Ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

It has been developed in consultation with the Local Authority and seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school’s commitment to attendance matters. It details the responsibilities of parents/carers, Schools and Local Authorities to promote and monitor pupil attendance.

<https://assets.publishing.service.gov.uk/media/66bf301e253aee7aafdbdfea/Summary_table_of_responsibilities_for_school_attendance_-_August_2024.pdf>

In addition, all schools follow the DfE’s statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.

<https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf>

Our policy aims to raise and maintain levels of attendance by:

* Building strong relationships and working jointly with our families, listening to and understanding barriers to attendance and working in partnership with families to remove them.
* Setting high expectations for every pupil and communicating those expectations clearly and consistently to pupils and parent/carers
* Developing and maintaining a whole school culture that promotes the benefits of high attendance to ensure our school is a place our pupils want to attend
* Accurately completing admission and attendance registers and having effective day to day processes in place to follow-up absence
* Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place. Sharing information and working collaboratively with other schools in the area, the local authority, and other partners where a pupil’s absence is at risk of becoming persistent or severe.
* Being particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and providing them with additional support.

At Educational Diversity we understand that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

We take a whole-school approach to securing good attendance, and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

We are committed to:

* Promoting and modelling high attendance and its benefits.
* Ensuring equality and fairness for all.
* Intervening early and working with other agencies to ensure the health and safety of our pupils.
* Building strong relationships with families to overcome barriers to attendance. Working collaboratively with other schools in the area, as well as other agencies
* Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
* Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.
* Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

**Our Ethos, Expectations and Values**

At Educational Diversity we recognise that many of our pupils have previous poor attendance and prior to joining us may have faced situations which have meant that they have not been able to engage in regular school attendance.

For each pupil the barriers they face may be personal and unique to them but often include disengagement in learning, social issues, mental health, wellbeing or health needs.

Frequently Adverse Childhood Experiences, undiagnosed SEND medical needs are identified by staff as a pupil starts with us.

Pupils may experience Emotional Based School Avoidance or lack confidence to attend our provision. To support all pupils, bespoke Progression Plans and timetables are developed when required. However at all times we encourage pupils to attend and review these regularly to increase attendance in a timely fashion.

**Trauma and Nurture**

"Understanding the SEMH needs of pupils is absolutely essential in developing a whole school approach to improving mental health and behaviour in schools" (from [Mental Health and Behaviour in Schools](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)).

At Educational Diversity we use Boxall Profiling to identify needs and support students.

**Working Together**

We work with other agencies to support students and their families. Underpinning our work is the Blackpool Families Rock Approach and The Six Principles of Nurture. We also refer students and their families to relevant services such as Counselling/CASHER/CAMHS etc.



The 6 Principles of Nurture (NurtureUK) underpin our ethos. We use these approaches to understand and support students who are experiencing or have experienced trauma in their lives.

* Children's learning is understood developmentally.
* The classroom offers a safe base.
* The importance of nurture for the development of well-being.
* Language is a vital means of communication.
* All behaviour is communication.
* The importance of transition in children's lives.

**Our School Rules**

We have 3 school rules that run throughout our work

**BE READY BE SAFE BE RESPECTFUL**

As a staff team, we explored what we wanted our students to be. These were some of the keywords and phrases identified



**Promoting Regular Attendance**

At Educational Diversity, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school’s vision, values, ethos and day-to-day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing. For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

Our Senior Lead for attendance is our Deputy Headteacher, Kathryn Bastow and our Attendance Officer is Victoria Omerod, and can be contacted via each centre.

(or email:- [enquiries@eddiversity.blackpool.sch.uk](mailto:enquiries@eddiversity.blackpool.sch.uk)) .

All staff, parents/carers and pupils will be expected to contact the attendance officer for queries or concerns about attendance.

The link governor with responsibility for monitoring attendance is Hannah Cartlidge

Helping to create a pattern of regular attendance is the responsibility of parents/carers, pupils and all members of school staff.

To help us all to focus on this, we will:

* Expect high standards of attendance from all pupils and parent/carers and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.
* Monitor attendance data rigorously to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.
* Be alert to any pattern of absence and address with pupils and parents/carers. Listen and understand barriers to attendance and agree how all partners can work together to resolve them.
* Facilitate support to remove barriers in school and help pupils and parents/carers to access the support they need to overcome the barriers outside of school. This might include an Early Help or whole family plan where absence is a symptom of wider issues.
* Formalise support where absence persists and voluntary support is not working or not being engaged with. Depending on the circumstances, this may include formalising support through an attendance contract or Education Supervision Order.
* Enforce attendance through statutory intervention where all other avenues have been exhausted and support is not working or not being engaged with, which may include a penalty notice in line with the National Framework or prosecution to protect the pupil’s right to an education.

**Understanding Types of Absence**

Any absence affects the routine of a child’s schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil’s absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child’s regular attendance at school is a parents/carer's responsibility and allowing absence from school, without a good reason, is an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school (not by the parent/carer), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a ‘session’.

**Authorised absences** are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments that unavoidably fall in school time, emergencies or other unavoidable causes.

**Unauthorised absences** are those, which the school does not consider reasonable and for which no ‘leave’ has been granted. This type of absence can lead to the school referring to the Local Authority Pupil Welfare Service, for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however, this list is not exhaustive):

* Parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn.
* Absences that have never been properly explained.
* Children who arrive at school after the close of registration are marked using a ‘U’. This indicates that they are in school for safeguarding purposes, however is counted as an absence for the session.
* Shopping trips.
* Looking after other children or children accompanying siblings or parents/carers to medical appointments.
* Their own or family birthdays.
* Holidays taken during term time, not deemed ‘for exceptional purposes’ by the Headteacher, including any arranged by other family members or friends.
* Day trips.
* Other leave of absence in term time, which has not been agreed.

**Persistent Absenteeism (PA) and Severe Absenteeism (SA)**

A pupil is defined by the Government as a ‘persistent absentee’ if they miss 10% or more of school, which is the equivalent to missing 1 day or more a fortnight across a full school year. Schools and the Local Authority will work together to put additional targeted support in place to remove any barriers to attendance and re-engage these pupils as absence at this level will cause considerable damage to any pupil’s education and we need the full support and co-operation of parents/carers to resolve this.

The Government defines a pupil as ‘severely absent if they miss 50% or more schooling’. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need support that is more intensive.

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# Attendance Expectations

At Educational Diversity we have high expectations for pupils’ attendance and punctuality, and will ensure that these expectations are communicated regularly to parents and pupils.

Pupils will be expected to **BE READY** and:

* Attend school every day they are required to be at school, for the full day or their agreed times.
* Attend school punctually.
* Attend every timetabled lesson.

**Absence Procedures**

Parents/carers and pupils should contact our Educational Diversity Admin team about absences on a day-to-day basis. The contact details are:

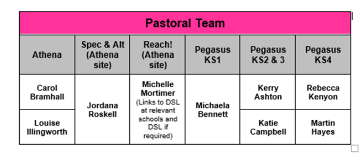
Athena :- 01253 476663

Atlas/Specialist and Alternative/Reach :- 01253 476661

Pegasus :- 01253 476660

email:- [enquiries@eddiversity.blackpool.sch.uk](mailto:enquiries@eddiversity.blackpool.sch.uk)

Further support regarding attendance is available from our Attendance officer (XXX) or our Pastoral Team who can be contacted by phoning the relevant centre or emailing [enquiries@eddiversity.blackpool.sch.uk](mailto:enquiries@eddiversity.blackpool.sch.uk)



We thoroughly monitor and review all pupils’ absence, and the reasons that are provided.

**If a child is absent from school the parent/carer must follow these procedures**:

* Contact the school on the first day of absence before 9.30 am, when our register closes;
* The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff.
* Please be aware that, if you leave a voicemail to report your child’s absence, you may receive a call from the school to discuss the absence before making a decision as to whether the absence is to be recorded as authorised
* Contact the school on every further day of absence, again before 9.30 am;
* Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence.
* Medical evidence may be requested if we have genuine and reasonable doubt about the authenticity of your child’s illness. Examples of medical evidence could include support from a GP or other health practitioner, an appointment card from a health practice, or proof of medication. The Headteacher will then consider this. For health and dental appointments, the expectation is that your child attends school either side of that unless advised otherwise.
* When determining whether a child is too ill to attend school, both parent/carers and school staff can consider the advice contained within the NHS Guidance on School Absence and Childhood Illness Is my child too ill for school? <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

**If your child is absent, we will:**

* Telephone or text you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us
* If we are unable to make contact with parents/carers by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made, in the interests of safeguarding

**If absence continues, we will:**

* We will notify parents/carers and pupils when attendance drops, taking into account a child’s historical attendance.
* A child whose attendance falls below 95% will miss 2 weeks of school over the year. For this reason, we will communicate further with parents/carers to promote good attendance, share our concerns and offer support.
* Arrange a meeting so that you may discuss the situation with our Attendance Officer, Pastoral Team, Lead Teacher or Deputy Head.
* Create a personalised action/support plan, such as an attendance contract, to address any barriers to attendance and make clear each person’s role in improving the attendance patterns of your child
* Offer signposting support to other agencies or services, if appropriate
* Make a request for support from Blackpool Council, Pupil Welfare Service
* Provide the Local Authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly or have been absent for a continuous period of ten school days where their absence has been recorded as unauthorised
* Refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions.

**We have a graduated response to attendance**

| **Form/Class Teacher** | **Pastoral Team** | **Attendance Officer** | **Lead Teacher** | **School Home Support/**  **Early Help** | **Attendance Lead/DHT** | **PWO** |
| --- | --- | --- | --- | --- | --- | --- |
| * Takes daily registers * Encourage good attendance/ Punctuality * Positive Phone Calls home * Meetings * Use of school reports to report attendance * Raise any concerns to Pastoral Team/Attendance Officer | * Encourage good attendance/ Punctuality * Positive Phone Calls home * Meetings * Work with Multi agency partners * Offer Early Help/ Attendance support * Make referrals as appropriate * Look for patterns/concerns | * Leads on looking for patterns/concerns * Lead on raising patterns/concerns with staff/student/parent/carer * Discuss curriculum offer with LT * Work with Pastoral Team re Safeguarding concerns * Works with Other agencies to support attendance * Works with PWO regarding next steps Identify with PWO /DHT appropriate pathway of support | * Work with Pastoral Team re Safeguarding concerns * Meet parents/students re support to engage * Works with Other agencies to support attendance * Discuss curriculum offer with SLT/Centre staff * Works with PWO regarding next steps | * Work with AO and Pastoral Team to offer practical support to encourage attendance to pupils/families * contribute to attendance meetings * support with safeguarding visits and low level interventions re punctuality missing days to encourage good habits | * Lead Weekly Attendance/ Safeguarding Meetings * Agree with AO/PWO next steps regarding students * Identify with PWO /AO appropriate pathway of support * Meet parents/students re support to engage | * Work with AO/DHT to manage caseload and agree appropriate pathways * [Missed Learning Escalation process FINAL VERSION 05062024.docx](https://docs.google.com/document/d/1BzRLOb_ncHhlqxzhbGrRjufNUb8uGg95/edit?usp=sharing&ouid=109977033805405528837&rtpof=true&sd=true) * Attend Attendance Meetings * Follow procedures following relevant pathway with families depending on agreed approach * Liaise regularly with AO /Pastoral Team regarding students |
|  | Attend regular Centre Attendance and Safeguarding Meetings to plan next steps | | | | | |

**Lateness**

At Educational Diversity, we actively discourage pupils arriving late to school and will seek an explanation from parents /carers. Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good time keeping is a vital life skill, which will help children as they progress through their school life and out into the wider world. Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

**How we manage lateness:**

Details of our school day are below

**Our School Day**

|  | **Arrival Time** | **Finishing Time** |
| --- | --- | --- |
| **LINK KS1** | 9.15 | 2.15 |
| **PEGASUS/LINK KS2** | 8.45 | 2.15 |
| **PEGASUS KS3 and KS4** | 9.00 | 2.30 |
| **ATHENA** | 9.00 | 2.30 |
| **REACH/LINK KS3** | 9.00 | 2.30 |
| **SPEC & ALT** | 9.00 | 2.30 |

Morning breaks and lunch are timetabled along with learning sessions, individual classes and students have their own timetable.

We strongly encourage all students to **BE READY** for their school day by attending each day and arriving at their required start time.

* The school day starts at the times shown in the above table, when children can begin to come into school.
* Registers are taken at this time.
* Children arriving after their start time are required to come into school via the school office.
* Registers will be closed 30 minutes after a pupil’s start time. In accordance with the regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – ‘U’, but this will not count as a present mark and it will mean that they have an unauthorised absence
* We will contact parents /carers regarding punctuality concerns

Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with us, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents /carers and staff to encourage good punctuality by being good role models to our children and, as a school; we celebrate good class and individual punctuality.

**Promoting and Incentivising Good or Improving Attendance**

Excellent attendance is an expectation for all our pupils. At the same time, we will use acknowledgement, praise and rewards as an integral part of our approach to encourage high standards and improvement.

* We praise and reward all pupils with 100% attendance each week
* We praise and acknowledge all pupils with improving attendance every half term.
* We will praise and reward pupils who significantly improve their attendance.

To encourage good attendance behaviours throughout the year we run attendance initiatives with a variety of prizes for pupils.

**Understanding Barriers to Attendance**

At Educational Diversity, we recognise that some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners will work in partnership with pupils and parents/carers to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these pupils; however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

Under the DfE’s statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

**SEND and Health-Related Absences**

At Educational Diversity we recognise that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

In line with our SEND Policy and Supporting Pupils with Medical Conditions Policy, we ensure that reasonable adjustments are made for pupils to reduce barriers to attendance, in line with any EHC plans or HCPs that have been implemented. Progression Plans are developed and reviewed regularly to support pupils. We also work with a multi agency approach to get additional support from external partners to help bolster attendance where appropriate.

Where we have concerns that a pupil’s non-attendance may be related to mental health issues, parents/carers will be contacted to discuss the issue and whether there are any contributory factors to their child’s lack of attendance.

Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed. All pupils will be supported with their mental health in accordance with the school’s Social, Emotional and Mental Health (SEMH) approaches.

If a pupil is unable to attend school for long periods of time due to their health, we will:

* Inform the LA if a pupil is likely to be away from the school for more than 15 school days.
* Provide the LA with information about the pupil’s needs, capabilities and programme of work.
* Help the pupil reintegrate at school when they return.
* Make sure the pupil is kept informed about school events and clubs.
* Encourage the pupil to stay in contact with other pupils during their absence.

At Educational Diversity we use our Progression Plans to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there has been signs of significant improvement.

To support the attendance of pupils with SEND and/or health issues, we consider:

* Holding regular meetings to evaluate any implemented reasonable adjustments.
* Incorporating a pastoral support plan.
* Carrying out strengths and difficulties questionnaire.
* Identifying pupils’ unmet needs through the Common Assessment Framework.
* Using an internal or external specialist.
* Enabling a pupil to have a reduced timetable.
* Ensuring a pupil can have somewhere quiet to spend lunch and break times.
* Implementing a system whereby pupils can request to leave a classroom if they feel they need time out.
* Temporary late starts or early finishes.
* Phased returns to school where there has been a long absence.
* Small group work or on-to-one lessons.
* Tailored support to meet their individual needs.

**Absence Data**

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are now required to submit pupil attendance data to the Department for Education on a daily basis.

Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

**Our Strategy for Reducing Persistent and Severe Absence**

If a pattern of absence becomes problematic, our Attendance Officer will work collaboratively with the pupil and their parents/carers to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly. Where these barriers are related to the pupil’s experience in school, our Attendance Officer will work with the Headteacher and any relevant school staff to address this.

**Local Authority Attendance Support Services**

The Local Authority Pupil Welfare Service supports our school, to reduce persistent absence and improve overall attendance.

Parents/carers are encouraged to work with the school to address any attendance concerns and proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider support that is more formal and/or refer to the Pupil Welfare Service. If attendance does not improve, legal action may be taken in the form of a Penalty Notice or prosecution in the Magistrates Court.

**School Attendance and the Law**

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent/carer to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Parents/carers may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a ‘parent/carer’, in relation to a child or young person, includes any person who is not a parent/carer (from which can be inferred ‘biological parent/carer’) but who has parent/carer responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

**Legal Sanctions**

**Prosecution:** Where all voluntary support options are unsuccessful or are not appropriate (e.g. an unauthorised holiday in term time), the Local Authority Pupil Welfare Service will liaise with school and the Early Help lead practitioner or social worker (where applicable) to take forward attendance legal intervention to formalise support and/or enforce attendance. Legal action in the Magistrates’ Court may be taken. Section 444 (1) of the Education Act 1996 states If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, their parent is guilty of an offence. A parent/carer 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 Attendance Contracts, Penalty Notices or an Education Supervision Order.

**National Framework for Penalty Notices**

Under The Education (Penalty Notices) (England) (Amendment) Regulations 2024 all state funded schools must consider as soon as practicable, whether a penalty notice is appropriate in each individual case where one of their pupils reaches the national threshold for considering a penalty notice. Penalty notices will be issued to parents/carers as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school where they are registered or, in certain cases, at a place where alternative provision is provided. Penalty notices can be used by all schools (with the exception of independent schools) where the pupil’s absence has been recorded with one or more of the unauthorised codes and that absence(s) constitutes an offence. A penalty notice can be issued to each parent/carer liable for the offence or offences.

As of the 19 August 2024, there is now a national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school’s registers). The 10 school week period can span different terms, school years or education settings.

Sanctions may include issuing each parent/carer (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three-year period will result in a fine of £160 per parent/carer, per child. If a third offence is committed, the matter may be referred to the Local Authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent/carer may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent/carer is found guilty in court, they will receive a criminal conviction.

**There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours**. In addition, the Supreme Court ruled that the definition of regular school attendance is “in accordance with the rules prescribed by the school.”

The School Attendance (Pupil Registration) (England) Regulations 2024 sets out the statutory requirements for schools. The amendments specify that Headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances".

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered exceptional by the Headteacher, irrespective of the child’s overall attendance. Only the Headteacher or his/her designate (not the Local Authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the form provided by the school. Where a parent/carer removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that a penalty notice will then be requested, in line with the National Framework and the local Code of Conduct, in respect of each parent/carer believed to have allowed the absence.

**Notices to Improve**

A Notice to Improve is a final opportunity for a parent / carer to engage in support and improve attendance before a penalty notice is issued. If the national threshold has been met and support is appropriate but offers of support have not been engaged with by the parent / carer or have not worked, a Notice to Improve should usually be sent to give parents a final chance to engage in support.

If a Notice to Improve is requested by school, the Local Authority will:

* Issue a formal written Notice to Improve to the parent/carer of the possibility of a penalty notice being issued.
* In the same letter, set a period of 15 school days during which the pupil’s attendance will be closely monitored.
* Issue a penalty notice through the post if the required level of improvement has not been achieved.

**Deletion from Roll**

In accordance with The School Attendance (Pupil Registration) (England) Regulations 2024, pupils will only be deleted from the register when one of the prescribed reasons apply. [The School Attendance (Pupil Registration) (England) Regulations 2024](https://www.legislation.gov.uk/uksi/2024/208/regulation/9/made)

**Appendix A- Attendance Register**

At Educational Diversity we use SIMS to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Form Tutors/SSAs take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether pupils are:

* Present.
* Absent.
* Attending an approved educational activity.
* Unable to attend due to exceptional circumstances.

At Educational Diversity we use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

| Code | **Definition** |
| --- | --- |
| Attending the School | |
| / | Present in the morning |
| \ | Present in the afternoon |
| L | Late arrival before the register has closed |
| K | Attending education provision arranged by the LA |
| V | Educational visit or trip |
| P | Participating in a supervised sporting activity |
| W | Work Experience |
| D | Dual registered at another school |
| B | Attending any other approved educational activity |
| Absent - Leave of Absence | |
| C | Leave of absence for exceptional circumstance |
| C1 | Leave of absence granted by the school for the purpose of participating in a regulated performance or undertaking regulated employment abroad |
| C2 | Leave of absence for a compulsory school age pupil subject to a part-time timetable |
| M | Medical or dental appointments |
| S | Leave of absence for the purpose of studying for a public examination |
| J1 | Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution |
| X | Non-compulsory school age pupil not required to attend school |
| Absent - Other Authorised Reasons | |
| E | Suspended or permanently excluded but no alternative provision made |
| R | Religious observance |
| I | Illness (not medical or dental appointment) |
| T | Parent travelling for occupational purposes |
| Absent - Unable to Attend School because of Unavoidable Causes | |
| Q | The pupil is unable to attend because of a lack of access arrangements. The pupil is unable to attend the school because a local authority has a duty set out in regulation 10(12) or (13) to make access arrangements to enable the pupil’s attendance at school and have failed to do so. |
| Y1 | Unable to attend due to transport normally provided not being available |
| Y2 | Unable to attend due to widespread disruption to travel |
| Y3 | Unable to attend due to part of the school premises being closed |
| Y4 | Unable to attend due to the whole school site being unexpectedly closed |
| Y5 | Unable to attend as pupil is in criminal justice detention |
| Y6 | Unable to attend in accordance with public health guidance or law |
| Y7 | Unable to attend because of any other unavoidable cause |
| Absent - Unauthorised Absences | |
| G | Unauthorised holiday |
| N | Reason not yet provided - needs to be amended in 5 days |
| O | Unauthorised absence |
| U | Arrived after registration closed |
| Administrative Codes | |
| Z | Prospective pupil not on admission register |
| # | When the school has planned in advance to be fully closed, the # code will be used for the relevant pupils who are absent.  This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days**.** |

Pupils who are absent from school but are receiving remote education for any reason will still be marked as absent in the register using the most appropriate absence code. A note will be made on the register regarding their online attendance.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

We share our daily attendance data with the DfE directly from our management information system (SIMS)

Every entry received into the attendance register will be preserved for six years.

**Dual Registration Pupils:**

For pupils who are dual-rolled we liaise with the relevant personnel at the pupil's school regarding whether they are present, it is then the responsibility of the school to follow up on absences.

# 

# Appendix B Parental Request form for Leave Due to Exceptional Circumstances.

# (Please note that completing this application does not guarantee that it will be granted)

# 

**Date of request:**

| Name of Children: | First Name | Surname | | Year Group/Class |
| --- | --- | --- | --- | --- |
|  |  | |  |
|  |  | |  |
|  |  | |  |
| If this request is for a holiday please list who is going |  | | | |
| 1st date of school absence: |  | Last day of absence: | |  |
| Length of absence applied for (number of school days only): | | | | |
|  | | | | |
| Siblings in other schools:  Please note this request / information may be shared with the school in which the sibling/s attend | First Name | Surname | | School |
|  |  | |  |
|  |  | |  |
|  |  | |  |
|  |  | |  |
| Contact Details | | | | |
| Parents:  (e.g. Mother, Father, Step Parent, Grandparent, Carer): | First name:  Surname:  DOB: | | First name:  Surname:  DOB: | |
|  | Address:  Postcode: | | Address:  Postcode: | |
|  | Email:  Home phone number:  Mobile: | | Email:  Home phone number:  Mobile: | |
| Emergency Contact Details (preferably someone who is staying in Blackpool): | First Name:  Surname:  Address:  Postcode:  Relationship to the child:  Contact Number: | | | |
| Reason for absence including full explanation including destination (use a separate sheet of paper if necessary). Please supply any supporting documentation you wish to be considered.  The exceptional circumstances are... | | | | |

# Statutory Declaration

## Legal responsibility

As a parent/guardian I understand all children aged between 5 and 16 are required by law to receive an education, and under the provisions of the Education Act 1996, it is my responsibility as a parent to ensure the regular school attendance of my children and that failure to do so could result in legal proceedings being taken by the Local Education Authority.

I understand that requests for leave can only be granted by schools if there are exceptional circumstances, and holidays are not considered exceptional. They must also be made to the school in advance, as the Department for Education has told schools that they cannot authorise any absences after they have been taken.

### Fines

I understand if my request is unauthorised I am most likely to be issued a Penalty Notice and fined, per parent, per child.

Once a penalty notice is issued, I have 28 days in which to pay the fine of £160, per parent, per child. If this is a first offence and I pay the fine within 21 days the fine will be at the lower charge of £80 per parent, per child.

If I fail to make payment after 28 days then the local authority has the power to prosecute me in the Magistrate's court for the offence of failing to ensure my child attends school regularly. A guilty verdict at court can lead to a fine of up to £1000.

I understand that I will only be issued with a maximum of two penalty notices within a three year rolling period, any further offences will be dealt with by way of a prosecution in the magistrate's court for the offence of failing to ensure my child attends school regularly under the following sections of the Education Act: Section 444(1): where a parent fails to secure the child’s regular attendance; and section 444(1A) where a parent knows that the child is failing to attend school regularly, and fails to ensure the child does so. Please be aware that the maximum sentence for this offence is a fine of £2,500 and/or up to 3 months imprisonment. A conviction could also result in a criminal record, which may affect employment opportunities.

## School places

I am aware that a referral will be made to the Local Authority Children Missing from Education Team (CME) if my request is unauthorised and my child hasn't returned to school on the agreed date. This could result in my child losing their school place, being a detriment to their education.

| Parent's Full Name: | | Parent's Signature: | | | Date: | |
| --- | --- | --- | --- | --- | --- | --- |
| Parent's Full Name: | | Parent's Signature: | | | Date: | |
|  | |  | | |  | |
| **For School use only** | | | | | | | |
| Any previous request:  No/Yes  Notes: | Is the requested absence during exams:  Yes/No  Notes: | | | Do the contact details for Parents match those held on our system:  Yes/No  Notes: | |  | |
| Reason for decision: |  | | | | |  | |
| Authorised |  | | Number of  School days | | |  | |
| Unauthorised |  | | Number of  School days | | |  | |
| Headteacher Signature |  | | | | |  | |

**Appendix C - Roles and Responsibilities**

At Educational Diversity we believe that improved school attendance can only be achieved if it is viewed as a shared responsibility of the school staff, management committee, parents/carers, pupils, and the wider school community.

**The Management Committee has overall responsibility for**

* Monitoring the implementation of this policy and all relevant procedures across our school.
* Promoting the importance of good attendance through our school’s ethos and policies.
* Arranging attendance training for all relevant staff that is appropriate to their role.
* Working with the SLT to set goals for attendance and providing support and challenge around delivery against those goals.
* Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
* Handling complaints regarding this policy as outlined in our Complaints Policy.
* Having regard to KCSIE when making arrangements to safeguard and promote the welfare of children.
* Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.

**Our Headteacher is responsible for**

* The day-to-day implementation and management of this policy and all relevant procedures across the school.
* Appointing a member of the SLT to the attendance officer role.
* Ensuring all parents are aware of the school’s attendance expectations and procedures.
* Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.
* Review and grant/refuse absence requests

**All Our Staff**

* Are responsible for setting a good example in matters relating to their own attendance and punctuality.
* Actively promote the importance and value of good attendance to pupils and their parents/carers by contributing to our whole school approach that reinforces good school attendance; with good teaching and learning experiences that encourage all pupils to attend and to achieve.
* Form positive relationships with pupils and parents/carers.
* Ensure that there is a whole-school approach that reinforces good school attendance. Good teaching and learning experiences are delivered by enthusiastic staff within a caring, nurturing environment and encourage all pupils to attend and want to achieve.
* Ensure that attendance related legislation is complied with.
* Ensure that a register is taken on SIMS each day/session to record attendance.
* Implement systems to report, record, and monitor the attendance of all pupils, including those who are educated off-site.
* Follow the non-attendance procedure if a pupil is absent (see below).
* Ensure that, where possible, early identification and intervention are deployed.

**Our SLT Attendance Lead (DHT)**

* Monitors the implementation of the Attendance Policy and ensure that the policy is reviewed regularly
* Works with the Attendance Officer to ensure an attendance action plan is in place and updated regularly.
* As the strategic lead for attendance, devises and implements the attendance action plan.
* Gives regular feedback and updates to SLT, Management Committee, and other team members.
* Ensures that all staff are aware of the Attendance Policy and adequately trained to address attendance issues.
* Ensures staff are accountable for the implementation of the attendance policy.
* Leads on partnership work with PWS.
* Ensures attendance processes are effective and run efficiently.
* Interprets the data to devise solutions and evaluate the effectiveness of interventions.
* Ensures that attendance data is collected and analysed frequently to identify causes and patterns of absence and reported to the Headteacher.

**Our Attendance Officer**

* Develops and leads on the Attendance Action Plan along with the Strategic Attendance Lead
* Monitors registers daily to ensure that they are accurately marked and ensures that systems to report, record, and monitor the attendance of all pupils, including those who are educated off-site, are implemented.
* Tracks individual student attendance, identifying patterns and trends
* Screens registers for required safeguarding visits
* Undertakes or coordinates attendance/safeguarding visits.
* Liaises with Pupil Welfare Service regarding caseload/potential caseload
* Liaises with our pastoral team regarding students' absence /safeguarding issues and alerts DSL if necessary.
* Builds detailed chronologies to show the support offered
* Liaises with our School Home Support Officer regarding referrals and support given
* Contributes to reports for the Management Committee, SLT etc
* Coordinates the sharing of attendance data with students and parents/carers
* Liaises with Attendance Lead regarding implementation of policy.
* Liaises with Attendance Lead regarding cases/new concerns
* Ensures information regarding start dates and times is shared with the Admin team/relevant staff
* Collaborates with staff regarding service-wide publicity (including website) regarding attendance.
* Collaborates with staff to implement consistent rewards and consequences.
* Ensures that systems to report, record, and monitor the attendance of all pupils, including those who are educated off-site, are implemented.
* Works closely with our PWO and other professions.
* Produces relevant reports/information for weekly centre attendance meetings and follows up on any actions identified
* Communicates with pupils and parents with regard to attendance.
* Follows up on incidents of persistent poor attendance.
* Monitors attendance and the impact of interventions.
* Work with other agencies to improve attendance and support pupils and their families.
* Documents interventions used to a standard required by the local authority should legal proceedings be instigated (on CPOMS).
* Documents interventions used to a standard required should legal proceedings be instigated (on CPOMS)

**Our Senior Leadership Team - Lead Teachers:**

* Liaise with Attendance Lead/Attendance Officer regarding implementation of policy.
* Liaise with Attendance Lead/Attendance Officer regarding cases/new concerns
* Ensure information regarding start dates and times is shared with the Admin team/relevant staff
* Have daily management of pastoral team/issues that may involve attendance
* 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 with Attendance Lead.
* Ensure that attendance is promoted in their part of the service
* Collaborate with other Lead Teachers and Attendance Lead regarding service-wide publicity (including website) regarding attendance.
* Collaborate with other Lead Teachers and Attendance Lead to implement consistent rewards and consequences.
* Managing staff within their centre to ensure attendance procedures are in place.
* Ensure that systems to report, record, and monitor the attendance of all pupils, including those who are educated off-site, are implemented.

**Our Data Manager**

* Works with Attendance Lead, Officer and SLT to produce required reports to support the work of the team.
* Produces reports to identify patterns and trends.
* Supports the collation and analysis of data.

**Our Admin**

* Liaises with relevant agencies and colleagues regarding pupil information
* Maintains our admission register as per the following guidance <https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance__applies_from_19_August_2024_.pdf>
* Update registers with late arrivals and those on agreed reduced hours/progression plans.
* Makes follow up text messages and phone calls to parents/carers of absent children and record on SIMS. Reporting any safeguarding concerns on CPOMS.
* Shares any information that may need to be followed up/visits arranged etc with our Attendance Officer and relevant pastoral team members/DSL/DDSL and record on CPOMS
* identifies any potential issues emerging with a pupil.
* Supports with identifying patterns and trends for absence and sharing this information with the pastoral team.

**Our Pastoral Team**

* Liaise with our Attendance Officer,Admin, Form Teachers, School Home Support Worker, and Key Workers regarding attendance issues/patterns.
* In liaison with our Attendance Officer, follow up on any issues with phone calls, visits, or liaise with Pupil Welfare Service.
* In liaison with our Attendance Officer, work in partnership with parents to support the identification of difficulties and strategies to overcome issues around attendance.
* Record their actions on CPOMS.
* Alert DSL/DDSL if required.
* Attend Centre Attendance meetings to discuss current attendance of pupils, their patterns and trends Contribute to relevant meetings such as CMOCs and ensure paperwork is uploaded onto CPOMS.
* Share information regarding attendance at meetings e.g. CP Conferences/Early Help Meetings.
* Work with other agencies to improve attendance and support pupils and their families.
* Conduct welfare visits as and when required

**Appendix D- Absent Pupils**

Pupils will not be permitted to leave our school premises during the school day unless they have permission from the school. The following procedures will be taken in the event of a pupil going missing whilst at school:

* The member of staff who has noticed the absent pupil will inform the Pastoral Lead immediately, who will in turn ensure that the Centre Lead is made aware
* The office staff will also be informed as they will act as a point of contact for receiving information regarding the search
* The Pastoral Lead will coordinate staffing to look for absent pupil whilst also ensuring all classes remain covered·
* A thorough search in person (and supporting by viewing cctv if available) will be conducted The following areas will be systematically searched:
  + - All classrooms
    - All toilets
    - The school grounds
    - The local area up to boundary lines
* Available staff will begin a search of the area immediately outside of the school premises, and will take a mobile phone with them so they can be contacted
* If the pupil has not been found after the initial search then the parents/carers of the pupil will be notified
* The school will attempt to contact parents/carers using the emergency contact numbers provided
* Other professionals working with the pupil/family such as Social Worker may be contacted
* If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted
* The incident should be recorded on CPOMS and should describe all circumstances leading up to the pupil going missing
* When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well
* Parents and any other agencies will be informed immediately when the pupil has been located

The Centre Lead in consultation with the headteacher (if appropriate) will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate next steps will be followed in accordance with our Relationships and Behaviour Policy/Multi Agency work with others etc.

The incident will be discussed in the daily debrief If a full investigation is required this will be arranged by the Headteacher/DHT in conjunction with the Centre Lead**.**

Policies, procedures and risk assessments will be reviewed where necessary.

**Appendix E - To monitor pupils we focus on -**

| Attendance Zone | 15% & below | 16% -50% | 51% -74% | 75%-90% | 91%-95% | 96% and above |
| --- | --- | --- | --- | --- | --- | --- |

* Pupils with an increase in attendance - praise/recognition given
* Pupils with a decline in attendance - support given
* Pupils with a Progression Plan - adapt/review
* Pupils with broken weeks/patterns in absence - support given
* Particularly on pupils who have rates of absence below 50 percent

We work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

Where a pupil at risk of PA/SA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school’s duty of care. The school will also bear in mind that the continuation of severe PA following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

# Monitoring and Analysing Absence

Our Attendance Officer monitors and analyses attendance data weekly to ensure that intervention and support is delivered quickly to address habitual absence at the first signs.

We collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

* The school cohort as a whole.
* Individual year groups.
* Year groups preparing for exams.
* Individual pupils.
* Demographic groups, e.g. pupils from different ethnic groups or economic backgrounds.
* Other groups of pupils, e.g. pupils with SEND, LAC and pupils eligible for FSM.
* Pupils at risk of PA.

We conduct analysis of the above data on a half-termly, termly and full-year basis to identify patterns and trends. This will include identifying, for each group:

* Patterns in uses of certain codes.
* Particular days of poor attendance.
* Subjects which have low lesson attendance.
* Historic trends of attendance and absence.
* Barriers to attendance.

Our Data Officer and Attendance Officer provide regular reports to staff across the school to enable them to track the attendance of pupils and to implement attendance procedures. The attendance officer will also be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.

Our Management Committee regularly reviews attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

We also benchmark our attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement, and will share practice which has been shown to be effective with other schools.

**Appendix F - Sample Agreements ( to be adapted if required)**

# Attendance Agreement Form

Pupil Attendance Agreement

I agree to attend school and understand the consequences I may face if my attendance drops below 100 percent. I will ensure that the school is made immediately aware of when I will not reasonably be able to attend, and will give the school full details of my absence.

As a pupil of Educational Diversity I am dedicated to:

* Being in attendance every day.
* Always being punctual to school and lessons.
* Informing the school of the reason for any absence.

· Not absent from school for trivial reasons.

| Pupil name: | Date: |
| --- | --- |
| Form tutor name: | Date: |

# Parental Attendance Agreement

I understand that it is my responsibility to send my child to school. I agree to send my child to school every day and understand the consequences if I fail to do so. When my child is absent from school due to exceptional circumstances, I will ensure the correct procedures are followed.

| Parent name: | Date: |
| --- | --- |
| Form tutor name: | Date: |

Introduction:

All of our young people have the right to access education. Regular school attendance is essential if pupils are to receive the care, guidance, and support they require to maximise their educational opportunities and achieve their potential.

Good attendance also ensures that the welfare and safety of our young people can be monitored and acted upon appropriately and effectively.

We value all pupils and will actively work with, and if necessary challenge, families/parents/carers to identify the reasons for poor attendance and try to resolve any difficulties.

**Appendix G - Non-attendance Procedure:**

| **Day** | **Communication** | **Yes** | **No** |
| --- | --- | --- | --- |
| Day 1 | Efforts made to contact parent/guardian  Text  Calls | Recorded and logged. If on PWS caseload informed PWO if appropriate.  When speaking to parents   * Ensure appropriate challenge given * If applicable/medical evidence requested * If possible view attendance print visible to support * Record reason given. * Encourage the pupil to attend - can the pupil still make it in later that day? * Medical evidence to be requested if appropriate. ie: On PWO caseload or attendance * is of concern and it is deemed appropriate to now challenge further absences. * Pastoral team DSL/DDSL * alerted of an absence of any high priority pupils | If possible, leave a message to make contact.  Call logged and other numbers attempted. Further phone calls made  If on PWS caseload, PWO to be informed and they will make appropriate next step |
| Day 2 | Efforts made to contact parent/guardian | Repeat as per day 1 | See day 1 |
| Day  3-4 | Efforts made to contact parent/guardian | Repeat as per day 1  In addition  Alert key pastoral team workers for follow-up.   * Welfare visit **dependant on need** * Agree on return to school date * Recorded and logged on CPOMS. | Recorded and logged on CPOMS. If on PWS caseload inform PWO  In addition  Share information with key pastoral team workers so they can follow-up.   * Welfare visit **dependant on need** * Leave a note to contact the school * Are other agencies involved   i.e. SC, Early Help, Awaken, etc. – Liaise with to establish any sightings of pupil |
| Day 5 onwards | Efforts made to contact parent/guardian | Repeat as per day 1  Alert key pastoral team worker for follow-up.   * **Welfare visit** if not already seen during absence * Agree on return to school date * Discuss with PWO * Recorded and logged on CPOMS. | Recorded and logged on CPOMS. If on PWS caseload inform PWO  **Pastoral staff to complete a welfare visit to the family home**   * Agree to return to school date/next steps * Consider the use of PWS and/or if safeguarding concerns exist consider requesting a Police for welfare check |
| Day 10 |  | Recorded and logged on CPOMS. If on PWS caseload inform PWO.  Alert key pastoral team workers for follow-up.   * Welfare visit * Agree on return to school * date/next steps * Discuss with PWO | * **PWS support** * **Police for welfare check as the pupil is now missing in education** * **Contact CSC duty team to seek advice as a possible missing person** |
| **For pupils where non-attendance is ongoing.**   * ensure sighting of the pupil every 10 school days * Working with multi-agencies * continue to offer opportunities to support re-engagement | | | |
| **Child Missing in Education**   * We liaise with our Pupil Welfare Officer and follow DFE Guidance regarding Children missing in education | | | |

**Attendance at Educational Diversity**

**Our School Day**

|  | **Arrival Time** | **Finishing Time** |
| --- | --- | --- |
| **LINK KS1** | 9.15 | 2.15 |
| **PEGASUS/LINK KS2** | 8.45 | 2.15 |
| **PEGASUS KS3 and KS4** | 9.00 | 2.30 |
| **ATHENA** | 9.00 | 2.30 |
| **REACH/LINK KS3** | 9.00 | 2.30 |
| **SPEC & ALT\***  **(Bespoke arrangements for students)** | 9.00 | 2.30 |

Our Attendance Strategic Lead is

**Kathryn Bastow (DHT)**

Our Attendance and Engagement Officer is

**Victoria Omerod**

Who to contact if you are worried about your child’s attendance please contact us

|  | **Phone Number** | **Who to speak to** |
| --- | --- | --- |
| **Pegasus/LINK KS1** | 01253 476660 | Michaela Bennett or Hayley Wootton |
| **Pegasus KS2 and KS3** | 01253 476660 | Kerry Ashton, Katie Campbell or Hayley Wootton |
| **Pegasus KS4** | 01253 476660 | Martin Hayes, Becky Kenyon or Hayley Wootton |
| **Athena** | 01253 476663 | Carol Bramhall, Louise Illingworth or Simon Coulter |
| **REACH/LINK/ ATLAS/SPEC & ALT** | 01253 476661 | Jordana Roskell or Michelle Mortimer |

Our extended team who also support attendance, include our

School Home Support Worker and Pupil Welfare Officer