Aspirational Futures Multi Academy Trust

Attendance Policy

Aspirational Futures Multi Academy Trust Wide Policy

November 2023

Document Control

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1.0	Nov 2024	S Mitchell, F Fish	New trust policy based on the Parklands High School policy

Contents

1. **Statement of intent**

1.1. Aspirational Futures Multi Academy Trust believes 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.

1.2. 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 our schools, as well as strong and trusting relationships with pupils and parents.

1.3. 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.

1.4. We are committed to:

1.4.1. Promoting and modelling high attendance and its benefits.

1.4.2. Ensuring equality and fairness for all.

1.4.3. Intervening early and working with other agencies to ensure the health and safety of our pupils.

1.4.4. Building strong relationships with families to overcome barriers to attendance.

1.4.5. Working collaboratively with other schools in the area, as well as other agencies.

1.4.6. 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.

1.4.7. Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.

1.4.8. Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

1.5. Contact details can be found on each school's website regarding who leads on attendance in the school. Staff, parents and pupils will be expected to contact the named person for queries or concerns about attendance.

2. **Legal framework**

2.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

2.1.1. Education Act 1996

2.1.2. Equality Act 2010

2.1.3. The Education (Pupil Registration) (England) Regulations 2006 (as amended)

2.1.4. DfE (2022) 'Working together to improve school attendance'

2.1.5. DfE (2016) 'Children missing education'

2.1.6. DfE (2022) 'Keeping children safe in education (KCSIE) 2023'

2.1.7. DfE (2023) 'Providing remote education'

2.2.   This policy operates in conjunction with the following school policies:

2.2.1.   Complaints Procedures Policy

2.2.2.   Child Protection and Safeguarding Policy

2.2.3.   Behaviour Policy

2.2.4.   Relationship Policy

2.2.5.   Special Educational Needs and Disabilities (SEND) Policy

2.2.6.   Supporting Pupils with Medical Conditions Policy

3.   Definitions

3.1.   The following definitions apply for the purposes of this policy:

3.1.1.   **Absence**:

3.1.1.1.   Arrival at school after the register has closed

3.1.1.2.   Not attending school for any reason

3.1.2.   **Authorised absence:**

3.1.2.1.   An absence for sickness for which the school has granted leave

3.1.2.2.   Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave

3.1.2.3.   Religious or cultural observances for which the school has granted leave

3.1.2.4.   An absence due to a family emergency

3.1.3.   **Unauthorised absence:**

3.1.3.1.   Parents keeping children off school unnecessarily or without reason

3.1.3.2.   Truancy before or during the school day

3.1.3.3.   Absences which have never been properly explained

3.1.3.4.   Arrival at school after the register has closed

3.1.3.5.   Absence due to shopping, looking after other children or birthdays

3.1.3.6.   Absence due to day trips and holidays in term-time which have not been agreed

3.1.3.7.   Leaving school without reason during the day

3.1.4.   **Persistent absence (PA):**

3.1.4.1.   Missing 10 percent or more of schooling across the year for any reason

4.   Roles and responsibilities

4.1.   The Board of Trustees has overall responsibility for:

4.1.1.   Monitoring the implementation of this policy and all relevant procedures across the schools.

4.1.2.   Promoting the importance of good attendance through each school's ethos and policies.

4.1.3.   Arranging attendance training for all relevant staff that is appropriate to their role.

4.1.4. Working with the headteacher/principal to set goals for attendance and providing support and challenge around delivery against those goals.

4.1.5. 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.

4.1.6. Handling complaints regarding this policy as outlined in the Trust's Complaints Policy.

4.1.7. Having regard to KCSIE when making arrangements to safeguard and promote the welfare of children.

4.2. Each headteacher is responsible for:

4.2.1. The day-to-day implementation and management of this policy and all relevant procedures across the school.

4.2.2. Appointing a member of the SLT to oversee the attendance officer's role.

4.2.3. Ensuring all parents are aware of the school's attendance expectations and procedures.

4.2.4. Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.

4.3. Staff are responsible for:

4.3.1. Following this policy and ensuring pupils do so too.

4.3.2. Ensuring this policy is implemented fairly and consistently.

4.3.3. Modelling good attendance behaviour.

4.3.4. Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.

4.3.5. Where designated, taking the attendance register at the relevant times during the school day.

4.4. The attendance officer/manager (secondary) or bursar/headteacher (primary) is responsible for:

4.4.1. The overall strategic approach to attendance in school.

4.4.2. Developing a clear vision for improving attendance.

4.4.3. Monitoring attendance and the impact of interventions.

4.4.4. Analysing attendance data and identifying areas of intervention and improvement.

4.4.5. Communicating with pupils and parents with regard to attendance.

4.4.6. Following up on incidents of persistent poor attendance.

4.4.7. Informing the Local Authority of any pupil being deleted from the admission and attendance registers.

4.5. Parents are responsible for:

4.5.1. Providing accurate and up-to-date contact details.

4.5.2. Providing the school with more than one emergency contact number.

4.5.3. Updating the school if their details change.

4.5.4. The attendance of their children at school.

4.5.5. Promoting good attendance with their children.

4.6. Pupils are responsible for:

4.6.1. Attending their lessons and any agreed activities when at school.

4.6.2. Arriving punctually to lessons when at school.

5. Attendance expectations

5.1. The trust has high expectations for pupils' attendance and punctuality, and will ensure that these expectations are communicated regularly to parents and pupils.

5.2. The trust's minimum expectation for every pupil is 95% attendance.

5.3. If attendance falls below 92%, attendance procedures will commence. See section 13 below.

5.4. Pupils will be expected to:

    5.4.1. Attend school every day they are required to be at school, for the full day, in full uniform.

    5.4.2. Attend school punctually.

    5.4.3. Attend every lesson.

5.5. Details of each school's day are published on their respective websites. Please check the individual school's website for correct times.

5.6. Pupils will be encouraged to communicate any concerns related to attendance and absence as soon as possible to the relevant member of staff.

6. Absence procedures

6.1. Each school will publish full details on their website for reporting absence. Please check your child's school website for further details. An example procedure is listed below.

    6.1.1. Parents will be required to contact the school office via telephone before 9:00am on the first day of their child's absence – they will be expected to provide an explanation for the absence and an estimation of how long the absence will last, e.g. one school day.

    6.1.2. Where a pupil is absent, and their parent has not contacted the school by the close of the morning register to report the absence, the attendance officer will contact the parent via text message or phone call as soon as is practicable on the first day that the pupil does not attend school. This is known as the First Day Protocol.

    6.1.3. The school will always follow up any absences in order to:

        6.1.3.1. Ascertain the reason for the absence.

        6.1.3.2. Ensure the proper safeguarding action is being taken.

        6.1.3.3. Identify whether the absence is authorised or not.

        6.1.3.4. Identify the correct code to use to enter the data onto the school census system.

6.2. The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness.

6.3. In the case of PA, arrangements will be made for parents to speak to the attendance officer. The school will inform the LA, on a termly basis, of the details of pupils who

fail to attend regularly, or who have missed 10 school days or more without authorisation.

6.4.   If a pupil's attendance drops below 92%, the school may arrange a formal meeting with the pupil and their parents, depending on the circumstances.

6.5.   The attendance reporting structure will be as follows:

6.5.1.   Attendance Manager(secondary)

6.5.2.   Bursar/school office (primary)

7.   **Attendance register**

7.1.   Each school uses an electronic management information system (e.g. SIMS) to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

7.2.   Designated staff members will 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:

7.2.1.   Present.

7.2.2.   Absent.

7.2.3.   Attending an approved educational activity.

7.2.4.   Unable to attend due to exceptional circumstances.

7.3.   Each school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

7.3.1.   / = Present in the morning

7.3.2.   \ = Present in the afternoon

7.3.3.   L = Late arrival before the register has closed

7.3.4.   C = Leave of absence granted by the school

7.3.5.   H = Authorised holiday

7.3.6.   E = Excluded but no alternative provision made

7.3.7.   I = Illness

7.3.8.   M = Medical or dental appointments

7.3.9.   R = Religious observance

7.3.10.   S = Study leave

7.3.11.   T = Gypsy, Roma and Traveller absence

7.3.12.   G = Unauthorised holiday

7.3.13.   N = Reason not yet provided

7.3.14.   O = Unauthorised absence

7.3.15.   U = Arrived after registration closed

7.3.16.   D = Dual registered at another educational establishment

7.3.17.   B = Off-site education activity (approved DBS-checked facility seen by the school)

7.3.18.   J = At an interview with prospective employers, or another educational establishment

7.3.19.   P = Participating in a supervised internal sporting activity

7.3.20.   V = Educational visit or trip

7.3.21.   W = Work experience

7.3.22.   Y = Exceptional circumstances

7.3.23.   Z = Pupil not on admission register

7.4.   When the school has planned in advance to be fully or partially 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.

7.5.   Pupils who are absent from school but are receiving remote education for any reason will be marked as absent in the register.

7.6.   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.

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

8.   Authorising parental absence requests

8.1.   Parents will be required to request certain types of absence in advance. All requests for absence will be handled by each school's headteacher – the decision to grant or refuse the request will be at the sole discretion of the headteacher, taking the best interests of the pupil and the impact on the pupil's education into account. The headteacher's decision is not subject to appeal; however, the school will be sympathetic to requests for absence by parents, and will not deny any request without good reason.

8.2.   Leave of absence

8.2.1.   Each school will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect parents to contact the headteacher in writing 28 days prior to the proposed start date of the leave of absence, providing the reason for the proposed absence and the dates during which the absence would be expected to occur.   Each school will have a leave of absence form on their website for parents to download, or alternatively pupils can collect a form from the school office.

8.2.2.   Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. Where the absence is granted, the headteacher will determine the length of time that the pupil can be away from school. The school will not grant leaves of absence for the purposes of family holidays.

8.2.3.   If term-time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. The school cannot grant leaves of absence retrospectively; therefore, any absences that were not approved by the school in advance will be marked as unauthorised.

8.3.   Illness and healthcare appointments

8.3.1.   Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be

expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. Parents will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment. A full day's absence will not be granted for a dentist or doctor's etc appointment.

8.4.   Performances and activities, including paid work

8.4.1.   The school will ensure that all pupils engaging in performances or activities, whether they receive payment or not, which require them to be absent from school, understand that they will be required to obtain a licence from the LA which authorises the school's absence(s).

8.4.2.   Additional arrangements will be made by the school for pupils engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education – this may involve private teaching. These arrangements will be approved by the LA who will ensure that the arrangements are suitable for the pupil.

8.4.3.   The pupil will receive education that, when taken together over the term of the licence, amounts to a minimum of three hours per day that the pupil would be required to attend a school maintained by the LA issuing the licence. This requirement will be met by ensuring a pupil receives an education:

8.4.3.1.   For not less than six hours a week; and

8.4.3.2.   During each complete period of four weeks (or if there is a period of less than four weeks, then during that period), for periods of time not less than three hours a day; and

8.4.3.3.   On days where the pupil would be required to attend school if they were attending a school maintained by the LA; and

8.4.3.4.   For not more than five hours on any such day.

8.4.4.   Where a licence has been granted by the LA and it specifies dates of absence, no further authorisation will be needed from the school. Where an application does not specify dates, and it has been approved by the LA, it is at the discretion of the headteacher to authorise the leave of absence for each day. The headteacher will not authorise any absences which would mean that a pupil's attendance would fall below 96 percent. Where a licence has not been obtained, the headteacher will not authorise any absence for a performance or activity.

8.5.   Religious observance

8.5.1.   Parents will be expected to request absence for religious observance at least two weeks in advance.

8.5.2.   The school will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as **one day** where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

8.5.3.   The school may seek advice from the religious body in question where there is doubt over the request.

8.6.   Gypsy, Roma and Traveller absence

8.6.1.   Where a pupil's parent belongs to a community covered by this code and is travelling for occupational purposes, the parent will be expected to request a leave of absence for their child at least two weeks in advance. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

9.   SEND and health-related absences

9.1.   The Trust recognises 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.

9.2.   In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, each school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

9.3.   Where a school has concerns that a pupil's non-attendance may be related to mental health issues, parents 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.

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

9.4.1.   Inform the LA if a pupil is likely to be away from the school for more than 15 school days.

9.4.2.   Provide the LA with information about the pupil's needs, capabilities and programme of work.

9.4.3.   Help the pupil reintegrate at school when they return.

9.4.4.   Make sure the pupil is kept informed about school events and clubs.

9.4.5.   Encourage the pupil to stay in contact with other pupils during their absence.

9.5.   Each school will incorporate an action plan 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 have been signs of significant improvement.

9.6.   To support the attendance of pupils with SEND and/or health issues, the school will consider:

9.6.1.   Holding termly meetings to evaluate any implemented reasonable adjustments.

9.6.2.   Incorporating a pastoral support plan.

9.6.3.   Carrying out strengths and difficulties questionnaire.

9.6.4.   Identifying pupils' unmet needs through the Common Assessment Framework.

9.6.5.   Using an internal or external specialist.

9.6.6.   Enabling a pupil to have a reduced timetable.

9.6.7.   Ensuring a pupil can have somewhere quiet to spend lunch and break times.

9.6.8.   Implementing a system whereby pupils can request to leave a classroom if they feel they need time out.

9.6.9.   Temporary late starts or early finishes.

9.6.10.   Phased returns to school where there has been a long absence.

9.6.11.   Small group work.

10.   Absence in exceptional circumstances

10.1.   The school will deem what an exceptional circumstance is, and each case will be judged on its own merits. A child is classed as living within walking distance to school if their home is within a 3 mile radius, therefore they would be expected to attend as soon as possible.

10.2.   The use of the 'Y' code for exceptional circumstances will be collected in the school census for statistical purposes.

11.   Truancy

11.1.   Truancy will be considered as any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

11.2.   All staff will be actively engaged in supporting the regular attendance of pupils, and understand the importance of continuity in each pupil's learning.

11.3.   Any pupil with permission to leave the school during the day must sign out at the school office and sign back in again on their return.

11.4.   Immediate action will be taken when there are any concerns that a pupil might be truanting. If truancy is suspected, the attendance officer/headteacheris notified and parents contacted in order to assess the reasons behind the pupil not attending school.

11.5.   The following procedures will be taken in the event of a truancy:

11.5.1.   In the first instance, a letter of warning will be sent to the parents of the pupil, informing them of the truancy and stating that any future occurrences could result in further action being taken.

11.5.2.   If any further truancy occurs, then the school will consider issuing a penalty notice.

11.5.3.   A penalty notice will be issued where there is overt truancy, inappropriate parentally-condoned absence, excessive holidays in term-time and persistent late arrival at school.

12.   Missing children

12.1. Pupils will not be permitted to leave the 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:

12.1.1. The member of staff who has noticed the missing pupil will inform the headteacher/ school office/ pastoral team immediately.

12.1.2. The office or pastoral staff will act as a point of contact for receiving information regarding the search.

12.1.3. A search of school premises will be conducted.

12.1.4. The following areas will be systematically searched:

12.1.4.1. All classrooms

12.1.4.2. All toilets

12.1.4.3. Changing rooms

12.1.4.4. The library

12.1.4.5. Any outbuildings

12.1.4.6. The school grounds

12.1.5. Available staff may 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.

12.1.6. After all searches have been completed, parents will be notified and informed that their child cannot be found and therefore cannot be safeguarded.

13. Attendance intervention

13.1. In order to ensure the school has effective procedures for managing absence, the attendance manager/bursar, supported by the SLT, will:

13.1.1. Establish a range of specific, evidence-based interventions to address barriers to attendance.

13.1.2. Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.

13.1.3. Attend or lead attendance reviews in line with escalation procedures.

13.1.4. Establish robust escalation procedures which will be initiated before absence becomes a problem by:

13.1.4.1. Sending letters to parents.

13.1.4.2. Having a weekly review meeting.

13.1.4.3. Conducting home visits.

13.1.4.4. Engaging with LA attendance teams.

13.1.4.5. Using fixed penalty notices.

13.2. Each school will use attendance data to develop specific strategies to improve attendance where patterns of absence are emerging. These strategies will be developed on a case-by-case basis, and will consider the particular needs of the pupils whom the intervention is designed to target.

13.3. Each school will aim to improve attendance in the overall school cohort by acknowledging good attendance in ways such as:

13.3.1. End of term trips

13.3.2.   Postcards home

13.4.   School trips and events will be considered a privilege. Where attendance drops below a percentage deemed appropriate by the school and communicated to parents when advertising the trip/event, these privileges may be taken away. Each school will develop strategies for ensuring that pupils with health needs or home circumstances that result in additional absences are not unfairly excluded from attendance rewards, e.g. by setting individualised targets.

14.   Working with parents to improve attendance

14.1.   The school will work to cultivate strong, respectful relationships with parents and families and work to build trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services.

14.2.   Each school will ensure that there are two sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.

14.3.   Each school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the headteacher in advance. The school will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

14.4.   If a pattern of absence becomes problematic, the attendance officer or designated member of staff will work collaboratively with the pupil and their parents to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

14.5.   Where these barriers are related to the pupil's experience in school, e.g. bullying, the attendance officer or designated member of staff will work with the headteacher and any relevant school staff, e.g. the DSL and SENCO, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the pupil's family, the attendance officer or designated member of staff will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

15. Persistent absence (PA)

15.1. There are various groups of pupils who may be vulnerable to high absence and PA, such as:

15.1.1. Children in need

15.1.2. LAC

15.1.3. Young carers

15.1.4. Pupils who are eligible for FSM

15.1.5. Pupils with EAL

15.1.6. Pupils with SEND

15.1.7. Pupils who have faced bullying and/or discrimination

15.2. Each school will ensure it provides support to pupils at risk of PA, in conjunction with all relevant external authorities where necessary.

15.3. The school will use a number of methods to help support pupils at risk of PA to attend school. These include:

15.3.1. Offering catch-up support to build confidence and bridge gaps in learning.

15.3.2. Meeting with the pupil and their parents to discuss patterns of absence, barriers to attendance, and any other problems they may be having.

15.3.3. Establishing plans to remove barriers and provide additional support.

15.3.4. Making regular contact with the pupil's parents to discuss progress.

15.3.5. Assessing whether an EHC plan or IHP may be appropriate.

15.3.6. Considering what support for re-engagement might be needed, including with regard to additional vulnerability.

15.4. Where a pupil at risk of PA 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.

16. Legal intervention

16.1. Each school will allow sufficient time for attendance interventions and engagement strategies to improve a pupil's attendance; however, where engagement strategies to improve attendance have not had the desired effect after, the attendance officer will consider:

16.1.1. Holding a formal meeting with parents and the school's point of contact in the School Attendance Support Team.

16.1.2. Working with the LA to put a parenting contract or an education supervision order in place.

16.1.3. Engaging children's social care where there are safeguarding concerns.

16.2. Where the above measures are not effective, the headteacher will issue a fixed penalty notice in line with the LA's code of conduct.

16.3. Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.

17. Monitoring and analysing absence

17.1. The attendance officer/designated member of staff will monitor and analyse attendance data to ensure that intervention and support is delivered quickly to address habitual absence at the first signs.

17.2. The school will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

17.2.1. The school cohort as a whole.

17.2.2. Individual year groups.

17.2.3. Year groups preparing for exams.

17.2.4. Individual pupils.

17.2.5. Demographic groups, e.g. pupils from different ethnic groups or economic backgrounds.

17.2.6. Other groups of pupils, e.g. pupils with SEND, LAC and pupils eligible for FSM.

17.2.7. Pupils at risk of PA.

17.3. Attendance data will be thoroughly analysed to identify patterns and trends. This will include identifying for each group:

17.3.1. Patterns in uses of certain codes.

17.3.2. Particular days of poor attendance.

17.3.3. Subjects which have low lesson attendance.

17.3.4. Historic trends of attendance and absence.

17.3.5. Barriers to attendance.

17.4. The attendance officer will 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.

17.5. Each Local Governing Board will regularly review 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.

17.6. Each school will also benchmark its 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.

17.7. The Board of Trustees will ensure staff from different schools within the trust regularly share expertise and collaborate on interventions.