



# **Attendance Policy**

## **September 2022**

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<p><b>Prospere Learning Trust</b>  is a Multi Academy Trust  Registered in England and Wales number 10872612  Registered Office: Firbank Road, Manchester, M23 2YS</p> <p>The Prospere Learning Trust has several Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.</p> <p>The Trust Board has responsibility for the operational of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.</p> <p>Within our policies reference to:</p> <ul style="list-style-type: none"> <li>• Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.</li> <li>• School includes a reference to school, academy or free school unless otherwise stated.</li> <li>• Headteacher includes a reference to Headteacher, Principal or Head of School of a school, academy, or free school.</li> </ul>	

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## 1. Introduction:

- 1.1. Regular school attendance is essential if children are to achieve their full potential.
- 1.2. Pioneer House believes that regular school attendance is the key to enabling children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.
- 1.3. Pioneer House values all students. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties in a trauma-informed, inclusive manner.
- 1.4. Maintaining regular school attendance for many of our pupils is a challenge due to the variety of individual needs they have. This may range from a pupil coping with physical impairments, emotional needs and chronic medical conditions. Pioneer House hopes this policy will provide guidance to pupils, parents/carers striving to achieve the best possible attendance and educational outcomes.
- 1.5. Pioneer House recognises that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on admissions, safeguarding, anti-bullying, child protection, safeguarding and behaviour and inclusive learning. This policy also takes into account the Human Rights Act 1998, the Disability Discrimination Act 1995 and the Race Relations Act 2000.

## 2. Mental Health and Emotional Wellbeing

- 2.1. Children's mental health and wellbeing are vitally important to us all at Pioneer House.
- 2.2. Our children arrive to us with significant learning, health and emotional needs that require careful consideration, planning and care.
- 2.3. It is important to us that our children achieve the best they can as well as reaching emotional maturity with the capacity to overcome barriers to their learning and develop positive coping strategies. All children and have a right to education and children with SEND have the most to gain by attending school regularly and the access to an appropriate school setting provides specialist teaching and support.
- 2.4. It is vital that our children attend school every day to maximise these opportunities and get the support they need and deserve.

## 3. Legal Framework:

- 3.1. Legal proceedings are a statutory intervention used by the local authority against the parents of registered students who fail to attend regularly at school. Parents whose children are on a school register and fail to ensure the regular and punctual attendance of their child(ren), may be guilty of an offence under Section 444(1) or 444(1A) of the Education Act 1996 and the authority may take enforcement action through the courts to secure regular attendance.

- 3.2. Legal proceedings are not used as a punishment to parents for their student's absence from school; they are a supportive measure intended to make parents realise the importance of attendance and to avoid further absence from school.
- 3.3. Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive efficient full-time education suitable to a) their age, ability, and aptitude and b) to any special educational needs they may have, either by regular attendance at school or otherwise.
- 3.4. A child is of Compulsory School Age at the beginning of the term following their 5<sup>th</sup> birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16.
- 3.5. Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement.
- 3.6. The Education (Pupil Registration) (England) Regulations 2013, require schools to take an attendance register twice a day, once at the start of the morning session and then again during the afternoon session. This requirement must be adhered to for all pupils in the official school register and must accurately record pupils' absence and attendance using the correct codes.
- 3.7. Whilst the official register will be maintained in line with regulations, Pioneer House will also be using a disaggregated register (DR). This register will reflect individual pupil's absence and attendance in relation their specific needs and their personal education, health and care plan. By adopting this method pupils will be able to achieve the best possible outcomes and be recognised feeling valued for their efforts.
- 3.8. Pioneer House will draw up a disaggregated register in consultation with key professionals involved in supporting the individual children. The criteria for disaggregation will be complex medical conditions / special educational needs, including Social Emotional and Mental Health.
- 3.9. The register must record whether the student was:
- present;
  - absent;
  - present at approved educational activity; or
  - unable to attend due to exceptional circumstances.
- 3.10. The disaggregated register will reflect the agreed present and absence of a pupil in line with their individual education, health and care plan.

#### **4. Safeguarding:**

- 4.1. Every student should be able learn in an enjoyable and safe environment and be protected from harm. We respect and value all children and are committed to providing a caring, friendly, and safe environment for all our students so they can learn and participate in all school activities in a relaxed and secure atmosphere.
- 4.2. Attending school regularly promotes the welfare and safety of children whilst they are not in the care of their parents/carers. Safeguarding is about offering early help and support to children and families and difficulties with attendance and lateness may be signs that something is worrying the child or that there are difficulties within the family. Poor or irregular attendance, persistent lateness, or children missing from education may be considered a safeguarding matter if this places a child at risk of harm.
- 4.3. Safeguarding the interests of each child is everyone's responsibility and within the context of this school; safeguarding and promoting the welfare and life opportunities for children encompasses Attendance, Behaviour Management, Health and Safety, Access to the Curriculum and Anti- bullying, protecting children from abuse and neglect, online safety, radicalisation, and extremism, FGM (Female Genital Mutilation) and CSE (Child Sexual Exploitation).
- 4.4. More information on safeguarding and the protection of children can be found in the school's Safeguarding and Child Protection Policy.
- 4.5. To allow us to safeguard the children in our care it is important that parents and carers provide the school with their current contact details and provide at least three other contact numbers in case of emergency.
- 4.6. It is also important for parents to inform the school of any specific vulnerability in relation to their child or home circumstances.

#### **5. Categorising absence using the disaggregated register (DR):**

- 5.1. Criteria for using disaggregated register for individual pupils
  - Receiving regular medical / therapy intervention
  - Where pupils of compulsory school age are recorded as absent from their agreed sessions the DR must show whether the absence is authorised or unauthorised using the correct codes. The register must show whether the absence is authorised or unauthorised.
  - Where it has been agreed, a pupil is not required to attend a session the DR can be recorded using the code X. This will not affect the pupil's record of attendance and if there are no absences where a pupil is expected to attend, the pupil will achieve 100% attendance.
  - Absence can only be authorised by the Headteacher and cannot be authorised by parents/carers. All absences will be treated as unauthorised unless a satisfactory explanation for the pupil's absence has been received or it has been agreed by the school that the specific reason for absence falls within the criteria of the DR.

- Parents/carers must advise the school by telephone on the first day of absence and provide the school with an expected date of return for those sessions they are required to attend. This should be followed up in the form of a written note from the parent/carer, though verbal explanations may be acceptable where this is considered appropriate

- 5.2. Where students at compulsory school age are recorded as absent, the register must show whether the absence is authorised or unauthorised.
- 5.3. Absence can only be authorised by the headteacher/principal and cannot be authorised by parents. All absences will be treated as unauthorised unless a satisfactory explanation for the student's absence has been received.
- 5.4. Parents must advise the school by telephone on the first day of absence and provide the school with an expected date of return. This should be followed up in the form of a written note from the parent/carer, though verbal explanations may be acceptable where this is considered appropriate.

Absence will be categorised as follows:

- 5.5. Illness Parents may be asked to provide medical evidence to allow the head teacher to authorise absence where appropriate. This will usually be in the form of an appointment card, prescription etc.
- 5.6. Medical/Dental Appointments Parents are advised where possible to make medical and dental appointments outside of the school day. Where this is not possible, students must attend school for part of the day. Parents must show the appointment card to school.
- 5.7. Other Authorised Circumstances This relates to where there is cause for absence due to exceptional circumstances.
- 5.8. Excluded (No alternative provision made) Exclusion from attending school is counted as an authorised absence. The child's class teacher/form tutor/Head of Year will make arrangements for work to be sent home.
- 5.9. Student is absent due to circumstances related to COVID-19 This category must be used to record sessions that take place in the 2021 to 2022 academic year where a student does not attend because their travel to, or attendance at, school would be:
- contrary to guidance relating to the incidence or transmission of COVID-19 from Public Health England (PHE), or its successor UK (United Kingdom) Health Security Agency (UKHSA), and/or the Department of Health and Social Care (DHSC)
  - prohibited by any legislation (or instruments such as statutory directions) relating to the incidence or transmission of COVID-19
- 5.10. Religious Observance [School Name] acknowledges the multi-faith nature of British society and recognises that on some occasions, religious festivals may fall outside school

holiday periods or weekends, and this necessitates a consideration by written request by the parent of authorised absence.

5.11. Study Leave Study leave may be granted for Year 11 students approaching GCSE examinations. School will offer in school study programmes during this period to reduce absence levels.

5.12. Traveller Absence It is expected that Traveller children, in common with all other children, are to attend school as regularly and as frequently as possible.

- To protect Traveller parents from unreasonable prosecution for non-attendance, the Education Act 1996, section 444(6), states that a Traveller parent is safe from prosecution if their child accrues 200 attendances (i.e., 200 half days) in the year preceding the absence. This applies only when the family proves it is engaged in a trade or business that requires it to travel and when the child is attending school as regularly as that trade permits.
- When in or around Manchester, if a family can reasonably travel back to their Base School (see below) then the expectation is that their child will attend full-time.
- Pioneer House will be regarded as the base school if it is the school where the child normally attends when they are not travelling. However, the student must have attended in the last 18 months. Traveller children can register at other schools temporarily while away from their base school, in such cases, the student's school place at Pioneer House will be kept open for them whilst travelling. This is to protect them from unfairly losing their place at their school of usual attendance.
- Pioneer House can only effectively operate as the child's base school if it is engaged in on-going dialogue with Traveller families. This means that parents must:
  - advise of their forthcoming travelling patterns before they happen; and
  - inform the school regarding proposed return dates
- Pioneer House will authorise absence of Traveller children if we are satisfied that a family is travelling for work or trade purposes and has given indication that they intend to return.
- Traveller children will be recorded as attending an approved educational activity when:
  - The child is on roll and attending another visited school
  - Undertaking supervised educational activity under the jurisdiction of another Local Authority's Traveller Education Service
  - The child is undertaking computer-based distance learning that is time evidenced



- Where Traveller children are registered students at a school and are known to be present either at a site (official or otherwise) or in a house and are not attending school, the absence will be investigated in the same way as that for any student and appropriate statutory action may be undertaken.

5.13. Late Arrival Registration begins:

9.05am students arriving after this time will be marked as present but arriving late. The register will close at 9.20am **acknowledging that some students may have individual arrangements to support their individual needs**. Students arriving after the close of register will be recorded as late, (code U) this is not authorised and will count as an absence for that school session and statutory action may be taken where appropriate.

- On arrival after the close of register, students must immediately report to the school office to ensure that we can be responsible for their health and safety whilst they are in school.
- The absence will only be authorised if a satisfactory explanation for the late arrival can be provided, for example, attendance at a medical appointment.
- The absence will be recorded as unauthorised if the student has arrived late without justifiable cause.

5.14. Unauthorised absence - Absence will not be authorised unless parents have provided a satisfactory explanation and that it has been accepted as such by the head teacher/principal.

Examples of unsatisfactory explanations include:

- A student's/family member's birthday
- Shopping for uniforms
- Having their hair cut
- Closure of a sibling's school for INSET (or other) purposes
- "Couldn't get up"
- Illness where the child is considered well enough to attend school
- Family holidays

5.15. Parents who need to take their child out of school during term time due to exceptional circumstances must send a written request to the head teacher. Retrospective requests will not be considered and therefore will result in the absence being categorised as **unauthorised**.

5.16. All requests for leave of absence will be responded to in writing outlining the conditions of leave granted.

5.17. If a student fails to return and contact with the parents has not been made or received, school may take the student off the school's roll in compliance with the Education (Pupil Registration) (England) Regulations 2013. This means that the child will lose their school place.

5.18. If the permission to take leave is not granted and the parent takes their child out of school the absence will be **unauthorised**. In such cases the school may request the local authority issue a Penalty Notice or consider other legal sanctions including prosecution in the magistrate's court.

## 6. Roles and Responsibilities:

6.1. The Prospere Learning Trust believe that improved school attendance can only be achieved if it is viewed as a shared responsibility of the school staff, governors, parents, students and the wider school community.

### 6.2. The Governing Body will:

- Ensure that the importance and value of good attendance is promoted to students and their parents
- Annually review the school's Attendance Policy and ensure the required resources are available to fully implement the policy
- Identify a member of the governing body to lead on attendance matters
- Ensure that the Registration Regulations, England, 2013 and other attendance related legislation is complied with
- Agree school attendance targets and submit these to the Trust / Local Authority within the agreed timescale each year and where appropriate link these to the Performance Management of Senior Leadership within the school
- Monitor the school's attendance and related issues through termly reporting at Governing Body Meetings
- Ensure that attendance data is reported to the Local Authority or Department for Education as required and on time
- Ensure that there is a named Senior Leader to lead on attendance across the school
- Ensure that the school has clear systems to report, record and monitor the attendance of all students, including those who are educated off-site
- Ensure that there are procedures for collecting and analysing attendance data frequently to identify causes and patterns of absence
- Ensure that data is understood and used to devise solutions and to evaluate the effectiveness of interventions
- Ensure they have an accurate view of school attendance and engage in escalation procedures where appropriate

**6.3. School Leadership will:**

- Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, students and families.
- Ensure that there is a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all students to attend and to achieve
- Make sure staff, students and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.
- Expect good attendance and punctuality from all members of the school community and make sure that students understand its importance.
- Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.
- Recognise attendance as an important area of school improvement and make sure it is resourced appropriately (including through effective use of student premium funding) to create, build and maintain systems and performance.
- Have designated attendance lead in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.
- Make sure staff receive professional development and support to deploy attendance systems effectively.
- Ensure that the Registration Regulations, England, 2013 and other attendance related legislation is complied with
- Return school attendance data to the Local Authority and the Department for Education as required and on time
- Ensure that systems to report, record and monitor the attendance of all students, including those who are educated off-site are implemented
- Ensure that attendance data is collected and analysed frequently to identify causes and patterns of absence
- Report the school's attendance and related issues through termly reporting to the Governing Body and on a half termly basis to the lead governor for attendance
- Develop a multi-agency response to improve attendance and support students and their families
- Document interventions used to a standard required by the local authority should legal proceedings be instigated
- Monitor the implementation of the Attendance Policy and ensure that the policy is reviewed annually

**6.4. All staff will:**

- Actively promote the importance and value of good attendance to students and their parents

- Form positive relationships with students and parents
- Contribute to a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all students to attend and to achieve
- Comply with the Registration Regulations, England, 2013 and other attendance related legislation
- Implement systems to report, record and monitor the attendance of all students, including those who are educated off-site
- Contribute to the evaluation of school strategies and interventions
- Work with other agencies to improve attendance and support students and their families
- Document interventions used to a standard required by the local authority should legal proceedings be instigated

#### 6.5. We ask that Parents will:

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

### 7. Relationships and communication:

Trust and School leaders will:

- 7.1. Build respectful relationships with staff, students, families and other stakeholders in order to secure their trust and engagement and make sure there is a welcoming and positive culture across the school.
- 7.2. Communicate openly and honestly with staff, students and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- 7.3. Liaise with other agencies working with students and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- 7.4. Model respectful relationships and appropriate communication for staff and students. This will help relationships between students and staff to reflect a positive and respectful culture. All staff members should:
- 7.5. treat students with dignity, build relationships rooted in mutual respect and observe proper boundaries
- 7.6. take into consideration the vulnerability of some students and the ways in which this might contribute to absence, handling confidential information sensitively
- 7.7. understand the importance of school as a place of safety where students can enjoy trusted relationships with staff and students particularly for children with a social worker and those who have experienced adversity
- 7.8. communicate effectively with families regarding students' attendance and well-being
- 7.9. Ensure that Parents and carers:
  - treat staff with respect
  - actively support the work of the school
  - call on staff for help when they need it
  - communicate as early as possible circumstances which may affect absence or require support

## 8. Systems and data:

Trust and school leaders will:

- 8.1. Use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Make sure these systems are inclusive and appropriate for all students.
- 8.2. Make sure escalation procedures address absence are initiated proactively, understood by students and families, implemented consistently and their impact reviewed regularly.
- 8.3. Ensure that every member of staff knows and understands their responsibilities for attendance.
- 8.4. Ensure that robust school systems provide useful data at cohort, group and individual student level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
  - children who have a social worker including looked-after children
  - children who are eligible for free school meals

- children who speak English as a second language
  - children who have special educational needs and disabilities
- 8.5. Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families.
- 8.6. Attendance leaders will provide regular reports to staff across the school to enable them to track the attendance of students and to implement attendance procedures.
- 8.7. Ensure that school attendance, safeguarding and pastoral support policies clearly outline:
- the key principles
  - rules students need to follow
  - routines
  - consequence systems
- 8.8. Ensure that the escalation of procedures to address absence needs to be:
- understood by students, parents and carers
  - implemented consistently
  - reviewed regularly
- 8.9. Ensure that the school will share attendance data with the Department for Education and the local authority as required.
- 8.10. Ensure that all information shared will be done so in accordance with the Data Protection Act 1998.

## 9. Support Systems:

- 9.1. The school recognises that poor attendance is often an indication of difficulties and trauma in a child's life. This may be related to problems at home and/or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required. It is expected that the child and their family work collaboratively with school to identify the anxiety-based school avoidance resources most appropriate for support and to accept the support that is offered or advised.
- 9.2. The school also recognises that some students are more likely to require additional support to attain good attendance, for example, those students with special educational needs, those with physical or mental health needs, migrant and refugee students and looked after children.
- 9.3. The school will implement a range of strategies to support improved attendance. Strategies used may include:
- Discussion with parents and students
  - Attendance panels

- Parenting contracts
- Referrals to support agencies
- Student Voice Activities
- Friendship groups
- PSHE
- Anxiety-based attendance avoidance materials
- Trauma-informed approaches
- Early help referral options
- Family learning
- Reward systems
- Time limited part time timetables
- Additional learning support
- Behaviour support
- Inclusion resources
- Reintegration support packages

9.4. Support offered to families will be child centred, trauma-informed and inclusive; planned in discussion and agreement with both parents and students.

9.5. Where parents fail or refuse to engage with the support offered and further unauthorised absence occurs, Pioneer House will consider the use of legal sanctions.

## **10. Intervention:**

School leaders will ensure that they:

- 10.1. Deliver interventions in a targeted way, in response to data or intelligence.
- 10.2. Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking).
- 10.3. Use attendance, pastoral and SEND staff who are skilled in supporting students and their families to identify and overcome barriers to attendance.
- 10.4. Create action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services. Commission or deliver interventions to improve attendance.
- 10.5. Monitor the impact of any intervention, making adjustments if necessary and using findings to inform future strategy.
- 10.6. Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention.
- 10.7. Follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention when interventions have not resulted in improved attendance and relevant triggers / thresholds are met.
- 10.8. Utilise accurate student level data to trigger school action as set out in the escalation of intervention below:

<b>GOOD ATTENDANCE:</b>	<b>(Attendance between 100% and 98%)</b>
<b>Wave 1 Intervention:</b>	<b>Universal Offer (Attendance 95% or Greater but LESS THAN 98%)</b>
<b>Wave 2 Intervention:</b>	<b>Students who are AT RISK OF Persistent Absence (Attendance LESS THAN 95%)</b>
<b>Wave 3 Intervention:</b>	<b>Students who are persistently absent (Attendance LESS THAN 90%)</b>

## 11. Legal Interventions:

- 11.1. For statutory action the official register would be used. However, as part of any court case reference to the DR will be shown as evidence of how the school supported a pupil during a period of time. If the parent fails to comply with the reduced timetable Pioneer House may inform the parent that the pupils official school register maybe submitted to the local authority to consider statutory action.
- 11.2. Prosecution Where intervention fails to bring about an improvement in attendance, the Local Authority will be notified and legal action in the Magistrates' Court may be taken. The school will provide the Local Authority with evidence required for a prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness if required by the court. This is to ensure that parents realise their own responsibilities in ensuring attendance at school and most importantly about returning children to education.
- 11.3. Section 444 of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child if he/she is a registered student at a school and is of compulsory school age, then they are guilty of an offence.
- 11.4. A parent found guilty of this offence can be fined up to £2500 and or be imprisoned for a period of up to three months.
- 11.5. Alternatives to Section 444 prosecution are Parenting Contracts, Penalty Notices or an Education Supervision Order.
- 11.6. Parenting Contracts (Anti-Social Behaviour Act 2003) A Parenting contract is a voluntary agreement between school and the parent, it can also be extended to include the child and any other agencies offering support to resolve any difficulties leading to improved attendance.



- The contract will outline attendance targets and will detail agreed actions that will help to achieve the target. The contract will be reviewed regularly.
  - The contract can be used as evidence in a prosecution should parents fail to carry out agreed actions.
  - Parenting Contracts will be used in accordance with Manchester City Council's Parenting Contract Protocol.
- 11.7. Penalty Notices (Anti-Social Behaviour Act 2003) Penalty Notices will be considered when:
- A student is absent from school and the absence has not been authorised by the school
  - A student has accrued unauthorised absence without reasons provided and/or accepted as exceptional by the headteacher/principal.
- 11.8. A Penalty Notice gives the parent the opportunity to discharge themselves of their legal responsibility if a £120 fine is paid within 28 days, reduced to £60 if paid within 21 days of the date the Notice was issued.
- 11.9. Failure to pay the Penalty Notice may result in a prosecution under Section 444 of the Education Act 1996.
- 11.10. Penalty Notices will be used in accordance with Manchester City Council's Penalty Notice Protocol.

## **12.Procedure for Late Collection:**

- 12.1. If a child has not been collected, the school should make every possible attempt to contact the parent(s)/carer(s). On some occasions another parent may offer to take a child home with them. School should never release a child into the care of another adult without the consent of the parent(s)/ carer(s) and without prior arrangement with the head teacher or deputy head in her absence. Children will not be released into the care of another adult without stating the individual's specific password which is recorded in the pupil's file and in Arbor. Staff will not take, or drive, children to their home.
- 12.2. Initial attempt to contact parents/carers should be made at 3.25 and then at regular intervals thereafter.
- 12.3. If there is no answer from the parents' numbers listed, school staff will contact all other emergency numbers supplied by the family.
- 12.4. If no contact has been made and no one has arrived to collect the child after one hour of school closing time has elapsed, then the school should contact Children's Social Care on (Contact centre) 0161 234 5001 and provide the child's name and date of birth.
- 12.5. The Duty Social Worker will make arrangements for the child until the parent(s)/carer(s) can be traced. Please wait with the child in school until the social worker arrives, or, in exceptional circumstances, it is agreed that the school will bring the child to the Social Care Office. Every attempt will be made to ensure that the child remains calm and feels safe.

12.6. These arrangements can also be implemented in the following circumstances:

Where the person calling to collect the child is;

- Not considered an appropriate adult, e.g., is underage,
- Appears intoxicated, and it has not been possible to contact the parent/carer or the emergency contact.
- When an unfamiliar adult comes to collect the child and does not know the password

12.7. Once the child is in the care of Social Care, they will take the responsibility for tracing the parent(s)/carer(s). All the above must be recorded in the child's safeguarding folder.

## **APPENDIX A: ESCALATION of ATTENDANCE INTERVENTION**

### **STUDENTS WITH GOOD ATTENDANCE**

- Students with GOOD ATTENDANCE are those students with attendance between 100% to 98%
- Parents will receive a letter/postcard/email home congratulating them on their child's good/excellent attendance each half term.
- Students will be rewarded within the school's reward system at the end of each terms assembly with a certificate.
- Class Teacher will be responsible for all supporting students at this level and for encouraging them to maintain their high standards of attendance throughout the year.

## Intervention – WAVE 1: Universal Offer (Attendance 95% or GREATER but LESS THAN 98%)

### **School leaders will:**

- deliver clear messages about expectations, routines and consequences to new students and families through prospectus and admission/transition events
- use physical presence to reinforce routines and expectations on arrival and departure (rota of SLT (Senior Leadership Team) across the week)
- regularly communicate expectations for attendance and punctuality and school performance through regular channels of communication with staff, students and parents
- establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness
- monitor implementation of policy and practice, for example through attending good morning sessions
- engage community businesses, partners, and residents to promote attendance and report non-attendance
- monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions
- establish, implement and monitor robust arrangements to identify, report and support children missing education (CME)
- develop good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND)
- engage students in consultation on attendance policy, practice, rewards and sanctions
- ensure that parents fully understand the demands and responsibilities of elective home education
- periodically review practice and consistency across the school
- proactively promote attendance practice as part of staff induction

### **Attendance / Pastoral (& other relevant staff) will:**

- engage with feeder schools or organisations to access absence information in order to identify target cohorts prior to transfer, including mid-year transfers and managed moves
- provide appropriate support and challenge to establish good registration practice
- carry out robust first day calling procedures including priority routine for vulnerable children including children with a social worker
- undertake home visits in line with school policy to engage families and ensure children are safe
- identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies
- implement children missing education (CME) procedures when appropriate
- where students have additional vulnerabilities which may require multi-agency meetings try to arrange those meetings outside of lesson time, where possible

### **Teaching and classroom staff will:**

- rehearse and reinforce attendance and punctuality expectations continually
- emphasise the importance of attendance and its impact on attainment
- promote the next lesson and the sequence of the lesson to motivate students to be in the classroom

- promote rewards and celebrate progress but continue to outline sanctions
- apply rewards and sanctions consistently
- review form or tutor group attendance weekly to share data, identify issues, intervene early and help set targets
- consider the individual needs and vulnerabilities of students

**In addition, Class Teacher will:**

- follow up on absence and lateness with students to identify barriers and reasons for absence
- contact parents and carers regarding absence and punctuality
- review class attendance weekly to share data, identify issues, intervene early, and help set targets

When a student's attendance falls into this category the Class Teacher will speak to the student and family to:

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

## **Intervention – WAVE 2: Students who are AT RISK OF Persistent Absence (Attendance LESS THAN 95%)**

### **School leaders will:**

- establish robust escalation procedures which are initiated before absence becomes a problem, for example by:
  - sending letters to parents and carers
  - having a weekly attendance review with attendance lead and class teacher
  - creating attendance clinics
  - engaging with local authority attendance teams and/or independent attendance organisations
  - using fixed penalty notices
  - engaging with children’s social care staff, including Virtual School Heads and social workers where appropriate
- establish a range of evidence-based interventions to address barriers to attendance
- monitor the implementation and quality of escalation procedures and intervention
- evaluate the impact of escalation procedures and seek robust evidence of the escalation procedures that work and that reflect the school context best
- attend or lead on attendance reviews and clinics in line with escalation procedures
- engage governors in attendance panels to reinforce messages and outline relevance in terms of training and employment
- ensure that each child within this wave has a clearly identified adult from within school to work with the student and their family to improve attendance

### **Attendance / Pastoral (& other relevant staff) will:**

- provide regular attendance reports to relevant staff to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and student premium leads etc.) for monitoring and evaluation purposes
- initiate and oversee the administration of absence procedures. This could include:
  - letters home
  - attendance clinics
  - engagement with local authorities and other external agencies and partners
  - work with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and find methods that work and are understood
  - consideration if further interventions are required in line with the statutory guidance on [parental responsibility measures](#)
- provide regular reports to leaders on the at-risk cohort
- provide regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk students

When a student’s attendance falls into this category attendance/pastoral staff will speak to the student and family to:

- Identify underlying home/school issues that may be causing the student’s absence
- Review the student’s academic progress and make links to the student’s attendance Arrange for the student to catch up on work they have missed

- Implement a Pastoral Support Plan or review other existing student plan to include support to improve attendance
  - Set an individual attendance target
  - Agree a review date
  - following the review with the student, a letter will be sent to parents advising of concern and outlining the parents' responsibilities
- If improvement has not occurred following this intervention, parents will be invited to a meeting where the possible outcomes will be:
    - All parties confident that issues have been resolved and the attendance will improve.
    - Parenting contract agreed
    - Penalty Notice 15 school day monitoring period commences (as appropriate)
    - Agree a review date
  - Where parents fail to attend the meeting without a satisfactory reason and unauthorised absence has occurred, the penalty notice monitoring period will automatically commence (as appropriate).
  - Where these interventions have already been implemented and have had unsatisfactory impact, the parent will be invited to an Attendance Panel where the possible outcomes will be:
    - Complete an Early Help Assessment leading to multi agency support
    - Refer to the Local Authority to initiate legal proceedings (as appropriate)
    - An Attendance Support Plan will be drawn up to remove barriers, provide additional support and set targets. *(This could include lunchtime arrangements, support with uniform, transport, wake up routines or emotional wellbeing)*
  - Where a parent fails to attend the Attendance Panel without providing a satisfactory reason, a minimum of two home visits (or meetings with parents) with the purpose to engage with the parent will be carried out prior to referral to the Local Authority.

**Teaching and classroom staff will:**

- welcome students back following an absence and provide good catch-up support to build confidence and bridge gaps. This could include:
  - lesson resources
  - buddy support
  - one to one input
- make regular contact with families to discuss progress
- consider what support for re-engagement might be needed, including for vulnerable groups

## Intervention – WAVE 3: Students who are persistently absent (Attendance LESS THAN 90%)

### **School leaders will:**

- ensure that sufficient staffing resource is available within school to fully implement the School Attendance Strategy
- establish clear and effective service level agreements with external partners to support students with persistent absence, including:
  - local authority education welfare and attendance services
  - alternative providers
  - school nursing and mental health professionals
  - children's social care staff where appropriate
- establish good relationships with a network of voluntary organisations and charities to support vulnerable students including those with persistent absence, for example:
  - mental health charities
  - mentoring organisations
  - young carers association
- engage in or lead on attendance reviews and clinics in line with escalation procedures
- ensure that each child within this wave has a clearly identified adult from within school to work with the student and their family to improve attendance

### **Attendance / Pastoral (& other relevant staff) will:**

- develop and implement persistent absence action plans with students and families which address barriers, set clear targets for improvement and help establish positive attendance routines
- identify tailored intervention which meets the needs of the student
- lead daily or weekly check-ins to review progress and impact of support
- make regular contact with families to discuss progress
- hold regular meetings or reviews of caseload with the local authority attendance team, external partners and alternative providers to check on welfare and review progress
- liaise with school leaders (designated safeguarding, special educational needs coordinator and pastoral leads) on referrals to external agencies and multi-agency assessments
- coordinate and contribute to multi-agency meetings to review progress and agree on actions
- work in partnership with local authority attendance team and other agencies to ensure the appropriate use of statutory parental responsibility measures
- provide regular reports to leaders on the impact of action plans and interventions

### **Teaching and classroom staff will:**

- prepare supporting resources to ensure students can access learning when they return
- develop targeted intervention to address gaps and build students' confidence (including considering small group additional support)
- contribute to and support the delivery of action plans which attendance staff draw together where appropriate
- provide tailored praise and encouragement when students attend and arrive on time



**Wave 3: Severely Absent students**

Those students whose attendance is at 50% or below will be categorised as 'Severely absent' in line with new DfE guidance.

The full range of Wave 3 Interventions will be utilised to try and improve the attendance of these students and school will endeavour to forge strong working relationships with their parents/carers.

All schools will be expected to report to the Local Governing Body on a half-termly basis regarding the attendance of 'Severely Absent' students and the strategies that are in place to help them return successfully to full attendance.