



Rayner Stephens
HIGH SCHOOL

Attendance and lateness policy

Author:	T.Marshall
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Contents

- Introduction
- Legal Framework
- Categorising Absence
 - Illness
 - Medical/Dental Appointments
 - Other Authorised Circumstances
 - Excluded (No alternative provision made)
 - Leave of Absence
 - Study Leave
 - Unauthorised Absence
 - Persistent absence
- Punctuality
- Home Visits
- Deletions from the Register
- Child missing in Education
- Elected home educated
- Roles and Responsibilities
 - Of the Governing Body
 - Of the Leadership Team
 - Of School Staff
 - Of Families
- Taking a register
- Using Attendance Data
- Support Systems
- Legal Interventions
 - Prosecution
 - Parenting Contracts
 - Penalty Notices
- Distributed leadership model
- First day calling
- Systems of intervention for attendance

Introduction

School attendance is essential if children are to achieve their full potential.

Rayner Stephens High School believes that 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.

Rayner Stephens values all learners. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties.

Rayner Stephens recognises that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, excellence and behaviour for learning. This policy also takes into account the Human Rights Act 1998, the Disability Discrimination Act 1995 and the Race Relations Act 2000.

2. Legal Framework

Section 7 of the 1996 Education Act states that families must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude to any special educational needs they may have, either by regular attendance at school or otherwise.

A child is of Compulsory School Age at the beginning of the term following their 5th 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.

Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that families secure education for children of compulsory school age and where necessary, use legal enforcement.

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.

The register must record whether the pupil was:

- present;
- absent;
- present at approved educational activity
- unable to attend due to exceptional circumstances
- not attending in circumstances relating to coronavirus.

We also record whether learners are punctual to their lessons.

Categorising Absence

Where learners of compulsory school age are recorded as absent, the register must show whether the absence is authorised or unauthorised.

Absence can only be authorised by the headteacher and cannot be authorised by families. All absences will be treated as unauthorised unless a satisfactory explanation for the learners absence has been received and when this is supported by medical evidence where requested.

Families must advise the school by telephone on the first day of absence and any subsequent days of absence. Reporting absences should be completed before **8:45am**.

Absence will be categorised as follows:

Illness

Families will be asked to provide medical evidence to allow the head teacher to authorise absence where attendance falls below 95% or to ensure the veracity of the absence. Absence notes can be in the form of prescriptions, medication boxes and/or appointment cards. Medical evidence must contain the pupil's full name and date prescribed. Medical evidence will be requested, if an absence exceeds three days.

Please encourage your child to attend school for minor ailments like a sore throat or a headache. If your child has more than three days of consecutive absence, we will require medical evidence to authorise the absence.

A text message is sent to every family whose child has an 'unexplained absence' each morning asking them to contact school; if there is no contact a phone call is then made. In some cases, we may do a home visit.

Prolonged absences

For prolonged absences exceeding five days Rayner Stephens may request additional medical evidence in the form of a Doctor's Note explaining the exact reason for absence and recommended period of absence from school. In some cases, the school may refer to the School Health Service for additional advice and support.

Medical/Dental Appointments

Families are advised where possible to make medical and dental appointments outside of the school day. Where this is not possible, learners must attend school for part of the day. Families must show the appointment card to school. If a learner is absent for a full day to attend a medical appointment then the pupil will incur half a day unauthorised absence. Opticians appointments (unless at the eye hospital) should be made out of school time and will not be authorised.

Other Authorised Circumstances

This relates to where there is cause for absence due to exceptional circumstances. If a learner is persistently absent due to unauthorised circumstances then the school may seek to obtain further evidence of this.

Excluded (No alternative provision made)

Exclusion from attending school is counted as an authorised absence. The learners Head of Year will arrange for work to be sent home.

Leave of Absence During Term Time

Families who need to take their child out of school during term time must apply in writing to the headteacher at least 4 weeks in advance. The letter must include the following information

- The learner's name and form group
- How long the family intends to keep the learner absent from school for

- The exceptional circumstances that makes it necessary for the learner to be absent during school time

Once the Headteacher has received the letter of application, they will decide whether to authorise the absence and will then notify the family in writing. Families can expect a written response within 5 working days. Families who then decide to take their child out of school during term time, without the Headteacher's permission or when the Headteacher has not authorised the absence, are likely to be issued with a Penalty Notice. Section 444(a) of the Education Act 1996 empowers the local authority to issue Penalty Notices to families if they take a leave of absence in term time without the school's authorisation.

If the permission to take leave is not granted and the family takes, their child out of school the absence will be unauthorised. In such cases, the school may request the local authority issue a Penalty Notice or consider other legal sanctions including prosecution in the Magistrates Court.

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

Punctuality

We expect all learners at Rayner Stephens High School to attend school on time, every day. Learners who arrive after 8:40 am should report to the learner reception where staff will mark them as late (L). Learners should then proceed to Form Time. Learners who arrive after 9:15 am should report to reception where staff will mark them as late and are considered to have had an unauthorised absence. On arrival, learners should proceed to lessons. Any learner who arrives late (after 8:40 am) will receive a same day professional detention at break time. If there is a legitimate reason for lateness, i.e. doctors appointment etc, families should notify the school before 8:45 am that their child will be late for this reason and on arrival at school should show their appointment card/letter at the learner reception. They will not be marked as late but will be given an authorised absence for medical reasons.

If a learner arrives late to school on 2 or more occasions within a five day period they will be given a C3 detention lasting one hour. Persistent lateness will result in appropriate school consequences such as, punctuality report and/or additional behavioural consequences.

If a pupil arrives late after the close of registration (9:15 am) they may be issued with a C3 detention. If a pupil arrives late after the close of registration on 2 or more occasions within a five day period they may be placed in the schools internal exclusion Unit.

If a pupil is placed on punctuality report they are expected to sign in at the attendance office at (or before) 8:35am. Clear targets and expectations will be set and explained to the learner

Text messages are sent out informing families if their child is late. Poor punctuality can also have legal implications for families. Learners who arrive after 9:15 am without a valid reason will be marked as unauthorised late (10 sessions of unauthorised late can result in a Penalty Notice warning fine being issued).

Unauthorised absence

Absences will not be authorised unless families/carers have provided a satisfactory explanation, and that it has been accepted as such by the head teacher. If a pupil's attendance falls below 95% the absence will remain unauthorised unless medical evidence is provided to the school.

Examples of unsatisfactory explanations include:

- A pupil's/family member's birthday
- Shopping for uniforms
- Visiting the hairdressers or rectifying hair cut/colours at home.
- Closure of a sibling's school for INSET (or other) purposes
- "Couldn't get up" Learner's refusal to attend school
- Minor illness where the child is considered well enough to attend school
- Family holidays
- Staying at home to care for siblings/families
- Attendance appointments which are not for the pupil Moving House Translating for families or other relatives

The Headteacher may unauthorise a pupil's absence if:

- a family/carer has not provided any or enough information
- The reason(s) that are given do not fall within those categories defined by the Education Act 1996 as legally permissible
- The reason(s) given would not normally involve an absence of that length.
- There is doubt that the information has come from a family/carer or from someone unauthorised to act on their behalf.
- The veracity of the information provided is being questioned
- Your child's attendance is below 95%

Persistent Absence

Persistent absenteeism (or PA) is equivalent to 10% or more absence. An individual child is deemed by the government to be a persistent absentee if their attendance is less than 90% (regardless of whether or not the absences have been authorised). However, at Rayner Stephens we take all absence seriously and we have defined 'at risk of PA' as the equivalent of 95% or below. In addition, learners whose attendance falls below 98% become the focus of interest and monitoring. Sessions of absence are used to determine the Stages of Intervention required for each learner according to the time of year, and appropriate follow up is put in place to make the required improvements upon review of data.

Home visits

Members of staff from Rayner Stephens may visit your home if your child is absent regardless of whether a reason for absence has been received.

Members of staff from Rayner Stephens may also contact Greater Manchester Police if they are concerned for a learner's welfare.

The school may carry out a home visit where an absence has exceeded three days. If required, the school will request to see the learner during this home visit.

If a family reports a pupil has moved out of the area school staff may seek advice and share relevant information with partner agencies in ensuring the learner is safe. This may include the local authority education welfare service, Greater Manchester Police and Children's Services.

If a family has received a site and communication ban school staff will seek to obtain a reason for absence via the schools messaging system or liaise with the contact that the family have nominated. The School may seek advice from partner agencies to support in ensuring the pupil is safe. This may include the local authority education welfare service, Greater Manchester Police and Children's Services.

Deletions from the Register

In accordance with the Education (Pupil Registration) (England) Regulations 2016, pupils will only be deleted from the register when one of the following circumstances applies:

- The school is replaced by another school on a School Attendance Order
- The School Attendance Order is revoked by the local authority
- The pupil has ceased to be of compulsory school age
- Permanent exclusion has occurred and procedures have been completed
- Death of a learner
- Transfer between schools
- Learner withdrawn to be educated outside the school system
- Failure to return from an extended holiday after both the school and the local authority have tried to locate the learner
- A medical condition prevents their attendance and return to the school before ending compulsory school-age
- In custody for more than four months (in discussion with The Youth Offending Team)
- 20 days continuous unauthorised absence and both the local authority and school have tried to locate the learner
- Left the school but not known where he/she has gone after both the school and the local authority have tried to locate the learner

All schools are required to inform their LA in every circumstance when they are about to delete a learner's name from the admission register;

Schools inform their LA of the learner's destination school and home address if the learner is moving to a new school (where they can reasonably obtain this information); and inform their LA of all new learners, including the learner's address and previous school (again where they can reasonably obtain this information).

Children Missing from Education (CME)

When a learner fails to attend school for a fixed period with no contact from families, they will become classified as a Child Missing from Education. This may occur when a learner does not attend for the first week of a new term with no contact from families or when a learner, at any point during the school year, does not attend for 10 consecutive days with no contact from families.

In the event of a learner, not attending school for 10 consecutive school days and there has been no contact from families the school will make every attempt to contact the families (phone calls, home visits, etc.). If this is not successful the school will make a referral to the Education Welfare Service to report the learner as a Child Missing from Education. The CME tracking officer will then attempt to trace the family and will report to the school with an update after 4 weeks (following referral) and advise when the school can remove the learner from the school roll.

Elective Home Education (EHE)

Whilst home education is not supported by Rayner Stephens High School because of the negative impacts that home education may have on educational outcomes, all families have the legal right to elect to home educate their child/children should they wish to do so.

Any family wishing to home educate their child should, in the first instance, arrange to meet with a senior member of staff at school to discuss this option and discuss the reasons for wanting to home educate. Should the families still wish to home educate their child/children after this meeting they should write to the Head Teacher notifying them of their decision.

Once the school is in receipt of this request, they will notify the Local Authority's Education Welfare Service and a parent will be invited to an intervention meeting, which a local authority education welfare officer will attend.

The Education Welfare Service will carry out checks on any family who elects to home educate their child/children.

Following home education, should families wish for their child/children to return to school parents should apply online. .

Roles and Responsibilities

Rayner Stephens believe that improved school attendance can only be achieved if it is viewed as a shared responsibility of the school staff, governors, families, learners and the wider school community.

The Governing Body will

- Ensure attendance is promoted to learners and their families
- Annually review the school's Attendance Policy and ensure the required resources are available to fully implement the policy
- Ensure that the Registration Regulations, England, 2016 and other attendance related legislation is complied with
- 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 manager to lead on attendance
- Ensure that the school has clear systems to report, record and monitor the attendance of all learners, 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

The Leadership Team will:

- Agree school attendance targets.
- Actively promote the importance of attendance.
- Form positive relationships with learners and families.
- Ensure that there is a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all pupils to attend and to achieve
- Monitor the implementation of the Attendance Policy and ensure that the policy is reviewed annually
- Ensure that all staff are aware of the Attendance Policy and adequately trained to address attendance issues
- Ensure that the Registration Regulations, England, 2013 and other attendance related legislation is complied with
- Ensure that there is a named senior manager to lead on attendance and allocate sufficient time and resources
- 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 , learners including those who are educated off-site are implemented

- Ensure that attendance data is collected, monitored and analysed frequently to identify causes and patterns of absence
- Interpret the data to devise solutions and to evaluate the effectiveness of interventions
- Develop a multi-agency response to improve attendance and support learners and their families
- Document interventions used to a standard required by the local authority should legal proceedings be instigated
- Be a good role model by setting a good example to students.
- Give attendance and punctuality a high profile in assemblies, at parents' evenings and in school publications.

Heads of year/ Key stage leaders/form tutors will:

- Actively promote the importance and value of good attendance to learners and their families
- Form positive relationships with learners and families
- Contribute to a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all pupils 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 pupils, including those who are educated off-site
- Analyse attendance data to identify causes and patterns of absence
- Contribute to the evaluation of school strategies and interventions
- Work with other agencies to improve attendance and support learners and their families
- Document interventions used to a standard required by the local authority should legal proceedings be instigated
- Give attendance and punctuality a high profile in Year group assemblies.
- Be a good role model by setting a good example to students.
- Manage the cases of learners on report for attendance and punctuality.
- Conduct Attendance Panel Meetings, follow up with relevant action plans and monitor the action plans.
- Inform families when poor attendance or punctuality is adversely affecting progress.
- Reward learners for 100% attendance and punctuality.
- Issue consequences for poor punctuality to school and to lessons.
- Keep records up to date by coding absences as soon as possible.
- Carry out home visits as and when required
- Lead on attendance panels and implement and review attendance improvement plans

The Inclusion team will:

- Contact the families of learners who are absent. This will include both telephone calls and home visits. As part of our safeguarding procedures, home visits may be carried out even if we have received a call to say a student will not be attending College. This is to fulfil our duty of care obligation.
- Request to see your child if a home visit is carried out. If the child is not seen at the property this information may be passed to the Safeguarding Officer and/or the onsite Police Officer
- Hold Attendance and Punctuality Panel's for learners who are causing concern
- Request Statutory Action where unauthorised absences have been accrued.
- Send letters each half term to those families/carers whose child's attendance has fallen below 95%

- Keep accurate records of contact and interventions used.
- Weekly meetings with the Senior Management Team whereby data, students with an attendance concern and vulnerable students will be discussed.
- Transition work including contact with feeder schools and the collection of the new intake year 7 attendance certificates for early identification of students with poor attendance records or who are vulnerable.
- A full analysis of the school's attendance will also take place whereby vulnerable groups will be analysed and action plans will be put together to identify ways to improve attendance.
- Transition visits will also be carried out in some cases.

Request that Families 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 by 8:45 am
- Contact is required on each day of absence.
- Ask the school for help if their child is experiencing difficulties
- Inform the school of any change in circumstances that may impact on their child's attendance
- Support the school; take every opportunity to get involved in their child's education, form a positive relationship with school and acknowledge the importance of children receiving the same messages from both school and home
- Encourage routine at home, for example, bed times, homework, preparing school bag and uniform the evening before
- Not keep their child off school to go shopping, to help at home or to look after other members of the family
- Avoid taking their child out of school during term-time, where this is unavoidable, and only in exceptional circumstances send a written leave request to the Head Teacher.
- Provide evidence of their child's illness if attendance is below 95%
- Work with school to overcome any difficulties

Request that learners will:

- Arrive at school by 8.40am in full school uniform, with the correct equipment, ready for Form Time and registration at 8.45am. Be punctual for all their lessons.
- Inform their Heads of year and student services if there is a need to leave the site at any time during the day (evidence required). In such cases, learners must sign out at student services on leaving and sign in again on return.

The Education Welfare Officer (EWO) will:

- Carry out statutory duties in accordance with section 444 of the 1996 Education Act including issuing Penalty Notices and prosecution in line with Local Authority regulations.
- Meet regularly with the designated member of the Leadership Team.
- Communicate with families via telephone and formal meetings to improve learner's attendance.
- Provide advice and support to school, staff, parents and learners

Procedures for completing the register

Taking a register is a legal duty imposed on all schools. The attendance register is a legal document and must be recorded accurately twice a day. The attendance register is a critical document in the event of a fire, a safeguarding concern and is a critical document in the event of the school pursuing a prosecution for lateness or absence. Failure to keep an accurate register could result in prosecution for negligence and result in the school being found wanting in its statutory duties.

Using Attendance Data

Pupil's attendance will be monitored and may be shared with the Local Authority and other agencies if a pupil's attendance is a cause for concern.

Our Tiered Systems of Intervention for Attendance allow us to track and monitor data at regular intervals throughout the school year to focus our Personalised Pathway approach for supporting learners and their families to overcome any barriers or challenges they may face in terms of attending school regularly. Whilst our approach to promoting good attendance is primarily a positive drive for improvement, we are legally required to also address the issue of poor punctuality, absenteeism, especially persistent absenteeism, when it occurs. Such an approach will be both proactive and reactive and will combine, in appropriate measure, assistance with insistence.

Each half term the attendance officer (student services) will provide all form tutors, academic team and pastoral team with attendance data for the pupil's in their year group. The list will be presented in numerical descending order with the highest attenders at the top; every learner will be colour coded as indicated below:

BLUE	pupils with attendance between 100% and 98%
GREEN	Pupils with attendance between 95% and 97.9%
AMBER	pupils with attendance between 94.9 and 91%
RED	pupils with attendance below 90%

A direction arrow next to the pupil's name will indicate if their attendance has improved, stayed the same or deteriorated.

The Senior Leadership Team and Department Heads will receive a complete set of data.

Heads of Year will receive a complete set of data for their year groups.

Attendance data will also be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment.

Rayner Stephens will share attendance data with the Department for Education and the local authority as required.

All information shared will be done so in accordance with the Data Protection Act 1998

Support Systems

School recognise that poor attendance can be an indication of difficulties in a child's life. This may be related to problems at home and or in school. Families 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.

Rayner Stephens recognises that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, those with physical or mental health needs, migrant and refugee pupils and looked after children.

The school will implement a range of strategies to support improved attendance. Strategies used will include:

Discussion with families and pupils

Attendance panels

Attendance/Punctuality report cards

Referrals to external support agencies

Learning mentors

Friendship groups

PSHE

Reward systems

Supportive Timetables

Additional learning support

Behaviour support

Support Unit

Support offered to families will be child centred and planned in discussion and agreement with both families and learners.

Where families fail or refuse to engage with the support offered and further unauthorised absence occurs, Rayner Stephens will consider the use of legal sanctions.

Legal Sanctions

Attendance agreement/ improvement plans

Attendance agreement 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.

Penalty Notices (Anti-Social Behaviour Act 2003)

Penalty Notices will be considered when: A learner is absent from school and the absence has not been authorised by the school

A learner has accrued unauthorised absence following written warning to improve.

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.

Failure to pay the Penalty Notice may result in a prosecution under Section 444 of the Education Act 1996.

Penalty Notices will be used in accordance with the Local Authority Penalty Notice Protocol.

Prosecution may occur if parents/carers regularly remove their child from school for the purpose of unauthorised leave of absence.

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 families realise their own responsibilities in ensuring attendance at school and most importantly about returning children to education.

Section 444 of the Education Act 1996 states that if families fails to ensure the regular school attendance of their child if he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence.

A family found guilty of this offence can be fined up to £2500 and or be imprisoned for a period of three months.

Alternatives to Section 444 prosecution are parenting Contracts, Penalty Notices or an Education Supervision Order.

Attendance Legislation and Key Documents

- The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5)
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013
- The Education (Pupil Registration) (England) (Amendment) Regulations 2016
- The Data Protection Act (2018)
- DfE Statutory guidance - School behaviour and attendance: parental responsibility measures
- Children Act 2004
- Keeping Student Registers. Guidance on Applying the Student Registration Regulations" (DCSF October 2007)
- Absence and Attendance Codes. Guidance for Schools and Local Authorities" (DCSF August 2006)
- Education (School Day and School Year) Regulations 1999
- Education Act 2002 (s32).
- Education (Penalty Notices) Regulations (England) 2007
- The Education (School Leaving Date) Order (Statutory Instrument 1970/1997)
- Children who are forced into marriage guidance
- Children who are missing from education guidance

- Children who have long term illnesses and other medical conditions guidance
- Keeping children safe in education
- Multi-agency working and targeted youth support.

The link to the document for School attendance Guidance for maintained schools, academies, independent schools and local authorities is as follows:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf) attendance guidance for 2020 to 2021 academic year.pdf

Distributed Leadership Model for Attendance – By Sessions of Absence

Tier	Roles
<p>Foundation stage Tier one Intervention</p> <p>Foundation stage equivalent to 2.5 days absence 5 sessions</p>	<p>Attendance officer First day absence = text notification from 9:30am followed by phone call from 10am after registers close. Monitors attendance trends and follows up reasons for absence. 'N' codes cleared daily following texts or phone call by 11am. Forward immediate concerns to DDSL and head of year. Any reported barriers/additional support required is passed on to appropriate staff and logged on CPOMS. 'X' codes are recorded centrally and a courtesy reminder text sent out to ensure all students return to school on expected date.</p> <p>Form Tutor: Basic expectations by using daily praise for attendance and excellence points for a full week of 100 % attendance. Notice student absence and welcome students back when they return to school - record conversation on CPOMS. HOY complete weekly audit checks as part of QA.</p> <p>Class Teacher: Have a positive approach to the lesson and be welcoming to all students attending the lesson. Ensures work available for catch up should any students miss lessons due to illness or medical appointments.</p> <p>HOD: Ensure all staff and departments are aware of expectations and follow up with members of their team if reportedly not supporting learners with missed work.</p> <p>HOY/ KSL: Liaise with Form Tutors on a weekly basis, while updating class teachers and attendance officer as issues arise regarding any concerns via email, CPOMS or Round Robin. Also maintain overview of attendance of all learners in the year. Follow up with HOD if aware of any staff not supporting Learners with catch up work. Completely weekly audit checks to ensure FTs are recording 'welcome back' conversations on CPOMS. Use praise and recognition systems to support FTs to EXL Pts and other incentives for outstanding and/or improved attendance.</p> <p>Assistant Head: Review weekly attendance data and track/monitor attendance trends, reporting weekly data to SLT. Ensure all 'X' code provision in place through clear communication with all staff. Plan and implement effective methods of sharing updated information and guidance with families via school website and parent communication, including social media posts and email/letters. Ensure appropriate recognition shared with school community based on whole-school, year group, form and individual attendance achievements</p>
<p>Stage ONE Tier 2 interventions</p> <p>Equivalent to 3 -4 days absence. 8 sessions</p>	<p>Attendance Officer: As with Foundation Stage, but including: Refer learners meeting threshold to HOY for Tier 2 {5+ sessions} follow up either via CPOMS</p> <p>Form Tutor: As with Foundation stage, but including: Return to School conversation following any periods of absence within two days of return - to record on CPOMS. FT to update HOY with any specific concerns which can then be recorded on CPOMS & followed up appropriately.</p> <p>Class Teacher: Follow up conversation with students regarding progress with work - monitor formative and summative assessment levels/grades to ensure appropriate progress being made . Departmental intervention required if need identified. All discussions to be recorded on CPOMS.</p>

	<p>HOD: Support class teachers to ensure they are equipped with appropriate resources and strategies for implementing subject-specific intervention if required. Ensure any concerns are communicated by phone call home with details of support in place. HOD to ensure calls made and details recorded on CPOMS. Update to be shared with HOY if appropriate.</p> <p>HOY/KSL: Tier 2 follow up includes conversation with student absences and informal attendance contract discussed with targets for improvement set. Explore the need for personalised support with Inclusion team and make any appropriate referrals for SEN or medical support. Details of conversation and agreed targets shared with parents to acknowledge internal HOY tracking, all recorded on CPOMS.</p> <p>Assistant Head: Ensure all codes are analysed and appropriate intervention in place at each Tier via weekly HOY link meetings and as part of three-weekly cycles of SLT LM attendance data reviews. Authorise appropriate warning letters to be issued where appropriate, including On Track PA and personalised notifications regarding attendance progress.</p>
<p>Stage 2 Tier 3 interventions 4-7 days absence. (8- 14 sessions)</p>	<p>Attendance Officer: As with previous stages..</p> <p>Form Tutor: As with Foundation stage, but including: Daily personalised welcome to form conversation -update HOY with any concerns and to be recorded on CPOMS.</p> <p>Class Teacher: As with Stage One intervention.</p> <p>HOD: As with Stage One intervention.</p> <p>HOY/KSL: Attendance Panel 1 meeting with student and attendance contract signed. Explore the need for personalised support with Inclusion team and make any appropriate referrals for SEN or medical support. Phone call home and copy of contract shared with families by email to acknowledge internal HOY tracking, all recorded on CPOMS. Daily welfare check to be completed for 2 weeks following meeting updates sending home for praise/concern. Internal welfare support and/or school nurse referral may be appropriate. Return to School interview to take place within two days immediately following any periods of absence. Home visits required.</p> <p>Assistant Head: Review students receiving Tier 2 support in weekly HOY LM meetings and support HOY with tracking and monitoring progress using tracking document. Personalised Pathways explored to inform appropriate intervention, including referral to school nurse and/or external agencies/services. Families targeted for support. . Warning letters to be issued .</p>
<p>Stage 3 Tier 4 intervention 7-9 days absence 14-18 sessions</p>	<p>Attendance Officer: As with previous interventions for Tier 2 follow up. FPN requests to be issued as directed by SLT.</p> <p>Form Tutor: As with previous interventions, but including: Daily personalised welcome to form conversation with weekly record logged on CPOMS- update HOY with any concerns and to be recorded on CPOMS.</p> <p>Class Teacher: As with previous interventions.</p> <p>HOD: As with previous interventions, including: Monitor assessment progress and review the appropriate setting of learners to ensure individual needs are met.</p> <p>HOY/KSL: As with previous interventions, including: Liaise with Assistant Head to arrange weekly phone call home to update on progress following Attendance Panel 2 meeting. Home visit required for any absences in excess of 3 sessions back-to-back, completed by the EWO.</p> <p>Assistant Head: As with Stage Two, including: Complete Attendance Panel 2 meeting with parents. Parenting contract signed by parents and copy shared with follow-up email, active for the period of one full term(or equivalent 12 week period). Recorded on CPOMS. Progress</p>

	<p>monitored weekly with update shared with home. Other interventions could include a shortterm part-time timetable or alternative inclusion package. Authorise appropriate warning letters to be issued where appropriate, including On Track PA and personalised notifications regarding attendance progress – FPN may be issued if appropriate and/or no further improvement observed following meeting.</p> <p>Return to School interview to take place within two days immediately following any periods of absence.</p>
<p>Stage 4 Tier 4 interventions 10 days +absence 20 sessions</p>	<p>Attendance Officer: As with previous interventions. .</p> <p>Form Tutor: As with previous interventions, but including: Daily personalised welcome to form conversation, update HOY with any concerns and recorded on CPOMS.</p> <p>Class Teacher: As with previous interventions.</p> <p>HOD: As with previous interventions.</p> <p>HOY/KSL: As with previous interventions, including: Liaise with Assistant Head to arrange daily phone call home to update on initial progress following Attendance Panel 3 meeting,(relaxing to weekly phone call after signs of improvement following first week of intervention). Including: Home visits for any absences longer than two back-to-back sessions for each period of absence, as directed by AHT.</p> <p>Assistant Head: As with previous interventions, including: Arrange for meet and greet for the student at the start of each day by senior member of staff on the gate. Deputy Head/ Headteacher: Complete Attendance Panel 3 meeting to review progress with parenting contract.</p> <p>Alternative provision internally or externally may be required. Initial/additional FPN, may be followed up, or issued as appropriate. Copy of updated contract shared with parents via email following meeting and logged on CPOMS.</p>

First day calling flow chart

A guide to first day calling absence procedures

08:00am – Phone lines monitored and records updated for absence notifications. Any notifications received that raise concern to be investigated in accordance with the school Safeguarding Policy



08:45am – Morning session registers taken by Form Tutors. Any students arriving to school beyond this time before 9:15 am will be coded L (late before registers close).

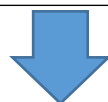
No students may leave school premises without appropriate authorisation notification by phone or doctors note from parents/carers directly to school from this point.



09:00am – Unexplained absences explored and cleared by 09:30am. Truancy calls made before 10am. by text message.

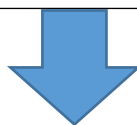


9:15 am registers close – any Learners missing from school for unexplained absences investigated by phone. learners arriving after this time are now coded U (late after registers close).

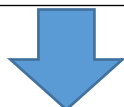


11am – No response still received from attendance follow up may require home visit. Priority given to known 'identified' vulnerable learners.

Appropriate Safeguarding follow up explored if missing learners' flagged as a concern and appropriate authorities notified.



P4– Afternoon session registers taken at the start of Period 4. Checks made to ensure any learners who have left the school site had appropriate authorisation.



2:55pm – End of school day. Daily codes updated and any remaining 'N' codes changed to 'O' as unauthorised absence.

