



# Attendance Policy

**Approved by:**

**Date: November 23**

**Next Review Date:**

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### 1. Aims

The Learning Community Trust is committed to providing an outstanding educational experience within a safe and nurturing environment to all pupils. We believe that, if pupils are to benefit from education, punctuality and good attendance are crucial to them fulfilling their potential. However, attendance within our academies is far more than just an academic consideration. We recognise the nature of our pupils and as a result, believe that our attendance systems are our first line in safeguarding our young people and therefore a priority.

With that principle in mind, our academies' approach is to work in close partnership with our families to support a culture of attendance and safety, however, parents are responsible by law for ensuring the regular and punctual attendance of their children. Parents should familiarise themselves with this attendance policy and should work closely with our academy staff to overcome any problems which may affect a child's attendance.

If there are problems which affect a pupil's attendance we will investigate, identify, and strive, in strong partnership with parents and pupils, to resolve those problems as quickly and efficiently as possible. We will adopt a clearly focused approach, involving families fully, and outside agencies where appropriate, to ensure that pupils are in school. We appreciate that every family's circumstances are different, and we will always aim to work in partnership with you to find a solution for issues that arise.

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance.
- Building strong relationships with families to ensure pupils have the support in place to attend school.
- Reducing absence, including persistent and severe absence.
- Ensuring every pupil has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence and contacting families to discuss this.

We will also promote and support punctuality in attending lessons.

## 2. Legislation and guidance

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

- › Part 6 of [The Education Act 1996](#)
- › Part 3 of [The Education Act 2002](#)
- › Part 7 of [The Education and Inspections Act 2006](#)
- › [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- › [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

- › [School census guidance](#)
- › [Keeping Children Safe in Education](#)
- › [Mental health issues affecting a pupil's attendance: guidance for schools](#)

## 3. Roles and responsibilities

### 3.1 The governing body

The governing body is responsible for:

- › Promoting the importance of school attendance across the school's policies and ethos
- › Making sure school leaders fulfil expectations and statutory duties
- › Regularly reviewing and challenging attendance data
- › Monitoring attendance figures for the whole school
- › Making sure staff receive adequate training on attendance
- › Holding the headteacher to account for the implementation of this policy

**If you have a link governor for attendance, or a committee responsible for attendance, add details of their role in the monitoring of pupil attendance.**

### 3.2 The Headteacher/Principal

The headteacher is responsible for:

- › Implementation of this policy at the school
- › Monitoring school-level absence data and reporting it to governors
- › Monitoring the impact of any implemented attendance strategies

### 3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- › Leading attendance across the school
- › Offering a clear vision for attendance improvement
- › Evaluating and monitoring expectations and processes
- › Having an oversight of data analysis
- › Devising specific strategies to address areas of poor attendance identified through data
- › Building relationships with parents/carers to discuss and tackle attendance issues
- › Supporting staff with monitoring the attendance of individual pupils
- › Creating intervention reintegration plans in partnership with pupils and their parents/carers
- › Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is [insert name] and can be contacted via [telephone number and/or email address].

### 3.4 The attendance officer

The school attendance officer is responsible for:

- › Ensuring that daily registers are completed accurately and on time by staff
- › Administration of first day contact procedures and ensuring that absent pupils are discussed at the daily safeguarding briefing
- › Monitoring and analysing attendance data (see section 7) and identifying areas of focus for improvement
- › Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- › Escalating to, and working with, Education Welfare Officers to tackle persistent and severe absence, which may include the use of statutory procedures and fixed penalty notices
- › Issuing School Attendance Letters (SALs) to parents where it is felt that attendance may need support

The attendance officer is [insert name] and can be contacted via [telephone number and/or email address].

### 3.5 [Class teachers/form tutors]

[Class teachers/form tutors] are responsible for recording attendance accurately on a daily basis, using the correct codes, and submitting this information to the attendance officer in a timely manner, to enable safeguarding procedures to be implemented in the case of unexplained absence. (Staff refer to appendix 2)

### 3.6 School staff

Administration staff working alongside the attendance officer will:

- › Take calls from parents/carers about absence on a day-to-day basis and record it on the school system

- › Transfer calls from parents/carers to other relevant staff to provide them with more detailed support on attendance
- › The school Family Liaison Officer or another member of staff may call at the family home to offer support and to keep in touch with the pupil and family during periods of absence in line with this policy (Staff refer to appendix 2)

### **3.7 Parents/carers**

Parents/carers are expected to:

- › Make sure their child attends every day on time and prepared for learning, and attends every lesson throughout the day promptly and prepared to learn
- › Call the school to report their child's absence before 9am on the day of the absence (and on each subsequent day of absence) and advise when they are expected to return
- › Provide the school with more than 1 emergency contact number for their child
- › Ensure that, where possible, appointments for their child are made outside of the school day
- › Share with school staff any information about their child's health or wellbeing that results in their child needing support at school, and work with school staff and the EWO to put a plan in place to support their child as and when requested
- › Engage in whole academy and specific attendance and punctuality strategies

### **3.8 Pupils**

Pupils are expected to:

- › Attend school every day on time, prepared for learning, and attend each lesson on time throughout the day
- › Work in partnership with school staff and parents to overcome any barriers to school attendance where appropriate

### **3.9 Education Welfare Officers (EWOs)**

The EWO has a key role in ensuring the safety of our students through driving attendance improvements. The welfare aspect of the role is significant, and the relationships born from high level pastoral support of students and their families is of the utmost importance to the academy and LCT.

The EWO role examines so many areas that cross into other aspects of the school systems but ultimately the role is to challenge attendance and provide support to all stakeholders that leads to the desired improvement. In addition, the quality assurance of academy systems allows our EWO to appropriately challenge Senior Leadership in their approach to student attendance and safeguarding.

Each Learning Community Trust (LCT) academy has the support of an LCT EWO. The role of our EWOs considers all of the above statements and also includes the following:

- › A solid understanding of the student/family for all our most vulnerable students, particularly those in severe and persistent absence
- › Full engagement with students highlighted as being most vulnerable for attendance, and their families

- › Oversee school actions and become involved in processes after a SAL2 letter has been issued
- › Actively engage and work alongside external agencies to support all stakeholders
- › To be present at Attendance Support Meetings (ASM) to support families and school staff to put in place the most appropriate plan that will lead to attendance improvements and support the pupil

## 4. Recording attendance

### 4.1 Attendance register

We will keep an attendance register and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. Registration will be carried out at the beginning morning and afternoon sessions and registers will be marked promptly within **the first five minutes of these sessions**. It will mark whether every pupil is:

- › Present
- › Attending an approved off-site educational activity
- › Absent
- › Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- › The original entry
- › The amended entry
- › The reason for the amendment
- › The date on which the amendment was made
- › The name and position of the person who made the amendment

See appendix 1 for the DfE attendance codes.

We will also record:

- › Whether the absence is authorised or not
- › The nature of the activity if a pupil is attending an approved educational activity
- › The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Pupils must arrive in school by [time] on each school day.

The register for the first session will be taken at [time] and will be kept open until [time – not longer than 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place]. The register for the second session will be taken at [time] and will be kept open until [time].

## 4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible by calling the school absence line (see also section 7)

(Staff refer to appendix 2)

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness. We may contact you by telephone or through a visit to gain more details about your child's absence and how we can support if appropriate. A member of school staff or an Education Welfare Officer (EWO) may visit your home to offer support and to keep in touch with you and your child.

Where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school may ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily and will not ask you to pay for evidence.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised. We will endeavour to inform parents of this decision and will be happy to discuss the reasons for this.

## 4.3 Planned absence

Attending an unavoidable medical or dental appointment will be counted as authorised if the pupil's parent/carer notifies the school in advance of the appointment. An appointment card or letter may be requested. If you know that your child will be attending an appointment, please give details to a member of the attendance staff so that arrangements can be made to mark the register accordingly.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Please go to section 5 to find out which term-time absences the school can authorise.

## 4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Add details of how your school identifies and responds to ongoing punctuality issues.

## 4.5 Following up unexplained absence

Adapt the following to match your school's day-to-day process for following up on absence.

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, school staff may call at your home to check on your welfare in line with appendix 2. If this is unsuccessful, we may make referrals to other agencies including our Education Welfare Officer (EWO). See below.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary.

If absence continues, the school will consider involving an Education Welfare Officer (EWO). Each Learning Community Trust school has an EWO attached who provides additional advice, support and guidance to both schools and families. If we are unable to ascertain from you why your child is absent, we will take all necessary steps to do so. This may include contacting the Police, Family Connect, talking to friends and neighbours and other measures. **Safeguarding children is our priority, and we will do what is needed to ensure they are safe.** If we have not heard from you, please expect to hear from us.

#### 4.6 Reporting attendance to parents/carers

School attendance staff will be happy to provide a copy of your child's attendance record should you require it. If your child's attendance is at a level where we feel we need to draw this to your attention, this will be done in one of the following ways.

- A letter called a SAL (School Attendance Letter) may be sent to you, notifying you of your child's attendance and inviting you to contact us if you need support. A copy of their attendance will be enclosed.
- A member of staff or the EWO may telephone you to discuss your child's attendance and to offer you support if there are issues affecting attendance or barriers making it difficult for your child to attend.
- If the attendance continues to cause concern, you may receive a follow-up letter, a home visit or an invitation to come to an 'Attendance Support Meeting' where you can discuss any issues with relevant staff (may include the Attendance Officer, Senior Attendance lead, EWO or pastoral support staff) and work together on a plan to ensure that your child is able to maximise the opportunities available to them in school by attending daily. You may also be offered referral to other agencies, or asked if you would like to be supported through the Early Help process. Early Help is about identifying problems within families early, and providing proactive support, helping to ensure that families receive the right support at the right time.
- If a child's attendance remains unsatisfactory, further referrals may be made, depending on the situation. A referral may be made to Telford & Wrekin's Attendance Support Team, to Family Connect or to agencies who are best placed to support your child in overcoming any barriers to school attendance. We will discuss this with each family dependent on their own unique circumstances.



## 5. Authorised and unauthorised absence

### 5.1 Approval for term-time absence

The Headteacher/Principal will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances', considering the specific facts, circumstances, and the relevant context behind the request.

A leave of absence is granted at the Headteacher/Principal's discretion, including the length of time the pupil is authorised to be absent. There is no specific definition of 'exceptional circumstances' however if the leave is for something that could otherwise be organised during school holidays, it is very unlikely to be granted. A family holiday, or the cost of taking a family holiday being too expensive during school holiday periods, is not considered to be an exceptional circumstance.

Any leave of absence during term time can be disruptive both to the child's learning and to the school regardless of the reason for the leave. Schools will only consider authorising leave in term time where both:

- The application is made on schools 'Request for leave in term time' form, to the Headteacher/Principal in advance (at least 2 weeks prior to departure) of the leave by a parent/carer the child normally lives with. The legislation does not allow for retrospective permission to be granted. The form can be requested from school or is available on our website under '**Leave of Absence Request**'. We recommend that trips are not booked until leave has been granted.
- There are exceptional circumstances, as agreed by the Headteacher/Principal for the leave, and in such circumstances the academy determines the length of any agreed leave in term time. If a child does not return to school on or by the agreed date, they will be at risk of losing their school place. The Headteacher/Principal may require evidence to support any request for leave.

Valid reasons for **authorised absence** include:

- Illness (including mental illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents/carers belong. If necessary, the school will seek advice from the parents'/carers' religious body to confirm whether the day is set apart. We set our dates in accordance with guidance from Telford & Wrekin Council.
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision.

Unavoidable family circumstances for which time off is agreed by school ie bereavement, funerals, family crisis and other unforeseen situations as deemed appropriate in discussions between families and school staff.

### 5.2 Legal sanctions

The local authority (Telford & Wrekin Council) can prosecute parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age. This is always a last

resort and will come after a period of support being offered through our support systems, where Warning Notices have been issued, and a parent has been asked to attend an Interview Under Caution. At each stage, opportunities are given to work with staff and agencies, and to demonstrate improved attendance.

Legal sanctions may also include the issue of a Penalty Notice (Fine) for absence, or for an unauthorised leave of absence/holiday in term time. If issued with a fine, or penalty notice, each parent/carer must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

The decision on whether to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute the parent/carer. The Attendance Support Team at Telford & Wrekin can be contacted on 01952 385220.

## 6. Strategies for promoting an attendance culture

The profile of attendance and its importance must be evident in the academy at all times. The culture of attendance has to be of the highest profile to ensure our children understand the intrinsic link between good attendance, safety and future life choices.

**As a result, the academy has the following expectations:**

<b>Expectations of in school actions to improve attendance culture</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• All students know their current attendance and have a strategy to improve it</li> <li>• Monitors have a regular attendance presence</li> <li>• Culture of poor punctuality being challenged through a range of strategies</li> <li>• Posters in key areas to promote good attendance</li> <li>• Half termly parental contact as a part of newsletter to promote attendance</li> <li>• letters of congratulations, certificates for good attendance which may be taken home</li> <li>• recognition in assembly</li> <li>• the award of badges, merit, group/house points</li> </ul>	<ul style="list-style-type: none"> <li>• Sending letters to parents of new pupils after the first possible 100 attendances with special praise both for those with 100% attendance and for those with no avoidable absences, and recognising &amp; rewarding improved attendance where there is a history of poor attendance</li> <li>• sending children to senior members of staff for commendation for efforts made towards improvement as well as for full attendance</li> <li>• using older pupils as learning mentors to assist pupils plan and prepare their course work</li> </ul>

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| <ul style="list-style-type: none"> <li>• the giving of prizes, class rewards such as mascots or a cup for the highest class or tutor group attendance.</li> <li>• recording attendance on reports sent home, with positive comments for effort</li> <li>• Facilitating Attendance Concern Meetings and Attendance Panels in schools to invite parents to attend for a discussion specifically about school attendance. This panel may include the community school nurse or a school governor</li> </ul> |  |
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## 7. Attendance monitoring

Our academies hold attendance as one of the key factors in successful outcomes but equally as important is the safeguarding aspect. We care deeply for our students, and we need to ensure that our students are safe and well at all times.

As a result, we pride ourselves in going the extra mile to support our students and families with our first day and follow up approach. We will make key decisions on a daily basis on which student we will send our school staff to visit to ensure that we offer both the child and the family the support they would expect from their academy.

Please refer to Appendix 2

### 7.1 Monitoring attendance

The academy will:

- Monitor attendance and absence data daily, weekly, half-termly, termly and yearly across the school and at an individual pupil level as appropriate
- Identify whether there are particular groups of children whose absences may be a cause for concern

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average and share this with the governing body.

### 7.2 Analysing attendance

The academy will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

### 7.3 Using data to improve attendance

#### The academy will:

- Provide regular attendance reports to [class teachers/form tutors], and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

### 7.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Communicate regularly with the parents/carers of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Produce an Attendance Support Plan in partnership with parents and pupils to ensure we are all working together to support improved attendance. Support plans will be discussed with colleagues at the Local Authority to ensure that school is providing appropriate support for pupils with long term absence
- Provide access to wider support services to remove the barriers to attendance, including offering Early Help to families with needs broader than absence from school or making referrals to targeted services

### 7.5 EHE

The Learning Community Trust is committed to supporting our students and families through all aspects of their lives. The Trust consider EHE to be the very last resort in the educational journey and as a result will request a meeting with families and engage with the Local Authority to ensure that the correct decision is made

### 8. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every 2 years by [SLT member with Attendance responsibility] and Nikki Morrison, LCT Attendance & Welfare Team Leader. Annually, the policy will be approved by the full governing body.

### 9. Links with other policies

This policy links to the following policies which can be found on our school website:

- Child protection and safeguarding policy
- Behaviour and suspension policy
- Lone working policy
- LCT Staff to refer to attendance protocol
- SEND Poli

## Appendix 1: attendance codes

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

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

Code	Definition	Scenario
<b>Authorised absence</b>		
<b>C</b>	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
<b>E</b>	Excluded	Pupil has been suspended (excluded) and no alternative provision has been made
<b>H</b>	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
<b>I</b>	Illness	School has been notified that a pupil will be absent due to illness
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>S</b>	Study leave	Year 11 pupil is on study leave during their public examinations
<b>T</b>	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
<b>Unauthorised absence</b>		
<b>G</b>	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
<b>N</b>	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after

		a reasonable amount of time – maximum 5 days)
<b>O</b>	Unauthorised absence	School is not satisfied with reason for pupil's absence and does not agree that it should be authorised
<b>U</b>	Arrival after registration	Pupil arrived at school after the register closed. This is the equivalent of an absence mark for the session ie morning or afternoon

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

## Appendix 2 – Attendance Tracking, First Day Contact and Attendance/Safeguarding Monitoring

Our academies have a robust understanding of their students and families. Using this knowledge is critical

making sure they attend and are by default safe. We use the information to create an agreed criteria that forms a tiered response system to prioritise first day response by Academy staff.

The Academy follows the RAG protocol for first day response:

The **GREEN** and **AMBER** process is as follows:

- If no contact is received from the parents/carers of an absent pupil on the first morning of absence we will follow 'first day contact' procedures and contact the parent by telephone
- The expectation for text messages to be sent to all absent student families is 9.30
- The expectation for all phone calls to be made and logged on Bromcom for analysis is 10.30
- Details of communication will be logged on BROMCOM and if appropriate CPOMs

The **RED** process is as follows:

- Phone call to be made by 9.30
- Details to be sent to the home visit driver/Family Liaison Officer by 9.45

The following criteria is to be used to define the RAG ratings of our students. Professional judgement may be used to adjust a students RAG rating but must be supported by external professionals and a risk assessment must be in place.



<b>Student focus group</b>	<b>Definition/Criteria</b>	<b>Additional School Attendance Action</b> All families will be contacted by school on first day of absence
<b>RED** ***</b> <b>T&amp;W – Complex/Acute</b>	EHCP, LAC, CSE, CCE, Social Workers, CP Plan, S47 Investigation, Mental Health linked to suicide risk	<p>In addition to first day contact</p> <p>Academies will make every effort to make face to face contact with student and family every 1st day of absence.</p> <p>Face to face contact with student being a video call or home visit</p> <p>Academies will contact and update linked external agencies</p> <p>Academies will visit students on a more regular basis if they have additional concerns</p>
<b>AMBER**</b> <b>T&amp;W - Vulnerable</b>	Persistent absentees, working with external agency, family concern, EWO/AST involvement, Police investigation	<p>In addition to first day contact</p> <p>Academies will make every effort to make face to face contact with the student and family every 3<sup>rd</sup> day of absence.</p> <p>Face to face contact with student/family being a video call or home visit</p> <p>Academies will contact and update linked external agencies</p> <p>Academies will visit students on a more regular basis if they have additional concerns</p>
<b>GREEN</b> <b>T&amp;W - Universal</b>	Remit of School staff	<p>In addition to first day contact</p> <p>Academies will make every effort to make face to face contact with the student and family every 5<sup>th</sup> day of absence.</p> <p>Face to face contact with student/family being a video call or home visit</p> <p>Academies will visit students on a more regular basis if they have additional concerns</p>

\*\* Use LA threshold guidance and ensure all associated professionals are aware.

\*\*\* All students identified as RAG RED will have a full risk assessment (APPENDIX

## Academy First day calling procedure



## **Outcome of poor attendance (Specific student level)**

### Stage A

Some students will have accessed the SAL approach to attendance improvement in their previous educational setting with their parents being familiar with the process. However, we believe that we need to have high expectations and use national formal processes to support improved attendance.

As a result, Students under 95% will be reviewed and a decision made if School Attendance Letters (SAL) SAL 1 is appropriate (Areas to consider: point in academic year, illness etc...). It will be the decision of the NAP to send the SAL 1 to parents where attendance is a concern

Schools pastoral systems must work with the students in school to look at effective improvement targets

### Stage B

The decision to escalate to a SAL 2 letter should be decided 3 weeks following the issuing of the SAL 1.

The criteria for a SAL2 letter is the failure to improve significantly over the 3 week SAL 1 period or for students who drop below 90%. NAP can move to SAL 2 before the student drops below 90% if they see no improvement over the first 2 weeks

Poor attending students moving in from a previous school needs to show 'Sufficient' improvement since moving from their previous setting.

It is expected that the 'Nominated Attendance Person (NAP)' and EWO are fully aware of the individual student issue. The Academy will expect the Education Welfare Officer (EWO), to provide and enforce further actions

At this stage, the student automatically becomes AMBER on the RAG system.

### Stage C

If there is no significant improvement throughout the stage B process there will be an invitation to the parents to an 'Attendance Support Meeting' (ASM) either in school or at the home. This important meeting should include a senior member of staff, parent, pupil and the NAP and/or EWO. The aim of this meeting will be to identify and resolve the difficulties which are preventing the pupil from attending school. The parents/carers will be made aware of the legal requirements regarding school attendance

The Academy will support the pupil's re-integration where a pupil is returning to school after an absence of longer than two weeks. In the event of a pupil returning after a long-term absence then a 'Reintegration Plan' can be implemented. The plan should include all members of the school staff and will be designed to be as supportive of the pupils needs as possible. 3 week review prior to escalation to AST

The Academy will always aim to provide Early Help advice and support to the family, undertaking an Early Help Assessment if appropriate and make a referral to Strengthening Families if it is felt the family would benefit from additional support.

**In order to ensure the success of this policy every member of the school staff will make attendance a priority and convey to the pupils the importance of their education.**



Appendix 3



## Student Risk Assessment

Name of student:		Date Written:	
Assessment compiled by:		Review Date:	
<b>Task Analysis Summary</b>			
•			
<b>Summary of historical and current concerns</b>			
•			
<b>Current Agencies/Professionals involved</b>			
<b>Agency/Professional</b>	<b>Name</b>	<b>Contact details</b>	

School/Staff based actions:						
Identified Risk to student and others	HOW LIKELY?	HOW SEVERE?	RAG	Preventative Actions taken by Academy	Staff Lead	If Actions Fail.....escalation pathway
	<i>5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never</i>	<i>5=Extreme 4=Significant 3=High 2=Mid 1=Low</i>	<i>20-25 = RED 10-19 = Amber 2-9 = Green</i>			
1				•		
2				•		
3				•		
4				•		

Home Visits/Modified Timetable/Alternative Provision Actions:						
Identified Risk to student and others	HOW LIKELY?	HOW SEVERE?	RAG	Preventative Actions taken by Academy	Staff Lead	If Actions Fail.....escalation pathway
	5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never	5=Extreme 4=Significant 3=High 2=Mid 1=Low	20-25 = RED 10-19 = Amber 2-9 = Green			
1				•		
2				•		
3				•		
4				•		
4				•		

Next steps			
•			
Summary checks			
Has this document been reviewed by EWO when appropriate?	Y N	Has this document been shared with external agencies?	Y N
Has this document been approved by DSL?	Y N	Is the Principal/Head aware of all aspects of this student?	Y N
Signed (Writer):	Date:	Signed DSL:	Date: