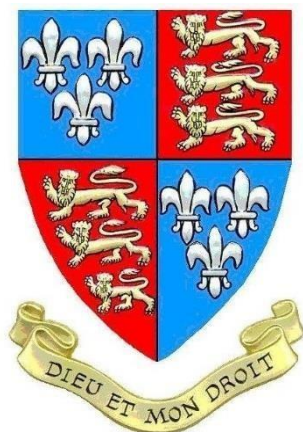


# King Edward VI Grammar School



## Attendance Policy

<b>Headmaster:</b>	<b>Mr James Lascelles</b>
<b>Designated Leader with Attendance Oversight:</b>	<b>Mrs Laura Reeve (Deputy Head Pastoral &amp; Inclusion)</b>
<b>Attendance Officer:</b>	<b>Mrs Jennie Watts</b>
<b>Chair of Governors:</b>	<b>Mr Rob Maltman</b>

**Last Reviewed: September 2023**  
**Next Review: September 2024**

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## **1. Aims**

Our school aims to meet its obligations regarding school attendance by:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school to help parents to perform their legal duty to ensure their children of compulsory school age attend regularly.

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 guidance](#) 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](#)
- [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 Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the [school census](#), which explains the persistent absence threshold.

This policy complies with our funding agreement and articles of association.

As a reminder:

Parents are responsible for making sure that their children of compulsory school age receive a suitable full-time education<sup>3</sup>. This can be by regular attendance at school, at alternative provision, or otherwise (e.g. the parent can choose to educate their child at home).

A child reaches compulsory school age on or after their fifth birthday. If they turn 5 between 1 January and 31 March they are of compulsory school age on 31 March; if they turn 5 between 1 April and 31

August they are of compulsory school age on 31 August. If they turn 5 between 1 September and 31 December, then they are of compulsory school age on 31st December.

A child continues to be of compulsory school age until the last Friday of June in the school year that they reach sixteen. From September 2013<sup>4</sup> all 16 year-olds will be required to continue in education or training, until the end of the academic year in which they turn 17. From September 2015 they will be required to continue until their 18th birthday.

<sup>3</sup> Under section 7 of the Education Act 1996.

<sup>4</sup> Section 2 of the Education and Skills Act 2008

### 3. School Expectations & Promoting Good Attendance

Pupils must arrive in school by 8:50am on each school day.

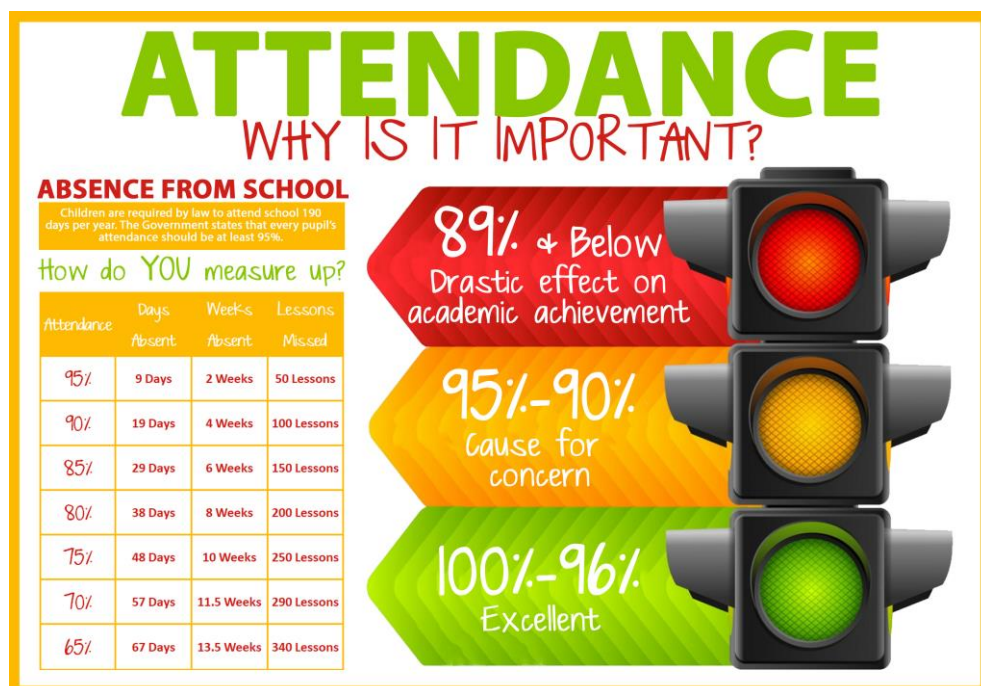
The register for Pastoral Time & Notices will be taken at 8:50am and will be kept open until 9:05am

We aim at all times to help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development.

The poster above identifies the impact 95% attendance and below can have and is one of a number of posters used around schools to promote the importance of attendance.

We communicate our high expectations and promote good attendance regularly to pupils and parents through a range of methods which are listed in Appendix 1 in the Universal box.

The DfE's [working together to improve school attendance guidance](#), contains the following on pages 5-6 of that document:



#### **The law on school attendance and right to a full-time education**

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

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

11. This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. **The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.** At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 4<sup>1</sup>. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%).<sup>2</sup>

<sup>2</sup> <https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4/2018-19>

### 3. School procedures

#### 3.1 Attendance register

By law, all schools (except those where all pupils are boarders) are required to keep an attendance register, and all pupils must be placed on this register.

The attendance register will be taken at the start of the AM session of each school day - 8:50-9:05 which is recorded by the Tutor during Pastoral Time & Notices, and also the PM session which will be recorded by the first lesson after lunch. The AM register closes at 9:05 and the PM mark closes after 10 minutes into that first lesson after lunch. Lateness or absence after these times is classed as unauthorised without an acceptable reason given. Each AM/PM mark will state 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.

Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.

### **3.2 Unplanned absence**

Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 8.30am or as soon as practically possible (see also section 6).

In the case of illness, and any other unexpected absence, parents should email ([absence@kevigslincs.sch.uk](mailto:absence@kevigslincs.sch.uk)) the Attendance Officer on the morning of the first day of absence and each day thereafter.

Absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness.

If there is no contact from parents on the first full day of absence, then parents are contacted by email (in the first instance) to obtain an explanation of the absence.

For all medical conditions and appointments, parents must inform the school in advance of the appointment by completing the leave of absence form and provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate forms of evidence.

If the school is not satisfied with the authenticity of the illness and does not receive genuine medical evidence, the absence will be recorded as 'unauthorised' and parents will be notified of this.

### **3.3 Leave of Absence**

Schools may not grant any leave of absence to pupils during term time unless they consider there to be 'exceptional circumstances' (please see Section 5 for further details). Any absences not deemed to be 'exceptional circumstances' may be subject to a Fixed Penalty Notice (FPN) - see Section 5.2 for further details.

If parents feel that there is an 'exceptional circumstance' then they must complete an electronic copy of the ['Application for Student's Leave of Absence Form'](#) via the school website.

**Please note that all applications must be submitted at least 3 weeks before the event.**

**Any requests submitted retrospectively will be unauthorised.**

### **3.4 Medical or dental appointments**

Missing registration for a medical or dental appointment is counted as an authorised absence; advance notice is required for authorising these absences.

However, we encourage parents 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.

Applications for other types of absence in term time must also be made at least 3 weeks in advance. Information relating to whether the school can authorise such absences can be found in section 5.

### 3.5 Lateness and punctuality

A pupil who arrives late but before the register has closed will be marked as late, using the appropriate code.

A pupil who arrives after the register has closed will be marked as absent, using the appropriate code.

If a student regularly registers late, the tutor will investigate the reasons for this and if necessary, will refer the matter to the appropriate Head of Year. Students repeatedly late to school and/or lessons will be required to give the 'missed time' back via a Friday after school detention.

### 3.6 Pupils who miss the bus

For students who travel by bus to school and either miss the bus or have an unavoidable medical appointment in the morning, it is expected parents and the child will find and arrange an alternative mode of transport to school. Absences for these reasons which stop a student attending school for the rest of the day will be unauthorised.

### 3.7 Reporting to parents

Parents are able to monitor the attendance of their child at any time via the SIMS Parent App, alongside the notifications which are automatically pushed out weekly through this app. Termly letters are sent to parents to report on last term's attendance figures for their child, as well as attendance being included on each child's Progress Review Report that is sent out 3 times per year.

### 3.8 Following up absence

The Attendance Officer monitors pupil absence on a daily basis. They will follow up any absences to ascertain the reason using the process outlined below and ensure proper safeguarding action is taken where necessary. They will also identify whether the absence is approved or not and identify the correct attendance code to use.

<p><b>No Reason for Absence Provided</b></p> <p><b>OR</b></p> <p><b>Inadequate Reasons for Absence</b></p>	<ul style="list-style-type: none"> <li>● <b>Absence Request</b> sent through SIMS InTouch. <ul style="list-style-type: none"> <li>○ Parent reply is logged on the system.</li> <li>○ If no response: <ul style="list-style-type: none"> <li>▪ absence message is resent and also sent via text and/or phone call home.</li> <li>▪ If no further response, a letter is posted asking for a reason to be provided.</li> </ul> </li> </ul> </li> <li>● If a reason is not provided within 3 days or the reason is not deemed adequate, the absence is entered as unauthorised and a home visit will occur (see Section 6).</li> <li>● If reasons for absence are regularly NOT provided on time and/or a pupil is not in school for a prolonged period of time the Local Authority are made aware. The case moves to Level 2 on the intervention table automatically</li> </ul>
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If after contacting parents a pupil's absence continues to rise, we will follow the intervention levels as outlined in Appendix 1.

Attendance levels are checked regularly;

- reports are sent regularly to tutors to facilitate both positive and supportive discussions with pupils
- half termly, termly and full year reports are used to monitor and identify any whole school patterns of attendance concern across pupils and cohorts, as well as patterns of certain attendance code use and subjects which have low lesson attendance.
- Where an individual pupil's attendance is identified as a cause for concern, they will be monitored more regularly.

Pupil-level absence data is 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. We compare our attendance data to the national average, and share this with governors.

KEVIGS will routinely collect and store attendance data via SIMS and Pastoral Genie and it may be used for internal purposes. For example, to track the attendance of individual pupils, identify whether or not there are particular groups of children whose absences may be a cause for concern, and monitor and evaluate those children identified as needing intervention and support.

## **4. Reducing persistent and severe absence**

The Persistent Absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee.

Severe Absence is where a pupil misses 50% or more of school.

Our targeted support and actions for students whose attendance reaches these thresholds, can be found in Appendix 1: Attendance Intervention Table.

The support offered at each level of intervention, ensures we can always consider the individual needs of pupils and their families and any specific barriers to attendance which may exist. We consider our obligations under the [Equality Act 2010](#) and the [UN Convention on the Rights of the Child](#), as well as giving regard to the [SEND Code of Practice 2015](#).

Our wider support services with Lincolnshire County Council include their Emotionally Based School Avoidance (EBSA) Ladder, which aims to support pupils whose poor attendance has been identified due to mental health issues including anxiety. This uses a graduated approach of support starting with a Pastoral Support Plan (PSP), and has support from the Pupil Reintegration Team and the local NHS [Healthy Minds](#) services.

The Early Help Pathway is also utilised, which involves completion of a 'Child and Family Early Help Assessment', which starts when a worry is raised and coordinated support is required. This may in turn lead to the creation of a Team Around the Child (TAC). This is a group of people who want the best for the child or young person and who will work together with the child and family in an open and honest way to create a plan of support. Further information on this support pathway can be found on the [Lincolnshire County Council Early Help webpage](#).

## **5. Authorised and Unauthorised absence**

### **5.1 Granting approval for term-time absence**

Schools may not grant any leave of absence to pupils during term time unless they consider there to be 'exceptional circumstances'.

We define 'exceptional circumstances' as:

1. Periods of no more than 1-2 days for one-off, significant, family celebrations - e.g. Births/Weddings/Funerals.
2. Longer periods by arrangement for compassionate leave following the death of an immediate or close relative.
3. Single or half day visits to alternative schools, colleges or universities up to a maximum of 3 in anyone academic year.
4. Documented appointments for medical/dental treatment that cannot be provided at an alternative time: parents are requested to arrange as far as is possible all medical and dental appointments to be outside of the school day.
5. Single or half days to undertake driving tests or other types of external testing arrangements.
6. Other exceptional circumstances as approved by the Headmaster.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the Headmaster's discretion.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments – as explained in sections 3.2 and 3.3
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents'



religious body to confirm whether the day is set apart. A maximum of 3 days per academic year will be authorised for religious observance.

- 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

The Government changes to the Education Pupil Registration Regulations 2006 mean that the Headmaster cannot authorise holiday leave except in the following circumstances:

1. Where there is documented evidence that the parent's employer will **not** allow leave during school holiday time due to the nature of the business and impact upon it.
2. Where the trip is of such a nature that the Headmaster deems this to be of significant educational value and has documented evidence of that educational value from the group or tour operator running the trip. In this instance, the pupil will be expected to give a presentation about their trip to their tutor/year group on their return, in liaison with their Head of Year.
3. Other exceptional circumstances as approved by the Headmaster.

## 5.2 Legal sanctions

Schools will fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age. This does include children who are repeatedly late to school.

If issued with a penalty notice, each parent 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 or not to issue a penalty notice ultimately rests with the Headmaster, following the local authority's code of conduct for issuing penalty notices. This may consider:

- A 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
- When support is not successful or not engaged with

If the payment has not been made after 28 days, the local authority can decide whether to prosecute the parent or withdraw the notice.

A Fixed Penalty Notice (FPN) cannot be appealed.

Further information is available at [Lincolnshire County Council School Fines webpage](#).

## **5. Advice and Guidance to Parents**

King Edwards remains first and foremost a family school and we recognise that within our community there are many different and sometimes complex needs that may necessitate a leave of absence. We remain happy to consider these requests under the headings above; however, we would also offer the following guidance to parents:

1. Leave of Absence Requests for students in Years 11-13 are likely to be routinely rejected and will have the exceptional circumstances test applied fully due to the importance of these examination years and the negative impact that absence can have on a student's overall performance.
2. In Years 7-10 all parents are advised to consider:
  - a. planning holidays and flights well in advance to get the best deal without having to resort to a leave of absence request
  - b. avoiding last minute deals that encroach on term time
3. The school is happy to write in support of any request for leave to support the parent and to broker a mutually acceptable time frame with the employer.
4. When planning holiday parents are reminded that requests for a block week or weeks in the middle of term time are likely to be routinely rejected. However, more sensible forward planning where the request is for a single day prior to, or following a scheduled school holiday are more likely to be looked upon favorably: provided they meet the exceptional circumstances test.



5. We are aware some schools of siblings may have longer holidays than ourselves (e.g 2 weeks at October half term) but be aware this is not classed as a reason for exceptional circumstances.
5. As our school usually ends the summer term a week earlier than other schools, we would encourage making use of the cheaper holidays available at this time.
6. We encourage all parents to read the [DfE Guide for Parents on School Attendance](#)
7. If parents are unsure whether their child should be in school due to illness and to refer to the [NHS 'Is my child too ill for school?'](#) information page.

If your child is struggling to attend school, please contact their tutor or the Attendance Officer as soon as it becomes an issue so supportive strategies can be put in place before they become a 'school refuser'.

Please also see the summary tables at the end of this policy on Parent/Carers responsibilities around school attendance.

## **6. Safe and Well Checks and Home Visits**

At King Edwards we may in certain circumstances contact the pupil and family at home, in order to meet our statutory safeguarding requirements (Keeping Children Safe in Education, DfE) and ensuring links for all pupils remain open with encouragement to attend school. We do this through two means:

### **Safe and Well Check Definition:**

A Safe and Well check is short contact made from a member of school staff with a pupil and/or their family. The aim is to maintain contact with a pupil and their family who has not been attending school each day for an authorised reason. This could include:

- To maintain contact with a child who has been off school for a period of time, for example due to a medical issue, so that they do not feel isolated from school
- For a pupil who is attending a alternative provision setting, such as The Pilgrim School, and is classed as Dual Registered, who is not currently attending that provision full time.
- For a pupil is on a short term reduced timetable
- To support a pupil and their family who are on the Emotionally Based School Avoidance (EBSA) pathway.

These checks may occur in the form of a phone call, a virtual Teams Meeting, asking a pupil to visit main reception for a short period of time, or members of school staff will conduct a Home Visit.

All Safe and Well Checks carried out by school are recorded on Provision Map in the Meeting Log.

Should we not be able to speak with both the child and parent/carer/guardian, a home visit will need to occur. Safe and Well Checks can also be carried out by other professional agencies, such as CAMHS or an Early Help Worker. These will also be logged on to Provision Map.

### **Home Visit Definition:**

A home visit is a visit that requires member(s) of staff to enter the home of a parent, carer, or guardian in the case of an emergency visit or a procedural visit.

The aim of a home visit is:

- To establish a partnership between parents, carers and/or guardians and staff so that all parties share their knowledge about the child to enable the individual needs of the child to be met.
- To develop and strengthen relationships with parents, carers and/or guardians for the best interests of the child.

### **Reasons for home visits linked to attendance:**

Home visits are important in helping the school to contact new or hard to reach parents, carers and/or guardians. They are particularly useful as they enable the parents, carers and/or guardians to still have contact with the school, but in their own environment. Home visits are to be used when:

- Students are refusing to come into school
- When there are attendance issues/concerns
- When students are being educated at home
- When all other means of contact with a family has failed

- To try and establish that a child is safe if they are absent from school and attempts to contact parents, carers and/or guardians have not elicited a response and we have any welfare or safeguarding concerns for the student.
- To work with and support parents, carers and/or guardians in developing strategies to help their child attend school where attendance is an issue.
- To investigate situations when there are suspicions that someone may be on holiday contrary to earlier indications (for example when a child is not at school and reported as being ill during the same period for which a request for exceptional leave in term-time had been refused).

For more detailed information and guidance of our Home Visits procedures please see our **Home Visits Policy and Procedures**.

## **7. Roles and responsibilities**

The DfE 2022 guidance on Attendance, strongly suggests that positive attendance involves partners working together to ensure all young people of eligible school age can access an education. We outline the roles and responsibilities of all partners in order to carry out the different stages at Appendix 3.

### **7.1 The governing board**

The governing board through the Every Child Matters Sub Committee 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 Headmaster to account for the implementation of this policy.

### **7.2 The Headmaster**

The Headmaster is responsible for:

- Ensuring this policy is implemented consistently across the school,
- monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

### **7.3 Designated Senior Leader responsible for Attendance (Attendance Champion) :**

- leading attendance across the school
- offering a clear vision for attendance improvement and ensure these are communicated to all stakeholders
- evaluating and monitoring expectations and processes
- having an oversight of data analysis
- devising specific strategies to address areas of poor attendance identified through data and ensuring targeted interventions and support are delivered to pupils and families
- reviewing this policy in conjunction with the Attendance Officer, ensuring it is shared with the governing board.

The designated senior leader responsible for attendance is Mrs Laura Reeve and can be contacted via 01507 600456 or emailing [laura.reeve@kevigslincs.sch.uk](mailto:laura.reeve@kevigslincs.sch.uk)

### **7.4 The Attendance Officer**

The school attendance officer is responsible for

- Monitoring the [absence@kevigslincs.sch.uk](mailto:absence@kevigslincs.sch.uk) email account about absences and recording them on the school system.
- Monitoring attendance data at the school and individual pupil level
- Providing regular attendance reports to school staff and parents
- Reporting concerns about attendance to the Deputy Head Pastoral & Inclusion as the school's Attendance Champion.
- Working with the local authority's School Attendance Support Team and other partners to tackle persistent absence
- Arranging calls, meetings and where necessary home visits, with parents to discuss attendance issues
- Advising the Headmaster when to issue fixed-penalty notices
- Working with the Deputy Head (Pastoral & Inclusion) to review this policy and attendance procedures at least yearly.

The attendance officer is Mrs Jennie Watts and can be contacted on 01507 600456 or email [absence@kevigslincs.sch.uk](mailto:absence@kevigslincs.sch.uk)

### **7.5 Form Tutors and Teaching Staff**

Form Tutors and Teaching Staff are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the Attendance Officer.

They also support and encourage the attendance of students in the school, helping to identify any patterns concerning attendance and raising these to the relevant Head of Year/Attendance Officer.

### **7.6 Reception and Admin Staff**

Reception and Admin Staff are expected to:

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Encourage parents to use the [absence@kevigslincs.sch.uk](mailto:absence@kevigslincs.sch.uk) to report future absences
- Encourage and direct parents to the Leave of Absence Request form on the school website.
- Support the use of the signing in and out form for students during the school day.
- Transfer calls from parents to the appropriate Head of Year in order to provide them with more detailed support on attendance
- Support the Attendance Officer in recording daily student absences and late arrivals to school.

### **7.7 Parents/Carers**

- Make sure their child attends school every day and on time
- Email the school to report their child's absence before 8:30am on the day of the absence and 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 and if an absence during school time is necessary, complete a Leave of Absence Request form at least 3 weeks in advance.
- Be proactive and make contact with school as soon as issues that might impact attendance become apparent so support can be offered and engage with this support.
- If you are contact by school to collect your child due to an illness or medical incident during the school day, please collect them from Main Reception. Your child should not be calling you themselves to arrange a collection during the school day.

Please also see the Summary of Responsibilities Table (from DfE) at the end of this policy and the [DfE Guide for Parents on School Attendance](#)

We encourage all parents to refer to the [NHS 'Is my child too ill for school?'](#) information page.

## 7.8 Pupils

- All pupils should attend every timetabled session on time – this includes sixth form students.
- Ensure parents call the school to report their absence before 8:30am on the day of the absence and each subsequent day of absence
- If they feel ill or need to leave school during the day due to an appointment, go to Student Reception to sign out or to allow Reception staff to contact parents. Do not contact parents themselves.

Further information on responsibilities can be found in the DfE's [Summary Table of Responsibilities for School Attendance](#) at the end of this document.

## **9. Links with other policies**

This policy is linked to:

- Child Protection and Safeguarding Policy
- Supporting Children with Medical Conditions Policy.
- Behaviour Policy and Anti-bullying Statement,
- SEND Information Report and Policy
- Wellbeing Policy
- Pupil Premium Strategy
- Home Visits Policy and Procedures

## Appendix 1: Attendance Intervention Table

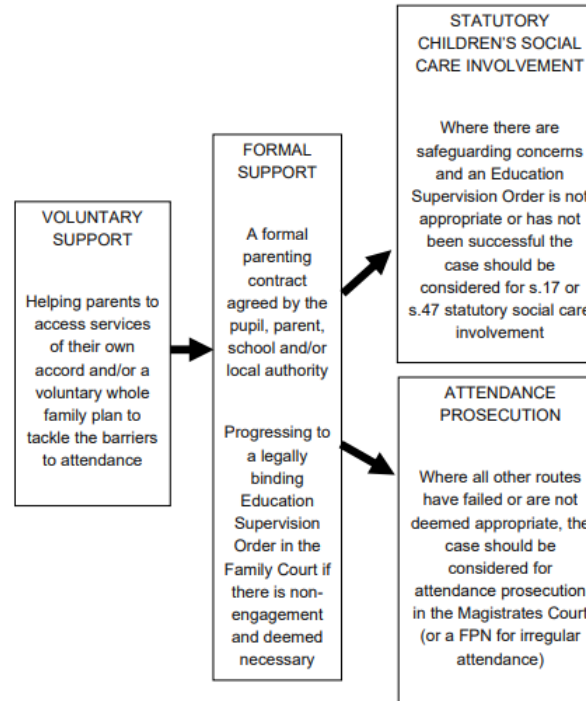
<b>Attendance Intervention Table</b>				
<b>Universal</b>		<p>High expectations of punctuality and attendance enforced throughout the school:</p> <ul style="list-style-type: none"> <li>• Use of positive publicity on the impact attendance has on attainment and future prospects/aspirations via: assemblies, information posters, RSHE, Careers guidance, Information Evenings and Events, Parent Consultation Evenings (PCES), KESH Newsletters and Parent Talks Programme</li> <li>• Monitoring of daily, weekly and termly student attendance for patterns, reasons and non-attendance.</li> <li>• Leave of Absence Requests actioned once received from parents by Attendance Officer and Deputy Head Pastoral &amp; Inclusion (Y7-11) or Director of Sixth Form (Y12/13)</li> </ul>		
	<u>Level</u>	<u>Attendance Data</u>	<u>Supportive Intervention</u>	<u>Administrative Actions</u>
<b>Good Attendance</b>	1	96-100%	<ul style="list-style-type: none"> <li>• Tutor/Head of Year monitoring and positive and encouraging conversations in tutor time with these students on the importance of good attendance.</li> <li>• Parent Talks Programme and KESH Parents Newsletter is used to remind parents/carers of the Attendance Policy and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of daily, weekly and termly student attendance for patterns, reasons and non-attendance.</li> <li>• Information shared with Tutors/Head of Year for students whose attendance is declining.</li> <li>• Tutors to raise any concerns they notice to Head of Year and/or Attendance Officer</li> </ul>
	<b>Early Intervention</b>	2	95% Threshold Reached	<ul style="list-style-type: none"> <li>• Head of Year has a formal conversation with the student to fact find and offer avenues of support. If deemed appropriate, a referral to the KESH team is made.</li> <li>• Regular monitoring by Tutor and Attendance Officer to monitor for positive improvements and praise given, or if a decline in attendance move to level 3.</li> </ul>
3		At risk of Persistent Absence	<ul style="list-style-type: none"> <li>• <b>2<sup>nd</sup> Letter of Concern</b> and <b>Attendance Booklet</b> sent home due to being 'at risk of persistent absence'. The booklet is to be completed by student with their parents and includes a Strength and Difficulties Questionnaire (SDQ) which should be returned to school.</li> </ul> <p>Where the returned SDQ suggests further support is necessary, and/or attendance doesn't improve over the next 4 weeks/no engagement with the Attendance Booklet/SDQ:</p>	

		<p><b>Attendance now between 90-95%</b></p> <ul style="list-style-type: none"> <li>• <b>Attendance Action Plan (AAP)</b> created to include: <ul style="list-style-type: none"> <li>○ RAG Rating timetable,</li> <li>○ offering reasonable adjustments such as time out card and use of safe spaces, teaching group moves (where appropriate and possible)</li> <li>○ Referral to area(s) of the KESH team for further support or investigation or barriers to learning</li> </ul> </li> </ul>	<p><b>Invitation to Attendance Meeting</b> with Head of Year and Attendance Officer to create the AAP. (If non-engagement/attendance, escalate to Level 4)</p> <ul style="list-style-type: none"> <li>• Advice sheet for parents on importance and how to support engagement in school and improving school attendance given at this meeting.</li> <li>• Request consent to contact GP if required</li> <li>• Home Visit Arranged if deemed necessary</li> </ul>	
Targeted	4	<p><b>Persistent Absentee Threshold reached at 90%</b></p> <p><i>(Equivalent to 1 day+ a fortnight across a full school year)</i></p>	<p>Where attendance doesn't improve over the next 4 weeks or no engagement with the Attendance Action Plan:</p> <ul style="list-style-type: none"> <li>• V-SEND and/or ATTEND assessment completed by Student, Parents and School.</li> <li>• Lincolnshire's Emotionally Based School Avoidance pathway commences if deemed appropriate from the ATTEND Assessment.</li> <li>• If felt necessary from the above, a 'Child and Family Early Help Assessment' completed with the family and assessed. If deemed necessary, next steps on the Early Help Pathway are implemented; this could include appropriate referral to External Support, such as Healthy Minds Lincolnshire, Future 4 Me Worker, Young Carers Assessment etc</li> <li>• Further reasonable adjustments implement, which could include Reduced Timetable for a short period of time, safe working space on site, alternative break and lunchtime arrangements, arrival 'meet and greets', daily check-ins with key staff member.</li> <li>• Consider if there are any safeguarding concerns and whether a referral to Children's Services is required for educational neglect.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3<sup>rd</sup> Concern Letter</b> sent home requesting attendance at the next Attendance Panel Meeting.</li> <li>• A formal Attendance Action Plan is created, using the ATTEND assessment and monitored for a maximum of 6 weeks. If parent/carers fail to attend Panel Meeting, Action Plan is still created and sent home, with <b>1<sup>st</sup> Warning Letter</b>.</li> <li>• Home Visits continue if deemed necessary.</li> <li>• LCC are made aware if a reduced timetable is agreed.</li> </ul>
		<p><b>At risk of Severe Absence</b> if attendance continues to fall: between 51-79%</p>	<ul style="list-style-type: none"> <li>• Review of Attendance Action Plan and amendments to reasonable adjustments and ongoing support as necessary/available.</li> <li>• Consider escalation to local authority for further support.</li> <li>• Consider an application for an Education, Health and Care Needs Assessment (EHCNA) to the local authority SEND Team.</li> </ul>	<ul style="list-style-type: none"> <li>• If attendance continues to fall after 4 weeks (outside of EBSA process), <b>1<sup>st</sup> Warning Letter</b> sent home.</li> <li>• Invitation to Attendance Panel Meetings as required for review of Attendance Action Plan</li> </ul> <p>If parent/carers fail to attend or engage with Panel Meetings and reviews move to level 5.</p>
	As above for Persistent Absentee, plus a joint approach with the Local Authority*:			



	5	<p><b>Below 50% Severe Absentee</b></p>	<ul style="list-style-type: none"> <li>• Either TAC and/or EBSA pathway must be the supportive measure at this level.</li> <li>• V-SEND must be completed and consideration of an application for an Education, Health and Care Needs Assessment (EHCNA) to the local authority SEND Team.</li> <li>• They must now include involvement with external agencies (for TAC) or LCC's EBSA Caseworker from the Pupil Reintegration Team (for EBSA)</li> <li>• If on EBSA and if no improvement noted after maximum of 16weeks, a referral to multi-agency panel is made for further Local Authority support.</li> <li>• Meeting arranged between parents/carers and Deputy Head Pastoral &amp; Inclusion and Headmaster to discuss necessary further support that might be required to support parents meeting their legal requirement of their child attending school.</li> <li>• Consideration will be given to our Safeguarding policy and consider a referral to Children's Services on the grounds of neglect.</li> </ul>	<p>If not on the Supportive pathway opposite and previous Concern and Warning letter have not shown an engagement and/or improvement in attendance:</p> <ul style="list-style-type: none"> <li>• <b>Final Warning Letter</b> sent home, outline the next stage will involve a move to <u>Attendance Legal Intervention</u>: <ul style="list-style-type: none"> <li>○ Parenting contracts</li> <li>○ Education supervision orders</li> <li>○ Attendance prosecution</li> <li>○ Parenting orders</li> <li>○ Fixed penalty notices</li> </ul> </li> <li>• Cold Calling home visits will continue throughout this level</li> </ul>
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\*Where a pupil attends school in one local authority area and lives in another, the local authority for the area where the child attends school should normally take the lead in any action to improve attendance  
(Pg 35: [Working Together To Improve School Attendance](#))



## Summary Table of Responsibilities from DfE:

### All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

## Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

## Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

## Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>



## Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>