

Attendance and Punctuality Policy

The Chantry School



Approved by:

FGB

Date: September 2024

Last reviewed on:

September 2024

Next review due
by:

31st August 2025 (due to government policy change)

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1. Aim

It is the aim that at The Chantry School, pupils and staff should enjoy learning, experience success and develop their full potential. This policy aspires to high levels of attendance and punctuality from all pupils. Good attendance is essential for all pupils because this contributes significantly towards enjoyment and achievement at school. This policy also aims to provide a structured response and support measures where pupils attendance falls below acceptable thresholds.

2. Objectives

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Promote excellent attendance and the benefits of excellent attendance
- Reduce absence, including persistent absence and severe absence
- Ensure every pupil has access to full-time education to which they are entitled, and develop strategies to support pupils whose attendance is below threshold
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school
- To provide an effective and efficient system for monitoring attendance and punctuality and be clear about the school's approach to the management of absence and non-attendance
- Support 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.

3. Principles of why good attendance is important

Academic Success: Regular attendance is strongly correlated with academic achievement. Being present ensures pupils don't miss important lessons, discussions, or assignments crucial for learning and allows for regular participation in lessons¹.

Understanding and Retention: Attending classes regularly allows pupils to better understand and retain the material taught by teachers. Consistent attendance leads to better comprehension and mastery of subjects.

Teacher-Pupil Interaction: Attending classes regularly provides pupils with opportunities to interact with teachers, ask questions, seek clarification, and receive personalized assistance, which can deepen their understanding of the material.

Social and Emotional Development: School attendance fosters social interactions with peers, contributing to the development of communication skills, teamwork, and emotional intelligence, which are valuable life skills.

Preparation for Future Responsibilities: Consistent attendance instills the discipline and responsibility needed to succeed in future endeavours, such as higher education and the workforce, where punctuality and reliability are essential.

School Culture and Community: Regular attendance contributes to a positive school culture by fostering a sense of belonging and community among pupils, teachers, and staff, creating an environment conducive to learning and growth.

Maximising Opportunities: School attendance opens doors to various opportunities, including extracurricular activities, and access to resources and support services provided by the educational institution. Regular attendance maximizes pupils' ability to take advantage of these opportunities.

Legal Requirements: In many jurisdictions, there are legal requirements for compulsory education, mandating pupils to attend school up to a certain age or grade level. Non-compliance with attendance laws can result in legal consequences for both pupils and parents/guardians.

In accordance with Keeping Children Safe in Education , and Working Together to Improve School Attendance (2022), we recognise that Children Missing Education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. This policy seeks to identify individuals and intervene early to reduce these risks.

4. 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](#)

https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf

5. Roles and responsibilities

5.1 The Governing Body

- 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

5.2 The Headteacher

The headteacher is responsible for:

- Implementation of this policy at 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, and/or authorising the Director of Pastoral Support to be able to do so
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

5.3 The designated senior leader responsible for attendance (Jon Hill- Director of Pastoral Support)

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Benchmarking attendance data to identify areas of focus for improvement
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Monitor the impact of school-wide attendance efforts, including any specific strategies implemented;

5.4 The Attendance Officer

The attendance officer:

- Monitors attendance data at the school and individual pupil level, including CME
- Produces monitoring reports for heads of year and senior leaders

- Reports concerns about attendance to the senior leader with attendance responsibility and heads of year
- Works with education welfare officers to tackle persistent absence
- make enquiries about unexplained absences, including those within the school day, and follow up with pupil to ensure that an explanation has been formally given to the School;
- Advises the headteacher/Director of Pastoral Support when to issue fixed-penalty notices

5.5 Attendance and Family Liaison Officer

The Attendance and Family liaison officer is responsible for:

- To work directly with children and their families in the community, within their homes as well as at the school, in order to promote, support, strengthen and develop the relationship between parents/carers, pupils and the school.
- To make visits to pupils' homes on school attendance matters, and to discuss with pupils and parent solutions to the barriers to learning they are experiencing, which is adversely affecting their attendance at school.
- To create attendance action plans, record and review progress against action plans and amend these as necessary.
- To assist pupils with a support plan to catch up on work after an extended period of absence, and to help pupils manage a transition back into full time education.
- To help develop and sustain collaborative links with relevant agencies, practitioners and parents in order to support children/young people and their families.

5.6 The Heads of Year

Heads of year are responsible for:

- Reviewing year group attendance data every 2 weeks and look for trends or patterns in a pupil's attendance and discuss with the Senior Lead of any specific concerns;
- For persistently absent pupils (80.1 – 90%), create attendance plans in partnership with pupils and their parents/carers, record pupils as attendance concerns on CPOMs and review every 3 weeks
- Building relationships with parents/carers to discuss and tackle attendance issues
- Working with the Senior Leader with responsibility for attendance to ensure acceptable attendance across their year group.
- Reviewing attendance data to identify pupils who are at risk of becoming persistently absent (90.1 – 95%).
- Directing form tutors to these pupils and support them to develop early strategies to reduce barrier to attendance
- To celebrate and promote high attendance in the year group.
- Monitor the impact of school-wide attendance efforts, including any specific strategies implemented;

5.7 Class Teachers

Class teachers and form tutors are responsible for:

- accurate and timely recording of attendance on a lesson by lesson and daily basis, using the correct codes, and submitting this information to the school systems.
- assisting a pupil on their return to school following an absence to catch-up any missed work. Class teachers do not set work for long term absentees.
- setting work for excluded pupils for any period of fixed term exclusion and the first five days of a permanent exclusion. This must be set using Edulink.

5.8 Form Tutors

Form tutors are responsible for:

- Promoting and celebrating good attendance in their form as directed by the head of year, e.g praise postcards and form competitions
- Working with pupils identified by the head of year through Form Tutor conversations to identify and reduce barriers to attendance
- Make enquiries about unexplained absences, including those within the school day, and follow up with pupil to ensure that an explanation has been formally given to the School;
- Building relationships with parents/carers to discuss and tackle attendance issues

5.9 Office / Reception Staff

Office/reception staff are expected to take calls from parents about absence and record it on the school system.

5.10 Parents/Carers

Where this policy refers to a parent/Carers, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents/Carers are expected to:

- Make sure their child attends every day on time
- Call the school/use the Edulink App to report their child's absence before 8.50am 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
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting either the form Tutor, Year Head or the Attendance and Family Liaison Officer

5.11 Pupils

- Pupils have a responsibility to attend school every day and aim for 100% attendance. They should make an effort to attend school, even when they feel under the weather knowing they will feel better as the day goes on. Pupils should ensure they are fit for school by making sure they have sufficient sleep and are prepared for a day of school work. Pupils should seek support from school staff if anything might prevent them from attending school. Pupils have a responsibility to approach their teachers and ask for the work they missed while absent and to catch-up on any missed work and homework.
- Pupils are responsible for moving to each of their lessons without delay and so arriving on time.
- If pupils are having difficulties that might discourage or prevent them from attending School or specific lessons regularly, they should speak to their Form Tutor or other Pastoral Staff. Pupils are entitled to expect this information to be managed sensitively.

6. School procedures

6.1 Attendance register

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

Registration will be taken at the start of the first session of each school day and once during the second session. Registers are also taken for each lesson during the day. 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 an 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 8:45 a.m. on each school day; pupils are however allowed into the buildings from 8:40 a.m. and should make their way to their first lesson.

The register is taken and teaching begins at 8:50 a.m. The register for the first session will be kept open until 9:20 a.m. The register for the second session will be taken at the start of afternoon lessons i.e. at 1:20 p.m. and will be kept open for 30 minutes. School ends at 3:20 p.m.

6.2 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 8:50 a.m. or as soon as practically possible. Parents should call each subsequent day the child is absent from school.

Telephone: **01886 887105** or email: attendance@chantryschool.com or use Edulink App

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

If the authenticity of the illness is in doubt, the school may ask parents to provide 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.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this.

6.3 Planned Absence

We encourage parents to make medical and all routine dental appointments out of school hours where possible. And only where this is not possible should the pupil be taken out of school, and for the minimum amount of time necessary.

Missing school for a medical or essential dental appointment is counted as an authorised absence; however advance notice and medical evidence (appointment letter or appointment card) is required to authorise these absence. Pupils should provide the medical evidence when signing in / out or in advance of the appointment day.

Telephone: **01886 887105** or email: attendance@chantryschool.com or via Edulink App.

Applications for other types of absence in term time must also be made in advance.

6.4 Lateness and punctuality

A pupil who arrives to school 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. All absences require an explanation.

Persistent lateness to school, arriving after 8:50am may include the pupil serving detentions to make up lost time, work being caught up during social times or at home. Ongoing concerns will result in the school contacting home.

Punctuality to lessons throughout the day is equally important and persistent lateness to lessons will result in detentions where pupils will make up the time lost during lunchtime or afterschool detentions.

6.5 Following up unexplained 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 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, the school may contact Social Services/police
- 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(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with we will issue either a notice to improve, a penalty notice or other legal intervention.

The school will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use.

First day calling is used for all pupils, the contact names, telephone numbers, mobile numbers and email addresses are kept by the Attendance Officer. Calls will be made by the attendance office.

6.6 Reporting to parents

- Attendance is routinely reported in school reports.
- Attendance certificates (a log of attendance and absence) are issued when any concern is raised.
- Parents can access live attendance data for their child via Edulink.

7 Authorised and unauthorised absence

7.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview

- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as as events unlikely to occur again during a child's time at the school and unable to be accessed during the school holidays.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) 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
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

7.2 Sanctions

Penalty Notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far

- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

8 Supporting pupils who are absent or returning to school

Pupils absent due to mental or physical ill health or SEND

We are committed to working closely with parents whose children face complex barriers to attending school, including mental health challenges. Our approach involves understanding the unique needs of each pupil and family, and collaborating with them to implement tailored in-school support. We will also coordinate with the local authority and other agencies when external support is necessary and available. Regular reviews will ensure that our support continues to meet the evolving needs of the pupil. We will facilitate relevant pastoral support to improve attendance while addressing the underlying health issues, and make any necessary adjustments to our practices and policies, including formal reasonable adjustments under the Equality Act 2010. When appropriate, we will consider a time-limited phased return to school to help ease the transition for those experiencing anxiety about attendance.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

There are limited circumstances where in individual cases remote education may be considered. These should only be where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include: pupils recovering from short-term infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery.

In the rare event that the school provides remote learning it will always be part of a plan to re-integrate back into full-time face to face education. Each case will be considered individually.

Where pupils have long-term medical conditions or any other physical or mental health needs affecting attendance they may require different or additional support to continue their education.

This may include referral to the Medical Education Team, or internal support as described in the school's policy Access to Education for Children with Medical Needs

Where barriers are outside of the school's control, the school will work with parents and pupils to identify alternative sources of support or consider, where appropriate, making a referral for early help.

9. Strategies for promoting attendance

The school aspires for every pupil to attend every day. Clearly, there are valid reasons for absence and the school seeks to identify pupils whose absence falls below a reasonable threshold (95%) without reasonable explanation and intervene to support improvements in the absence of a valid reason. The school classifies attendance as follows:

A nominally designated member of staff is responsible for pupils who fall into each category. However, we do recognise the need to act collaboratively and responsively to reduce the risk of persistent absence.

Threshold Attendance Measure	Staff responsible for monitoring
Severely absent / zero absence <i>Long term attendance issues that may be complex and require bespoke solutions</i> MET / Medical needs plan External agency involvement, including EWS to enforce attendance	Designated Safeguard Lead Attendance and family liaison officer
Persistently Absent 50% - 80% <i>Support required from external agencies.</i>	Attendance and family liaison officer with input from Year head
Persistently Absent 80.1 – 90% <i>School level / external agency intervention required</i>	Year Head
At risk of becoming persistently absent (90.1 – 95%). <i>Early intervention may be required</i>	Form tutors directed by HoY
Acceptable attendance >95%-100%	Form Tutors

Range of strategies to support pupil's return to school

The selected strategies will be pupil dependent and may be utilised at different stages of the support intervention. Reasonable adjustments wherever needed but must be time specific.

Threshold Attendance Measure	Staff responsible for monitoring	Available Strategies
<p>Severely absent / zero absence</p> <p><i>Long term attendance issues that may be complex and require bespoke solutions</i> Purple</p>	Designated safeguarding lead	<p>All strategies as listed below but also to consider:</p> <p>Alternative Provision / S19</p> <p>MET / Medical needs plan</p> <p>External agency involvement, including CCAS(children who cannot attend School) to enforce attendance</p>
<p>Persistently Absent 50% - 80%</p> <p><i>Support required from external agencies.</i></p>	Leadership Team designated member of staff	<p>Daily attendance checks and first day calling</p> <p>Checking in with the Family and Attendance Officer and Targeted support to reduce areas of particularly high anxiety eg meet and greet etc</p> <p>Regular meetings with parents and carers</p> <p>Review of in school issues (e.g. subjects, peers, academic groupings)</p>
<p>Persistently Absent 80.1 – 90%</p> <p><i>School level / external agency intervention required</i></p>	Year Head	<p>RAG the school environment to review hotspots and areas requiring support as well as areas that feel more manageable</p> <p>Attendance Plan and monitoring</p> <p>Reintegration meetings</p> <p>Catch up work</p> <p>Home visits to engage with family / pupil</p> <p>Adjustments to curriculum including SENDCo involvement if appropriate</p> <p>Temporary part-time timetable to enable reintegration</p> <p>Remote learning for limited time where appropriate</p> <p>1:1 tuition / catch up support where appropriate to enable access to curriculum</p> <p>Regular updates to staff</p> <p>Specialist external agency where available to support e.g. GP, Early Help providers</p> <p>If still coming to school, use the pupils' friends to create a sense of belonging</p> <p>If still coming to school, use a Y10/11 pupil as a mentor to create a sense of belonging</p> <p>Touching base with tutors on a regular basis</p> <p>Self Esteem/Reducing/Resilience anxiety sessions</p> <p>A range of self-care strategies and apps for easy access</p> <p>CCAS</p>
<p>At risk of becoming persistently absent (90.1 – 95%). <i>Early intervention may be required</i></p>	Form tutors directed by HoY	<p>Review of patterns of absence by YH;</p> <p>Daily attendance checks and first day calling</p> <p>Direct individuals for conversation with form tutor; look for early signs of in school issues e.g. peers, subjects</p>

		<p>Conversations with form tutors</p> <p>Letter of concern to parents / phone contact</p> <p>A range of self-care strategies and apps for easy access</p> <p>Literature and signposting for pupils and parents</p>
Acceptable attendance >95%	Form Tutors	<p>Ongoing monitoring by form tutor and YH</p> <p>Range of wave 1 strategies to encourage 100% attendance e.g.</p> <ul style="list-style-type: none"> • Praise postcards • Letters home • Form competitions • Monetary prizes • Termly letters of commendation for excellent attendance

10. Attendance monitoring

10.1 Monitoring attendance

The School will undertake regular data analysis to identify and provide additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the School and develop strategies to address them. In order to achieve this it will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

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 benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

Specific pupil information will be shared with the DfE on request.

Daily

The attendance officer monitors pupil absence on a daily basis, and ensures accurate registration marks.

Children Missing Education (CME). A daily report is run through sims to check if any pupil will meet the threshold. If a pupil's absence reaches ten continuous school days missed we have a statutory duty to inform Worcestershire Local Authority that the pupil is CME (Child Missing in Education).

Fortnightly

Attendance reports are compiled by the Attendance Officer and shared with each head of year, the senior leader with responsibility for attendance and the headteacher. Heads of year will use these, in conjunction with FFT attendance information, to review their year group. Pupils meeting thresholds for intervention will be identified, and recorded as an attendance concern using CPOMs. See section 6 for detail on developing strategies to improve attendance.

10.2 Using data to improve attendance

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)

- Provide regular attendance reports to form tutors to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

10.3 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. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, and utilise the services of the Attendance and Family Liaison officer
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 10.2, above)
- **Monitoring arrangements**

This policy will be reviewed annually by the designated senior leader responsible for attendance. At every review, the policy will be shared with the governing board.

11. Links with other policies / guidance

- Child protection and safeguarding policies
- Access to Education for Children with Medical Needs
- Alternative Provision
- [Providing remote education Non-statutory guidance for](#) schools
- Policy on special educational needs and learning difficulties
- Behaviour and discipline policy
- Home/School Agreement

Appendix 1: attendance codes

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

Code	
/	Present (am) Pupil is present at morning registration
\	Present (pm) Pupil is present at afternoon registration
L	Late arrival Pupil arrives late before register has closed
B	Off-site educational activity Pupil is at a supervised off-site educational activity approved by the school, but it doesn't fit K, V, P or W codes
K	Off-site educational activity Provided by the local authority
P	Sporting activity Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience Pupil is on a work experience placement

Code	
Authorised absence	
C	Exceptional circumstances Pupil has been granted a leave of absence due to exceptional circumstances
C1	in a regulated performance/undertaking regulated employment abroad
C2	absent due to part-time timetable
D	Dual registered Pupil is attending a session at another setting where they are also registered
E	Suspended/Excluded

I	School has been notified that a pupil will be absent due to illness
J1	Pupil has an interview with a prospective employer/educational establishment
M	Medical/dental appointment
Q	unable to attend because of a lack of access arrangements
R	Pupil is taking part in a day of religious observance. Only 1 day is allowed, anymore coded as C, if agreed
S	Study leave Year 11 pupil is on study leave during their public examinations
T	Parent travelling for occupational purposes
Y1-7	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
Unauthorised absence	
G	Unauthorised holiday Pupil is on a holiday that was not approved by the school
N	Reason not provided Pupil is absent for an unknown reason (this code should be amended when the reason emerges within 5 days, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence School is not satisfied with reason for pupil's absence
U	Arrival after registration Pupil arrived at school after the register closed
X	Not required to be in school Pupil of non-compulsory school age is not required to attend
Z	Pupil not on admission register Register set up but pupil has not yet joined the school
#	Planned school closure Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 2: First Day Calling Absence Procedure

We must always remember that children present in school are safe children. If a child is absent this *can be* a safeguarding concern. We have a duty of care and we are required to know where children are if they are absent from school and the reason for absence. Parents are required to inform the school of any absence, the reason for absence and must contact the school every day of absence.

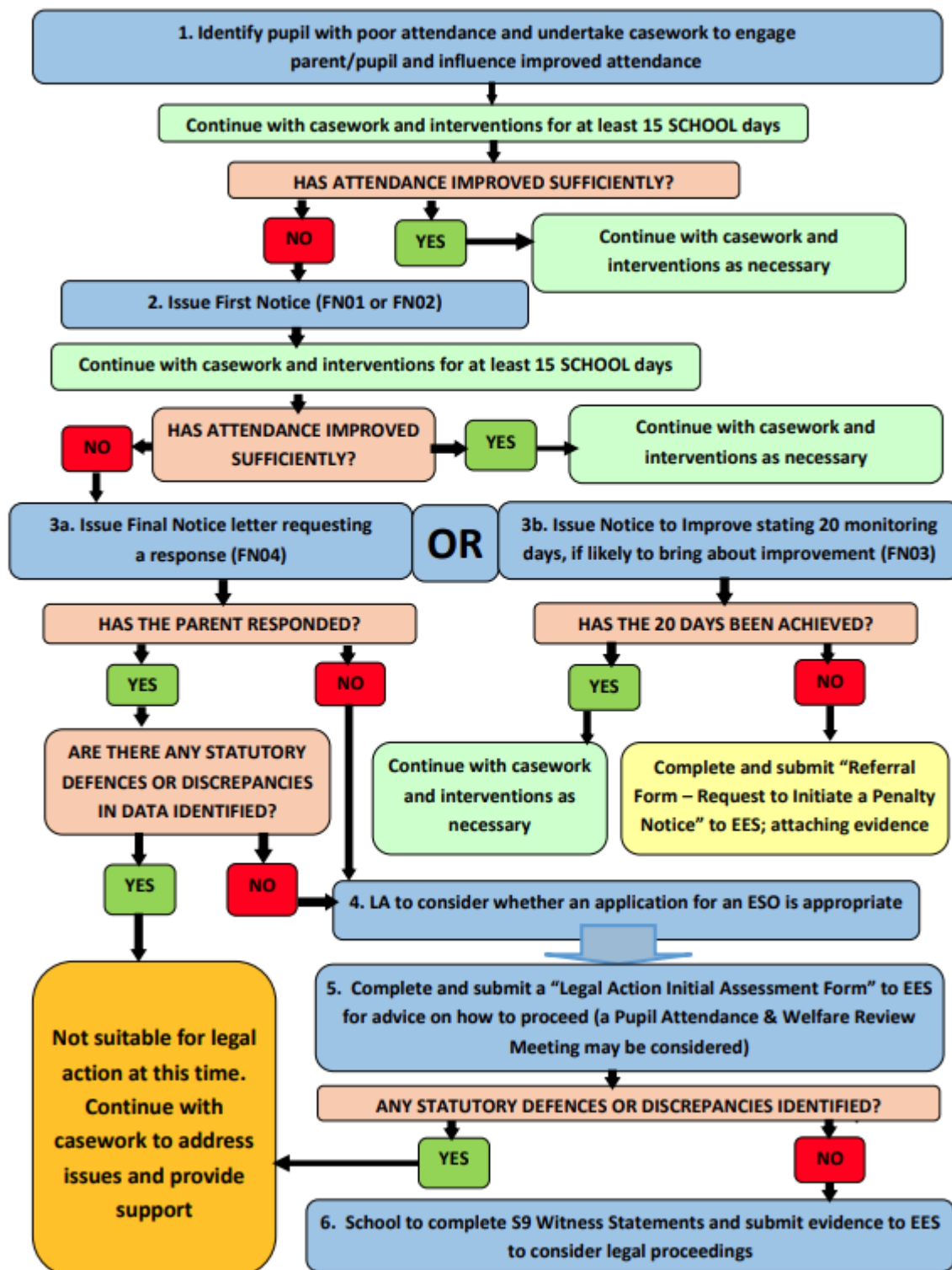
When a pupil is absent from school and we have *not* received any contact from parents/carer with a reason for absence the following route will be followed.

	Action
Daily Procedure	<p>Absence calls listened to/attendance emails/Edulink messages checked and logged on SIMS</p> <p>Class registers completed and saved</p> <p>Late pupils signed in and logged on SIMS and registers updated</p>
Day 1	<p>Text 1 message sent asap (but no later than 11am). re absence to ALL absentees</p> <p>Phone calls home in order of priority (CP, CIN, PA pupils, SEND) made from 9-00 a.m. Calls made by Attendance Officer, or the DSL if appropriate.</p> <p>Marks:</p> <ul style="list-style-type: none"> • Where a valid reason is given by parent/carer the correct code will be entered in SIMs • Where no reason is yet established the mark will remain as an N <p>If no reason has been established by 2-30 p.m, clall the first name on the contact list. Ring down the list until reply is received.</p> <p>If no response, send Text 2 (safeguarding focus) to first and second contacts on list.</p> <p>Alert HoY/DSL that the child is absent and no contact has been made</p> <p>(The pupil is identified as a priority call if absent the following day.</p> <p>If there are safeguarding concerns about the child, the DSL will risk assess the current level of concern and consider whether circumstances warrant a home visit. Where possible school staff or other agencies involved with the child will conduct the home visit</p> <p>If all other stages have been completed and there is still no contact regarding the absent child the DSL will contact police the police will be contacted and asked to complete a welfare visit if appropriate. We should use 101.</p> <p>Log contact with parents re absence on CPOMS if no contact has been made on first day of absence.</p>
2	<p>If the pupil is absent for a second day and no contact has been received Text 3 is sent by 9-00 a.m. This text highlights the school's concerns re safeguarding and their duty of care.</p> <p>E-mail is also sent to parent contact details.</p> <p>If there are NO immediate safeguarding concerns, the parental contact will be recorded on CPOMS.</p> <p>If there are safeguarding concerns Children's Social Care will be contacted again or the police will be asked to complete a welfare visit.</p>

	<p>Marks:</p> <ul style="list-style-type: none"> • Where a valid reason is given by parent/carer the correct code will be entered in SIMs • Where no reason is yet established the mark will remain as an N <p>If no reason has been established by 2-30 p.m. Text 4 (safeguarding focus) is sent. This text informs the parent/carers that the police or Children's Social Care will be contacted</p>
<p>3</p>	<p>If the pupil is absent for a third consecutive day and no contact has been received to give reason for the absence Text 4 is sent again.</p> <p>If no contact has been made with parents, emergency contact numbers will be used to find a reason for the pupil's continued absence.</p> <p>Contact is made with Children's Social Care for advice and guidance.</p> <p>Marks:</p> <ul style="list-style-type: none"> • Where a valid reason is given by parent/carer the correct code will be entered in Schoolbase • Where no reason is yet established the mark will be changed to an O – an unauthorised absence. <p>Log parental and other family contact and any concerns on CPOMS</p>

Appendix 3: Case work for irregular attendance

Case Work for Irregular Attendance



Appendix 4: A Parent Guide to Attendance at The Chantry School

A guide to excellent school attendance.

Our school is committed to working towards 100% attendance for all our pupils. Working with parents to encourage young people to be positive active learners who develop their abilities through good social skills, safer lifestyles, a good work ethic and academic success. These attributes are supported and developed through excellent attendance, allowing young people to become better prepared for their future¹.

At The Chantry School we will:

- Recognise and reward 100% attendance
- Recognise and reward excellent attendance
- Recognise and reward improving attendance
- Monitor every pupil's attendance and keep parents informed
- Be proactive in encouraging pupils to attend all the time
- Support parents and pupils where attendance falls
- Invite parents into school to discuss attendance concerns
- Involve outside agencies where necessary
- Only authorise non-medical absences in exceptional circumstances.
- Encourage pupils to catch up on missed class work and homework.

How to report an absence

When a pupil is ill and not fit for school please call the attendance officer by **9:00am** or as soon as is practical.

Telephone: 01886 887105

Email: attendance@chantryschool.com or use the Edulink App

Planned absences for unavoidable medical appointments – please contact the attendance officer in advance of the appointment date, providing the appointment card or letter. This may be brought in by the pupil or presented at reception when the pupil signs in or out for their appointment.

¹ <https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4>

A pupil with **90%** attendance may sound satisfactory,
however what this actually means...

Mon	Tue	Wed	Thu	Fri

90% = half a day a week absent

90% = 19 school days missed over a school year

90% = 4 weeks of school missed over a school year

90% = 100 hours of lessons missed over a school year

90% = 6 months of missing school over the 5 years.

A pupil with **80%** attendance may sound satisfactory,
however what this actually means...

Mon	Tue	Wed	Thu	Fri

80% = one day a week absent

80% = 38 school days missed over a school year

80% = 8 weeks of school missed over a school year or 2 months

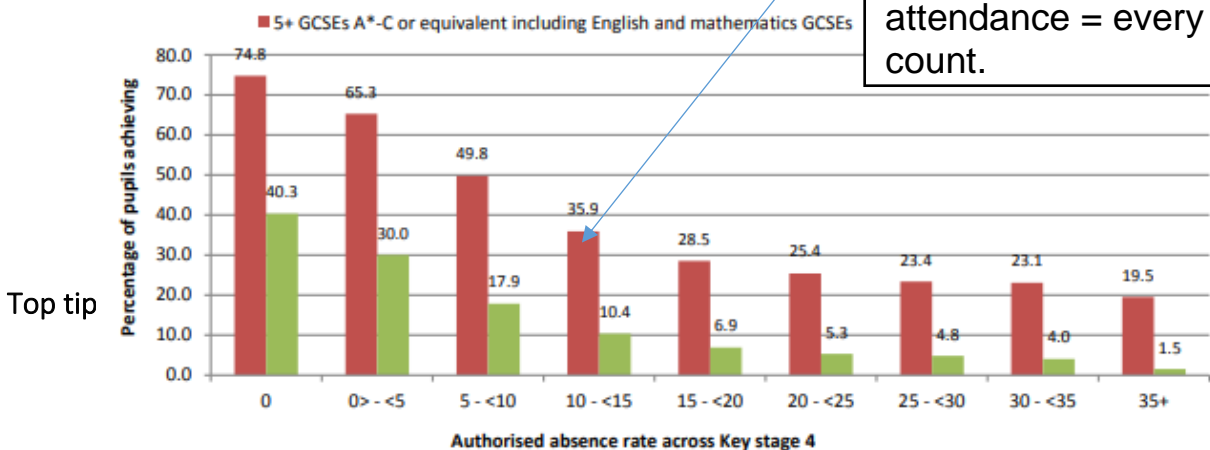
80% = 200 hours of lessons missed over a school year

80% = 12 months of missing school over the 5 years – one whole year missed.

Good attendance is linked to success

- Improved social skills
- Safer lifestyles
- Positive work ethic
- Academic success

A pupil with an average of 85-90% attendance will achieve roughly half the GCSE results of someone with 100% attendance = every day does count.



Top tip

J Encourage your child to be more resilient and learn the difference between feeling a little under the weather or tired and actually being ill and unfit for school.

J Organise late night, special outings and family events for Friday or Saturday evenings so your child is ready for school on a school morning.

J Monitor and control access to social media, electronic devices and gaming after 9pm to avoid young people being distracted from their sleep.

J Plan to take holidays during the 14 weeks pupils are not expected in school.

J Make all routine dentist and doctor appointments outside of school hours.

J For more non-routine medical appointments bring your child to school before and / or after the appointment.

J If your child is feeling under the weather / poorly they should attend school as in the majority of cases pupils feel better over the course of the day. We always send home a child who is ill and not fit for school.

What counts as medical evidence ?

- Medical appointment card or letter
- Copy of a prescription showing name and date
- Prescribed medication with name and date
- Hospital discharge letter
- GP / Consultant / Paediatrician / Psychiatrist / Psychologist letter
- Written consent from a parent to contact the GP directly

Should I send my child to school today ?

<i>What if my child has...</i>	<i>Medical recommendation</i>
A cough, cold or sore throat	No medical reason to be absent – drink plenty of fluids and take paracetamol if needed.
Diarrhoea / vomiting	Pupils can return to school once the diarrhoea and vomiting has stopped. There is no need to wait 48hours.
Tonsillitis, glandular fever or high temperature	Take medical advice.
Headache, earache or stomach ache	Depends on severity. Drink plenty of fluids and take paracetamol if needed for a headache or earache to manage pain, avoid pain killers for a stomach ache.
Conjunctivitis	No medical reason to be absent – eye drops are available from the chemist, wash hands regularly.
Impetigo	Stay off school until lesions are crusted or 48 hours after starting antibiotic treatment.
Period pain	No medical reason to be absent – drink plenty of fluids and take paracetamol if needed. Heat packs available in school.
A plaster cast	Pupils with mobility difficulties will be allowed to work in the Pastoral Support area or leave lessons early to avoid crowded areas.

Appendix 5: Excerpts from DfE Guidance Working Together to Improve School Attendance (2022)

