Attendance Policy:
Copthorne Primary School

Approval date:	10.10.2024
Approved by:	Local Advisory Board
Next review:	

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Contents

1. Introduction

For the purpose of this guidance, a parent means:
- all natural parents, whether they are married or not;
- any person who has parental responsibility for a child or young person; and,
- any person who has care of a child or young person (i.e. lives with and looks after the child).

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.

This policy is easily accessible to leaders, staff, pupils, and parents, including being published on the school's website. Parents will be sent it with any initial information when pupils join the school and reminded of it at the beginning of each school year and when it is updated.

As the barriers to attendance evolve quickly, the policy will be reviewed and updated as necessary. In doing so, the School/Academy will seek the views of pupils and parents.

This policy is informed by guidance published by the Department for Education (DfE): 'Working together to improve school attendance' and 'Summary table of responsibilities for school attendance': https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

2. Policy and practice

Roles and responsibilities

The governing board

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

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

The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues

The designated senior leader responsible for attendance is: **Stephanie Ngenda.**

The attendance officer
The school attendance officer is responsible for:
- Working with the education welfare officer to monitor and analyse attendance data
- Working with the education welfare officer to benchmark attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

The attendance officer is Humaira Nisar and can be contacted by phone on 01274 501 460

Class teachers
Class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office.

School office staff
School office staff will:
- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the attendance lead in order to provide them with more detailed support on attendance

Parents/carers
Parents/carers are expected to:
- Make sure their child attends every day on time
- Call the school to report their child's absence before 9.30am on the day of the 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

Pupils
Pupils are expected to:
- Attend school every day on time

Why attendance matters
Across one school year:

- Less than 5 days absence = 97.3% attendance
- 14 days absence (approx.) = 92.6% attendance
- 20 days absence (approx.) = 89.4% attendance
- 30 days absence (approx.) = 84.2% attendance

If a child achieves 80% attendance this means that they have missed approximately 39 days of education over the academic year, averaging 1 day per week.

Attendance register

We will keep an attendance register, and place all pupils onto this register.
We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:
- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

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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

We will also record:

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

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

Pupils must arrive in school by **8.30am** on each school day. Registers will be taken at **8.35am** and the doors are closed at **8:40am.** After this time children must come and sign in through the main entrance where they will be asked to provide a reason for the late arrival. Any child arriving after **9:00am** will be marked with an **unauthorised** absence, unless medical evidence is provided for an appointment.

Understanding Types of Absence

Every half-day absence from school has to be classified by the school as either 'authorised' or 'unauthorised'.

Authorised absences are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause. We encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary. The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.

Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. This type of absence can lead to Copthorne Primary using sanctions and/or legal proceedings.

This includes:

- Parents/carers keeping children off school unnecessarily
- truancy before or during the school day
- absences which have never been properly explained
- children who arrive at school too late to get a mark
- shopping, looking after other children or birthdays
- day trips and holidays in term time which have not been agreed

Persistent Absenteeism (PA): A pupil becomes a 'persistent absentee' when they miss 10% or more schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parents fullest support and co-operation to tackle this. We monitor all absence thoroughly. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and you will be informed of this immediately.

PA pupils are tracked and monitored carefully through our pastoral system. All PA cases are also automatically made known to our Education Attendance Officer. All our PA pupils and their parents are subject to an Action Plan where actions and support will be agreed to raise attendance.

The schools will work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

The law entitles every child of compulsory school age (age 5+) 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.

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.

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.

The name and contact details of the senior leader responsible for the strategic approach to attendance in school.

Stephanie Ngenda

Information and contact details of the school staff who pupils and parents should contact about attendance on a day-to-day basis and for more detailed support on attendance.

Humaira Nisar – 01274 501 460

The School/Academy's day-to-day processes for managing attendance, for example first day calling and processes to follow up on unexplained absence.

The School/Academy will take the attendance register at the start of each morning session of each school day and once during each afternoon session.

We have developed processes that meet the needs of the pupils. We do the following:

- Proactively manage lateness and set out in the attendance policy the length of time the register will be open, after which a pupil will be marked as absent. The register opens at X and closes at X (no more than 30 minutes)

- Expect parents to contact the School/Academy when their child is absent to explain the reason and we put in place processes to contact parents on the first day of absence where a reason has not been provided. If absence continues without explanation, further contact will be made to ensure safeguarding.

- Expect parents to understand their responsibility to keep the School/Academy up to date with at least two emergency contact details as required by the Children Missing Education requirements and in line with the Keeping Children Safe in Education guidance.

- Identify any absences that are not explained for each session and contact parents to understand why and when the pupil will return.

- Regularly inform parents about their child's attendance and absence levels, based on the amount of time missed and the impact on the pupil's learning.

- Hold regular meetings with the parents of pupils who the School/Academy (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.

- Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.

- Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps.

- Ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

- Call will the parent of any child who has not reported their absence on the first day that they do not attend school

- Call anyone with an unauthorised absence or anyone who is a persistent absentee and discusses current attendance levels, the importance of being in school and requests medical evidence.

- Ensure home visits are conducted by the Parental Involvement Worker.

- Monitor all absences and the reasons that are given , thoroughly. Where attendance drops below 95% or where punctuality is a concern, school write to parents / carers. If absence continues, parents carers are invited into school to discuss the situation and an agreed monitoring period will be put in place. A personalised action/support plan to address any barriers to attendance may be agreed or parents may be signposted to support or other agencies or services if appropriate.

- May issue penalty notices if a child where a child takes unauthorised holiday over 5 days.

- Where absence is a serious concern, an attendance case may be opened. In this case a letter is sent from the Local Council, advising parents / carers that at a monitoring period will be set. If absence fails to improve, the case may be taken to court.

- In the case of persistent absence, arrangements will be made for parents to speak to the attendance officer & Education Welfare Officer.

- If a pupil's attendance drops below 90 percent, the attendance officer will be informed, and a formal meeting will be arranged with the parents.

Lateness and punctuality

Punctuality is of the utmost importance and lateness will not be tolerated. Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world. Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they

can feel unsettled and embarrassed, miss vital work and important messages from their class teacher

The school day starts at 8.30am.

Registers are marked by 8.35am. Pupils will receive a late mark if they are not in their classroom by this time.

The register closes at 9.00am. Pupils will receive a mark of absence if they do not attend school before this time.

After lunch, registers are marked by 12.15pm in EY & KS1, 12.30 in Yr 3 & 4 and 1:00pm in Yr 5 &6. Pupils will receive a late mark if they are not in their classroom by this time.

The register closes at 12.25pm in EY & KS1, 12.40 in Yr 3 & 4 and 1:10pm in Yr 5 &6. Pupils will receive a mark of absence if they are not present.

Pupils attending after the register closes will receive a mark to show that they are on site, but this will count as a late mark.

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/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may conduct a home visit and contact agencies such as the police or Children's Social Care, as appropriate.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer

Children Missing from Education
Copthorne Primary understands that children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

As soon as a child is believed to be missing education, enquiries in preparation for a CME referral will include:

- Contacting family, relatives, neighbours and where appropriate landlords and other significant adults
- Making enquiries within school with class teachers, friends (if appropriate)
- Liaising with schools attended by siblings
- Conducting home visits (home visits must be recent and be completed within the period in which the child is believed to missing education)
- Sending letters and/or emails
- Checking with previous schools (if appropriate)

- Checking with other agencies known to be working with the family
- If you have been provided with a forwarding address in the UK, it is expected that you make enquiries with that Local Authority

This list is not exhaustive; cases will be taken on an individual basis meaning that enquiries may differ case to case.

If at any point there is reason to believe a child is in immediate danger or at risk of harm, a referral will be made to children's social care (and the police if appropriate).

If enquiries by the school do not lead to identifying the whereabouts of a child, a CME referral will be completed to Bradford LA. This will be done within a timely manner, no longer than 10 school days after a child has last attended school or their whereabouts were last known.

Requests for term-time absence

As far as possible, parents will attempt to book medical and dental appointments outside of school hours. Where this is not possible, a note and appointment card will be sent to the school office. If the appointment requires the pupil to leave during the school day, they will be signed out at the school office by a parent.

Pupils will attend school before and after the appointment wherever possible.

The DfE guidance instructs Headteachers not to authorise holidays authorise holidays during term-time. As such, the Head of School is only able to grant a leave of absence in the most exceptional circumstances. It is for the Head of School to determine what are 'exceptional circumstances' and apply these consistently and equitably. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

Taking holidays in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not to take children away in school time. Remember that any savings you think you may make by taking a holiday in school time are offset by the cost to your child's education.

There is **no** automatic entitlement in law to time off in school time to go on holiday.

All applications for leave must be made in advance and are approved the discretion of the school. In making a decision the school will consider the circumstances of each application individually, taking into account the specific facts, circumstances and relevant context behind the request **including any previous pattern of leave in term time**.

Any request should be submitted as soon as it is anticipated on a leave of absence request form, accessible from the school office. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:
- 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 parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart

- 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

Religious observances

The school will take advice from local religious leaders of all faiths to establish the appropriate number of days of absence required for religious festivals.

Parents are required to inform the school in advance if absences are required for days of religious observance.

To ensure good attendance throughout school we will:
- Provide details on attendance in regular updates such as the website and Class Dojo;
- Celebrate good attendance by displaying individual and class achievements
- Provide 'First day' calling to ensure we record reasons for absence;
- Reward good or improving attendance through class competitions, certificates and outings/events;
- Celebrate attendance successes through our weekly assemblies;
- Reward 100% attendance with certificates and annual prizes
- Run promotional events when parents, pupils and staff can work together on raising attendance levels across the school;
- Work alongside School Attendance Officers in an attempt to minimise absences

The School/Academy's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.

The School/Academy will treat all pupils and parents with dignity and staff will model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance. In communicating with parents, the School/Academy will discuss the link between attendance and attainment and wider wellbeing, and challenge parents' views where they have misconceptions about what 'good' attendance looks like.

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve. Persistently absent pupils are tracked and monitored carefully. We also combine this with academic tracking as increased absence affects attainment. We share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

The school will:
- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Provide regular attendance reports to class teachers and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

The School/Academy's strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority (Bradford Council).

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

The school will:
- Use attendance data to find patterns and trends of persistent and severe absence
- Refer to the Education Welfare Officer all cases of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance

The point at which Fixed Penalty Notices for absence and other sanctions will be sought if support is not appropriate (e.g. for an unauthorised holiday in term time), not successful, or not engaged with.

From 19th August 2024, the Department for Education (DfE) introduced Notices to Improve as a final opportunity for parents to engage in support and improve attendance before a penalty notice is issued. They also introduced a more consistent approach to penalties. The minimum fine increased from £60 to £80 per parent and, if the parent fails to pay the fine within 21 days, this is raised from £120 to £160. Only two fines can be issued to the same parent for the same child within a three-year period. A second penalty notice will be charged at £160. The government says a school must consider a fine if a pupil misses 10 sessions (half days) of unauthorised absence in a rolling period of 10 school weeks across one or more terms or school years. The absence includes late after the register has closed. The Council has the discretion to issue fines before such thresholds have been met, e.g. repeated short holidays and absence for birthdays. The school must share daily attendance data with the government. Schools must provide the Council and (if applicable) social worker and/or youth offending team worker, the name and address of children who miss 15 consecutive days.

In the first instance, the School/Academy will support pupils and parents by working together to address any in-school barriers to attendance.

Only exceptional circumstances warrant a leave of absence. The School/Academy will consider each application individually considering the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the headteacher to

determine the length of the time the pupil can be away from school. As head teachers should only grant leaves of absence in exceptional circumstances it is unlikely a leave of absence will be granted for the purposes of a family holiday. School is not permitted to grant pupils leave to participate in protests.

Where engagement in support is proving challenging, the School/Academy will hold more formal conversations with the parents (and pupil where they are old enough to understand). This is likely to be led by the senior leader responsible for attendance and may include the School/Academy's point of contact in the local authority School Attendance Support Team. These meetings will clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in future but will also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.

Where voluntary support has not been effective and/or has not been engaged with, all schools should work with the local authority to:

- Put formal support in place in the form of a parenting contract or an education supervision order.
- Issue a fixed penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change the parents' behaviour.
- From 1st April 2023, Bradford Council will consider legal action through the magistrates court as opposed to penalty notices in the following situations:

    1) A continuous period of unauthorised leave of 20 school days (40 sessions) or more
    2) Two or more periods of unauthorised leave totalling 10 school days (20 sessions) or more within a 12 month period.
    NB – A period of leave which spans across two half terms will be treated as one period of leave.

- The Council will consider which legal option is the most appropriate, which will usually be a prosecution via the magistrates court, or a fixed penalty notice.

Where barriers are outside of the school's control, all partners will work together to support pupils and parents to access any support they may need voluntarily. As a minimum, this should include meeting with pupils and parents at risk of persistent or severe absence to understand barriers to being in school and agreeing actions or interventions to address them. This may include referrals to services and organisations that can provide support.

These actions will be regularly discussed and reviewed together with pupils and families.

Where absence intensifies, so will the support provided, which will require the School/Academy to work in tandem with the local authority and other relevant partners:

- Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
- Prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support.

In all cases, the School/Academy will monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the pupil, parents and any other partners involved as part of any whole family plan or team around the family. Where interventions are failing, all parties will work together to identify the reasons why and either adjust or change the approach.

To avoid prosecution, parents should provide the school with the appropriate evidence required to avoid unauthorised absences been recorded in the school attendance register **before** prosecution proceedings commence, i.e. immediately at the start of each and every absence. Once prosecution processes commences, the parent will need to present their case to the Council's Prosecution Team and potentially Court of Law for a decision on whether the parent will be prosecuted.

A quick guide to attendance for parents	
The law entitles every child of compulsory school age (age 5+) to an efficient, full-time education	*Parents have a legal duty to ensure their child attends that school regularly*
This is essential for pupils to get the most out of their school experience, including their attainment (learning), wellbeing, and wider life chances	*The pupils with the highest attainment at the end of key stage 2 and key stage 4 have high rates of attendance*
The school day starts at 8.30am	**The register closes at 9.00am**
Breakfast Club is available from 8.00am	**School finishes at 3.05pm**
Good attendance is **celebrated** and **rewarded**, including weekly prizes and stickers, termly rewards and annual family celebrations	Non-authorised absence **impacts negatively on your child** and may result is a **Fixed Penalty Notice** (per parent per child) or **other interventions**
If your child cannot attend school, please telephone 01274 501 460 by 9.30am on the first day of absence and each subsequent day	The Senior Leader responsible for attendance is Stephanie Ngenda
To report an absence, please contact a member if the office by telephone on 01274 501 460	To discuss your child's attendance, please contact Humaira Nisar by telephone: 01274 501 460
Persistent absence: Below 90% attendance – equal to one full day missed every two weeks	**Severe absence:** Below 50% attendance – equal to 2.5 full days missed every week
We would like all children to have **100% attendance** at school but taking into account a child being too ill to attend school, the expected attendance for your child is **at least 95%.**	
Term time holiday will not be authorised	

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3. School ethos and culture

Good attendance is a learned behaviour, and as an effective school we recognise the importance of pupils/students developing good patterns of attendance from the outset. We recognise that it is not a discrete piece of work but rather it is an integral part of the School/Academy's ethos and culture. In building a culture of good school attendance, we:
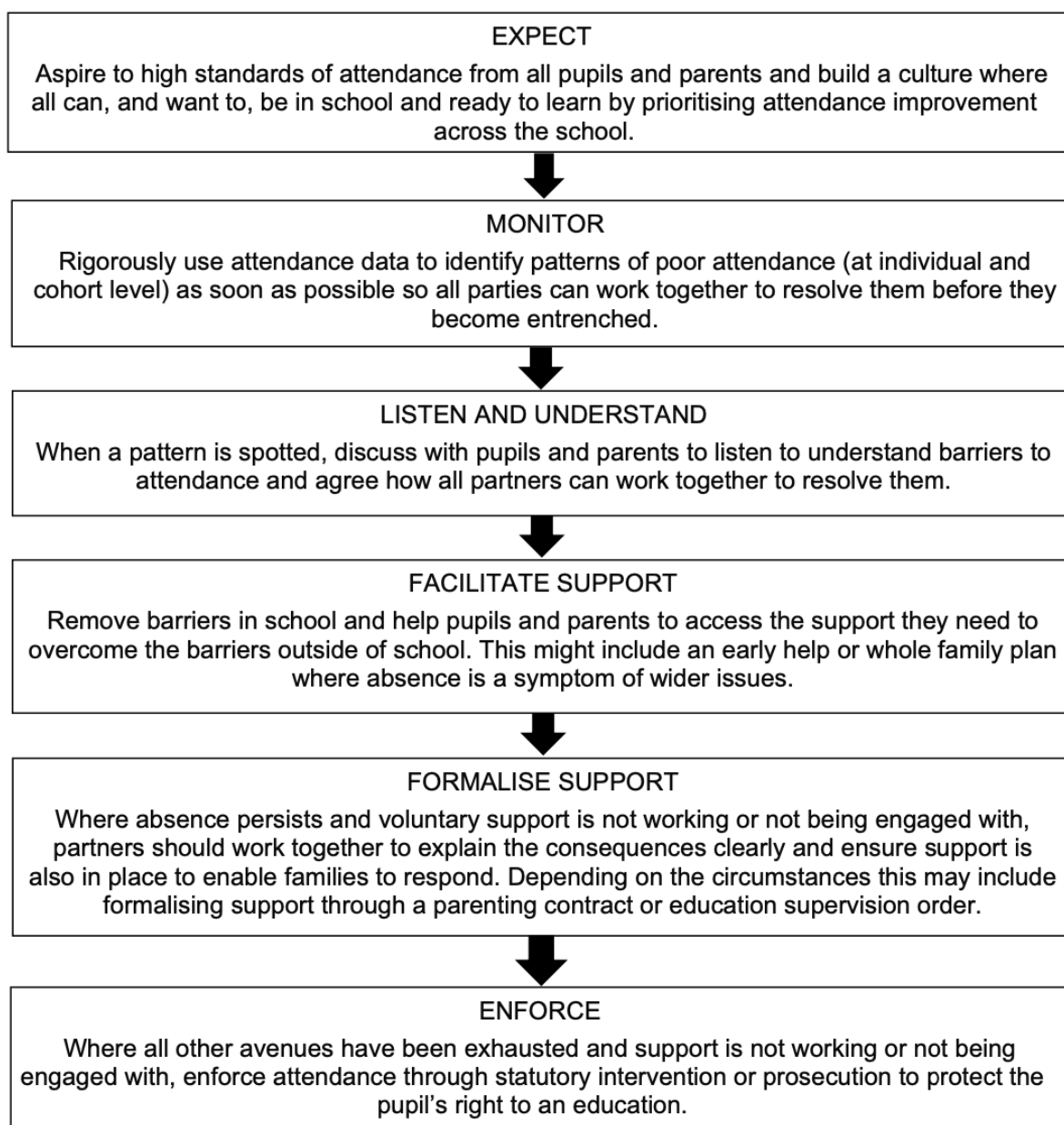
- Recognise the importance of good attendance and, alongside good behaviour, make it a central part of the School/Academy's vision, values, ethos, and day to day life.
- Recognise the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students (including use of pupil premium).
- Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school. Responsibilities should include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents.
- Make sure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need.
- Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance or pastoral support staff (either school based or contracted) who can work with families, conduct home visits and work in partnership with school leaders, the Local Authority's School Attendance Support Team and other partners.
- Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through all available channels. In doing so, schools should help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development. It should also include clarity on the short- and long-term consequences of poor attendance.
- Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level.
- Recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies.
- Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.
- Are mindful of pupil absence from school due to mental or physical ill health or their special educational need and/or disability, and provide them with additional support.
- Recognise many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations and variable moods. But, we expect these pupils to attend school regularly.

In addition, we:

- Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.

- Build strong relationships with families, listen to, and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

We will work with partners to:

EXPECT

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

⬇

MONITOR

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

⬇

LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

⬇

FACILITATE SUPPORT

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

⬇

FORMALISE SUPPORT

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

⬇

ENFORCE

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils will be the same as they are for any other pupil. That said, in working with their parents to improve attendance, the School/Academy will be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education.

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration

package. A part-time timetable will not be used to manage a pupil's behaviour. A part-time timetable will only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement will have a time limit by which point the pupil is expected to attend full- time, either at school or alternative provision.

4. Safeguarding

The School/Academy recognises that children may be at risk of harm if they do not attend school regularly. Safeguarding children is everyone's responsibility. The Attendance Policy has a direct link to the Child Protection policy; the Behaviour policy; Anti-Bullying strategies and the Health and Safety Policy.

The School/Academy has also adopted the Local Authority Policies on Children Missing Education and Elective Home Education. The School/Academy also follows Local Authority guidance in relation to coding absence for families who travel as part of their culture. All these policies have been endorsed by the School's Local Advisory Board/Trust Board, which support the School/Academy in all attempts to improve the attendance and safeguarding agenda.

Development and implementation of this policy will be considered under School/Academy obligations from the Equality Act 2010 and the UN Convention on the Rights of the Child.

5. Data

We use attendance data to:

- Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families.
- Use this analysis to provide regular attendance reports to class teachers to facilitate discussions with pupils and to parents.
- Identify the pupils who need support and focus staff efforts on developing targeted actions.
- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends.
- Benchmark our attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.
- Devise specific strategies to address areas of poor attendance identified through data.
- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented.
- Provide data and reports to support the work of the Local Advisory Board and Trustees.

6. Other points to note

Whilst every pupil has a right to a full-time education and high attendance expectations should be set for all pupils, the attendance policy accounts for the specific needs of certain pupils and pupil cohorts. The policy will be applied fairly and consistently but considers the individual needs of pupils and their families who have specific barriers to attendance. In development and implementation of the policy, the School/Academy considered our obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

The roles of the Trust Board and the Local Authority are outlined in guidance from the Department for Education - *Working together to improve school attendance* - available here: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

7. Further information

Guidance for parents on school attendance (Department for Education)

https://www.childrenscommissioner.gov.uk/wp-content/uploads/2022/12/aaa-guide-for-parents-on-school-attendance.pdf

Resources for families (Children's Commissioner)

https://www.childrenscommissioner.gov.uk/back-into-school/resources-for-families/

Attendance (Bradford Council)

https://www.bradford.gov.uk/education-and-skills/school-support-services/attendance/

Working together to improve school attendance (Department for Education)

https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

Pupil attendance in school data (Department for Education)

https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools

Improving attendance: good practice for schools and trusts (Department for Education)

https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts