KEYS
Academy Trust

Attendance Policy

KEYS Academy Trust
Unlocking the future

Version control summary and overview details

TKAT Statutory Policy

- All schools require a policy on this area.
- There will be certain core text that should not be changed, along with school-specific additions. These should be added in blue text.
- LGBs will minute that they have noted Trust approval and will adopt the policy effective immediately.
- This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach for all.

Version control

This version incorporates latest guidance from DfE, local authorities and specific legislation.

- Clarifications on CAE and CME.
- Reformatting for clarity, as opposed to key changes to policy.
- Clarification on pupils at risk of persistent absence.

Reviewed by (Trust Officer)	Hester Wooller, CEO
Approved by TKAT Trustee Committee:	CECE
Trust date of approval:	June 26
Trust date of next review:	June 27

TKAT vision

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

Key areas of note

Please note the following, which will be applicable throughout the policy:

- Any reference to 'headteacher' should read as whatever title is relevant to the school using the policy (i.e. Executive Headteacher/Head of School or Headteacher). Anything else will be explicitly referenced within the policy.
- Any reference to 'everyone' to staff, trustees, local governors and pupils.
- Any reference to 'we' should be read as The Keys Academy Trust.
- Any reference to 'parents' should be read as 'parents, carers and guardians'.

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1. Introduction: our commitment to attendance

1.1 The staff of our school are committed, in partnership with the parents/carers, pupils, governors, trustees of The Keys Academy Trust (TKAT) and the Local Authority, to provide an education of the highest standard for all our children.

1.2 This policy follows DfE statutory guidance 'Working together to improve school attendance' (August 2024). The school uses the DfE national attendance codes (updated 2024).

1.3 To able the expectation of positive attendance and school experiences to be achieved, we ensure the following:

a) Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by all staff, pupils and families.
b) Make sure all staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.
c) Expect good attendance and punctuality from all members of the school community and make sure that all pupils understand its importance.
d) Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower all staff to take responsibility for attendance.
e) Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.
f) Have a designated Senior Attendance Champion, in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.
g) Make sure staff receive professional development and support to deploy attendance systems effectively.

In addition, local governing bodies will ensure the following:

h) Governors will have an accurate view of school attendance and engage in escalation procedures where appropriate.
i) Governors will use attendance data to understand patterns of attendance, compare with other schools, identify areas of progress and where greater focus is needed.
j) Governors will designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils
k) Governors will seek to utilise the Pupil Premium Grant and any other funding to support groups of pupils at risk of persistent absence who are disadvantaged.

2. Definition of a parent

2.1 Section 576 of the Education Act 1996 defines 'parent' as the following:

- All natural parents, whether they are married or not.
- Any person who, although not a natural parent, has parental responsibility for a child.
- Any person who, although not a natural parent, has care of a child (having care of a child means that a person with whom the child lives and who looks after the child, irrespective of what their relationship is with the child) is considered to be a parent in education law.

3. Aims and responsibilities

3.1 Within TKAT, our aim is to achieve the following:

a) Create a culture in which good attendance is expected as the norm
b) Maintain high levels of attendance, and minimise persistent low /poor attendance (below 90%)
c) Maintain effective communication regarding attendance between home and school
d) Demonstrate that good attendance and punctuality is valued by the school.

3.2 **Responsibilities**

3.2.1 The headteacher is responsible for the following:

a) The implementation of the policy and any associated documentation/guidance. This includes having a specific section on persistent absence and the procedure/s for addressing this.
b) Ensure all staff know and understand their responsibilities for attendance.
c) Implement the correct training for all staff.
d) Agree whether an absence should be authorised. The power to authorise an absence rest with the headteacher or delegated person within the school, and not with parents or the local authority.
e) Work proactively to maximise attendance rates, both in relation to individual pupils and the pupil body as a whole.
f) Ensure that all staff adopt a consistent approach in dealing with absence and lateness.
g) Implement a system for all parents to report a child's absence.
h) Report, to the local governing body, the attendance figures and progress to achieving the agreed targets.
i) Remind all parents of their commitment to this policy.
j) Build respectful relationships with all staff, pupils, families and other stakeholders in order to secure their trust and engagement.
k) Make sure there is a welcoming and positive culture across the school.
l) Communicate openly and honestly with all staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
m) Liaise with other agencies working with pupils and their families to support attendance (for example, where a young person has a social worker or is otherwise vulnerable).
n) Model respectful relationships and appropriate communication for all staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture.
o) Understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils particularly for children with a social worker and those who have experienced adversity.
p) Deliver clear messages about expectations, routines and consequences to new pupils and families through prospectus and admission/transition events.
q) Use physical presence to reinforce routines and expectations on arrival and departure.
r) Regularly communicate expectations for attendance, punctuality and school performance through regular channels of communication with staff, pupils and parents.
s) Monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions/strategies.
t) Establish, implement and monitor robust arrangements to identify, report and support children missing education (CME).
u) Develop clear support for children with medical conditions (including the use of individual health care plans), mental health and Special Educational Needs and/or Disabilities (SEND)
v) Engage all pupils in consultation on attendance policy.
w) Ensure that parents fully understand the demands and responsibilities of elective home education.

3.2.2 All staff are responsible for the following**:**

a) Set an example of punctuality and good attendance.

b) Implementing the policy fully.
c) Treat all pupils with dignity.
d) Build relationships rooted in mutual respect and observe proper boundaries.
e) Take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence.
f) Handle confidential information sensitively.
g) Understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils particularly for children with a social worker and those who have experienced adversity.
h) Communicate effectively with all families regarding pupils' attendance and wellbeing.
i) Rehearse and reinforce attendance and punctuality expectations continually.
j) Emphasise the importance of attendance and its impact on attainment.
k) Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.
l) Promote rewards and celebrate progress but continue to outline sanctions.
m) Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
n) Contact parents regarding absence and punctuality.
o) Review class or group attendance weekly to share data, identify issues, intervene early and help set targets.
p) Periodically review practice and consistency both across and between phases, as part of a team approach.
q) Proactively promote attendance practice as part of staff induction.
r) Consider the individual needs and vulnerabilities of pupils.

3.2.3 In addition to what is outlined in the 'All staff responsibilities' section, teachers (or those taking a teaching role) should also ensure the following:

a) Ensure that electronic registers are taken at the start of the morning session and once during the afternoon session, and that these are accurate and up to-date.
b) Monitor class and individual attendance patterns;
c) Inform the school office, senior leaders and attendance lead of any concerns;
d) Emphasise with children the importance of punctuality and good attendance.
e) Reminding parents of their commitment to this policy.
f) Build respectful relationships with all staff, pupils, families and other stakeholders in order to secure their trust and engagement.
g) Make sure there is a welcoming and positive culture across the school.
h) Communicate openly and honestly with all staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
i) Liaise with other agencies working with pupils and their families to support attendance (for example, where a young person has a social worker or is otherwise vulnerable).
j) Model respectful relationships and appropriate communication for all staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture.

3.2.4 Senior attendance champions are responsible for the following:

a) Implement the policy with the Headteacher.
b) Share best practice with others within the school and Trust.
c) Train staff in processes and share case studies.
d) Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies (e.g. children's social care and early help services which are working with families).
e) Ensure the implementation and efficient use of robust school systems which provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups. These groups may include the following:
    - Young carers

- Children who have a social worker including looked-after children
- Children who are eligible for free school meals
- Children who speak English as an additional language
- Children who have special educational needs and disabilities

f) Keep the Headteacher and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of all pupils and to implement attendance procedures.
g) Compile attendance data for the Headteacher, the Local Governing Body and the Education Welfare Officer (EWO).
h) Ensure registers are distributed to the teaching staff and are kept up to date.
i) Attend consultations with the Education Welfare Officer.
j) Contact parents (or oversee the process of contacting parents) if a parent has not reported their child's absence by 09:30.
k) Ensure processes are in place to address attendance concerns at the earliest opportunity.
l) Arrange meetings with parents to ensure clear channels of communication are in place and offer support/interventions where necessary.
m) Ensure all meetings/communications are clearly recorded and shared with families.
n) Make sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.
o) Ensure that the Local Authority is notified of any pupil who fails to attend school regularly via an EWS Reporting Form (CAE, CME and Exit).

3.2.5 Senior staff (including the senior attendance champion if applicable), admin staff and/or designated safeguarding leads will ensure the following:

a) Ensure accurate coding of registers.
b) Provide appropriate support and challenge to establish good registration practice.
c) Carry out robust first day calling procedures including priority routine for vulnerable children (including children with a social worker).
d) Undertake home visits in line with your policy to engage families and ensure children are safe
e) Identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies.
f) Implement punctuality routines such as late gate or sign in procedures.
g) Implement children missing education (CME) procedures when appropriate.
h) Ensure that parents fully understand the demands and responsibilities of elective home education (EHE).
i) Attend any training events/network meeting with the Trust and/or Local Authority and local schools, to share effective practice where there are common barriers to attendance.

3.2.6 Parents are responsible, in law, for ensuring that their children of compulsory school age receive an efficient education suitable to their age, ability, aptitude and any special educational needs that they may have. Most parents fulfil this responsibility by registering their children at a school. Parents whose children are registered at a school are responsible for ensuring that their children attend and stay at school.

Parents are also responsible for the following:

a) Ensure that their children are punctual and know the importance of good attendance.
b) Instil in their children an appreciation of the importance of attending school regularly.
c) Impress upon their children the need to observe the school's code of conduct.
d) Inform the school on the first day of absence, by 09:30 at the latest.
e) Provide the school with an explanation for the absence on the day of absence.
f) Inform the school of any changes to their contact details.
g) Provide full emergency contact details and expect them to be used if no contact can be made during absences.

h) Take an active and proactive interest in their children's school career, praising and encouraging good work and behaviour and attending parents' evenings and other relevant meetings.
i) Work in partnership with the school to resolve issues which may lead to non-attendance.
j) Avoid arranging medical/dental appointments during school hours.
k) Ensure they do not book holidays during term-time.
l) Treat staff with respect.
m) Actively support the work of the school.
n) Request support from staff for help when they need it.
o) Communicate, as early as possible, circumstances which may affect absence or require support.
p) Proactively engage with support offered.

3.2.7 Pupils are responsible for the following:

a) Attend school every day for the entire duration of the academic year unless there are good reasons for their absence.
b) Arrive at school on time.
c) Be appropriately prepared for the day.
d) Bring to the attention of their class teacher or an appropriate member of staff any issues that may affect their school attendance.

4. Parental responsibility measures (LA)

4.1 The Local Authority Education Welfare Service offers a traded service to all schools to provide specialised attendance support and administer the parental responsibility measures for attendance which include the following:

- Parenting Contracts
- Fixed Penalty Notices
- Education Supervision Orders
- Fast Track intervention
- Prosecution
- Application for Parenting Orders as an auxiliary Order.

4.2 In addition to the above, the Education Welfare Service provides the following:

a) Case work and addressing barriers to education.
b) Exclusion information and guidance, including attendance at a Governor Disciplinary Committee (GDC) and supplementary Local Authority Statement for a GDC.
c) Training, surgeries and network meeting opportunities to share good practice.
d) Support for the school with Persistent Absence reduction.
e) Help establish effective home-school links.
f) Regular consultations to support early recognition and intervention of attendance concerns.
g) Representation of schools in a range of multi-agency forums.
h) Coordination of enforced attendance.
i) Training and advice to school staff.
j) Advice and guidance on attendance matters.

4.3 Thresholds for referrals to the Education Welfare Service under traded service are through regular consultation with the school and where the following apply:

a) A pupil is classed as 'severely absent' (under 70% attendance).
b) The pupil is persistently absent (under 90%) for those who need fast track/escalation support.
c) Most absences are unauthorised.
d) The school can evidence that early intervention has been completed with the family and absences continue to cause concern.

Where support is not successful, not engaged with or not appropriate, legal intervention remains an important part of local authorities' powers to protect every child's right to a full-time education.

5. Punctuality measures

5.1 To support punctuality, the following occurs:

a) All staff monitor lateness.
b) Patterns of lateness are monitored by the senior attendance champion and all staff.
c) Families are contacted and made aware of schools concerns and meetings are arranged where appropriate.

5.2 As part of supporting punctuality, the following should be noted:

Process	Local arrangement
School gates open	08:35
School gates close	08:45
Registers are taken ('registers close')	08:45
How pupils enter the school	Upon arrival, pupils are expected to enter the school grounds and make their way to their classroom.
If a pupil arrives after the time the gates close	Pupils who arrive after 08:45 must be signed in on arrival by family member by school for purposes of emergency evacuation etc.
A pupil is 'late' for a session… (these pupils are coded as 'L')	If they arrive between 08:45 and 08:55.
A pupil who arrives after the register has closed and parent provides a satisfactory explanation will be marked as 'authorised absent' for that session.	Registers close in line with DfE expectations (within 30 minutes). Schools will follow the LA Penalty Notice code of conduct for lateness.
Pupils who arrive after the register has closed and parent fails to provide a satisfactory explanation will be marked as 'unauthorised absent' for that session (Code U).	Registers close in line with DfE expectations (within 30 minutes).

6. Pupils leaving during the school day

6.1 Pupils are not allowed to leave the premises without prior permission from the school.

6.2 Parents should arrange medical, dental and other appointments outside of school time unless it is an emergency. Parents are requested to confirm, in writing, the reason for any planned absence, the time of leaving and the expected return time.

6.3 Pupils must be signed out at the school office upon a child leaving the school, and the child must be signed back in on their return.

6.4 When a pupil is being collected from school, parents are requested to report to school office before the pupil is allowed to leave the site.

6.5 If a pupil leaves the school site without permission their parents will be contacted. Should the school be unable to make contact with the family it may be appropriate, in certain circumstances, to contact the Police and register the pupil as a missing person or contact Social Services.

7. Part time timetables (PTT)

7.1 The Local authority has published guidance for all schools on the use of part-time timetables for pupils of compulsory school age (the term after their fifth birthday to the last Friday in June following their 16th birthday).

7.2 All schools are required to return information on children who are on part-time tables every half term via the Data Collection from Wokingham Borough Council.

7.3 Additional information on part time timetables will be discussed on a case-by-case basis with parents based on the situation and needs of their child/ren.

8. Changing schools

8.1 It is important that, if parents decide to send their child to a different school, they inform the school office, in writing, of the name of the new school as soon as possible. A pupil will not be removed from our school roll until the following information has been received and investigated:

a) The date the pupil will be leaving our school and starting the next school.
b) The address of the new school.
c) Details of the new home address, if appropriate.

8.2 Once the above has been obtained, the pupil's school records will then be sent to the new school. If the school has not been informed of the above information, the family will be referred to the Education Welfare Service and, after four weeks, the pupil will be registered on the S2S website as a Child Missing Education.

8.3 If a pupil is moving abroad with their family, the parents must still provide the school with the information above. If the place of education in the country to which they are moving is not known at the time of leaving the school, this must be provided as soon as it is known.

9. Elective Home Education (EHE)

9.1 All children have the right of fair access to a suitable and effective full-time education. However, there is no legal requirement for this to take place in a school setting. Families are permitted to provide an education for their children at home if they choose to do so, rather than sending them to school full-time (Section 7 of the Education Act 1996). This is referred to as Elective Home Education (EHE).

9.2 There are the following key guidelines that schools will adhere to:

a) The school will not actively encourage parents to Electively Home Educate.
b) If the school receives information that a parent is considering Elective Home Education, then they must inform the Local Authority and arrange a meeting with the parent, school and Local Authority representative to ensure the parent is fully informed.
c) If a parent submits written application to remove a pupil from the school roll, the school must notify the Local Authority at the point at which the regulation for removal has been met. The Local Authority will then follow their policies and procedures in relation to Elective Home Education.
d) Where a pupil has an EHCP, the pupil can only be removed from roll with the Local Authority authorisation and therefore an emergency annual review should be called by the school to address placement.

10. Grounds for deleting a pupil from the school admission register

10.1 All information for the grounds for removing a pupil from roll can be found here:
The School Attendance (Pupil Registration) (England) Regulations 2024 No. 208

11. Authorised and unauthorised absence

11.1 It should be noted that, as a general rule, parents should aim for 100% attendance for their child. Although there are some circumstances in which authorised absence will be granted, a majority will be unauthorised. Parents cannot expect, as of right, that the school will grant leave of absence.

11.2 **Authorised absence**

11.2.1 You must get permission if you want to take your child out of school during term time. You can only do this if the following are met:

a) You make an application to the Headteacher, in writing, in advance.
b) There are exceptional circumstances (see the section on 'exceptional circumstances'). It should be noted that parents cannot expect, as a right, that the school will authorise leave of absence.

11.2.2 All requests for leave of absence should be completed on a Leave of Absence Form, which can be located on the school website or from the school office.

11.2.3 Authorised absence will be authorised if one or more of the following are met:

a) The pupil's absence has been agreed, in writing, by the Headteacher.
b) Leave of absence has been applied for in advance and has been granted because of exceptional circumstances relating to the application).

11.2.4 If leave is authorised, the Headteacher will decide how many days/sessions your child will be authorised to be away from school.

11.2.5 Reasons for absence typically being authorised:

a) Illness: The pupil is unwell and has not been asked to provide proof of absence. Please refer to the medical need and illness policy for details on expectations for time away from school for illnesses. In the instances where a child is unwell, a leave of absence form is not required, and the parent should contact the school via the on-the-day absence procedures (usually an email or phone call) before 08:30.
b) Bereavement: There is a close family bereavement. Time may be given for a funeral (1 day) or, in exceptional circumstances, compassionate absence for a child under wellbeing and mental health. See the section on exceptional circumstances.
c) Religious Observance: a maximum of 1 day's absence is allowed for recognised religious observance and only where the observance is recognised by the religious body to which the parent is associated.
d) Wedding: 1 day's absence will be granted for a close family wedding.
e) Medical, dental or hospital appointments: Whilst these are typically authorised, please ensure these appointments take place out of school time where at all possible in order not to disrupt your child's education.
f) Traveller occupational circumstances: The pupil is the child of Traveller parents (or a parent of the GRT community) who are known to be travelling for occupational purposes and have agreed this with the school, but it is not known whether the pupil is attending an alternative school or other educational provision.

g) Child performance leave: Leave of absence to allow a pupil to take part in a performance within the meaning of s37 of the Children and Young Persons Act 1963 for which a child performance licence has been issued. The LA will not issue a child performance licence where absence is required without the written permission of the Headteacher.

11.2.6 Evidence may be requested for any of the above, including letters from legal bodies, flight details or requests for parents to authorise the school to speak to their child's GP.

11.2.7 Only the school can authorise an absence. The fact that a parent has provided a note or other explanation (telephone call or personal contact) in relation to a particular absence does not, of itself, oblige the school to accept it, if the school does not accept the explanation offered as a valid reason for absence. If, after further investigation doubt remains about the explanation offered – or when no explanation is forthcoming at all – the absence will be treated as unauthorised and the parent informed.

11.2.8 Please note that some authorised absences (i.e. medical) will still affect a child's overall attendance, as attendance figures are taken from the number of days your child is in school (regardless of what the reason for absence was). However, the school then analyses and takes a proportionate approach to addressing attendance based on the reasons for absence (i.e. illness or medical need, or an avoidable absence such as an unauthorised holiday during term time).

11.3 **Unauthorised absence**

11.3.1 Absence will not be routinely authorised if prior notice has not been given, and/or a Leave of Absence Form has not been completed.

11.3.2 With regard to holidays during term time: Term time holidays will not be authorised as a general rule.

11.3.3 Taking unauthorised absence may result in a Fixed Penalty Notice or legal action (see the section on fixed penalty notices).

12. Actions taken following specific absence thresholds being met

12.1 Where a pupil has missed 10 school days with complete or partial authorised absence, the school will ensure the following:

- Carry out a home visit.
- Apply strategies to improve attendance.
- Apply safeguarding strategies.
- Focus on the views of parents and pupil/s.
- Make a Child Absent from Education (CAE) referral to notify the LA.
- Ensure a lead professional is assigned (often the Senior Attendance Lead).

12.2 Where a pupil has had 10 days of consecutive unauthorised absence the school will ensure the following:

- Carry out a home visit.
- Apply strategies to improve attendance.
- Apply safeguarding strategies.
- Focus on the views of parents and pupil/s.
- Make a Child Missing Education (CME) referral to notify the LA.
- Ensure a lead professional is assigned (often the Senior Attendance Lead).

12.3 **Missing more than 20 consecutive school days**

12.3.1 Where a pupil has missed 20 school days or more, the school will ensure the following:

- Update and resubmit the Child Missing Education (CME) referral to notify the LA.
- Continue communication with parents and pupil/s.
- Ensure plans are in place to improve attendance.

12.3.2 Where a pupil has missed 20 or more school days, the LA will ensure the following:

- Register the pupil as Child Missing Education (CME).
- Liaise with the school regarding progress offering support and guidance.
- Provide Case work where traded service is in place.
- Carry out safeguarding duties.

13. Exceptional circumstances

13.1 The Headteacher will determine whether the circumstances are exceptional or not. Changes to legislation (which came into force in September 2013) made clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.

13.2 If you believe there are exceptional circumstances behind your request, you should put as much detail and evidence as possible into your Leave of Absence form.

13.3 If leave is authorised, the Headteacher will decide how many days/sessions your child will be authorised to be away from school.

13.4 Please note that, whilst the cost of a holiday might be an issue for parents, it is not considered to be sufficient to be an exceptional reason.

14. Fixed Penalty Notices (FPNs)

14.1 The school refers cases that meet the local authority PN code of conduct in relation to unauthorised absence.

14.2 Absence is calculated in sessions (1 half day = 1 session, so a day of absence from school is 2 sessions).

14.3 Please be aware that unauthorised absence of 5 days or 10 sessions in 10-week rolling period may result in the issuing of a Fixed Penalty Notice which carries a fine of £80 or if not paid after 21 days, then the fine is doubled to £160 and court prosecution if unpaid after 28 days.

14.4 Penalty Notices are served per parent, per child. The 'per parent' expectation also applies to separated families where both parents have a legal responsibility to care for the child/ren.

15. Pupils at risk of persistent absence (95% - 90%)

15.1 Persistent absence occurs when a child's attendance falls below 90%. Absenteeism at this level will considerably damage a pupil's educational prospects, as well as their social development and friendships.

15.2 To ensure we meet our aims of promoting high attendance through a positive school environment and building strong relationships with pupils/families, the following will take place for those at risk of persistent absence:

a) Pupils will be welcomed back after a period of absence and will be provided with catch-up support to build confidence and address any learning gaps.

b) Meet with parents where appropriate to discuss absence, patterns, barriers and problems and signpost and support access to any required services.
c) Establish informal action plans, where needed and appropriate, to remove barriers, provide additional support and set targets. These cases are discussed amongst senior leaders, the Senior Attendance Champion and any other relevant attendance staff.
d) Consider what support for re-engagement might be needed, including for vulnerable groups.

15.3 The school will actively seek to ensure a pupil does not become persistently absent by undertaking the following:

a) Class teachers will monitor weekly attendance and alert SLT/DSLs/Inclusion Leader so that timely intervention may take place.
b) The Senior Attendance Champion will initiate and oversee the administration of absence procedures.
c) There will be engagement with local authorities and other external agencies and partners.
d) Staff will work with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and find methods that work and are understood.
e) Consider with family a personal support plan for attendance.
f) Consider if further interventions are required in line with the statutory guidance on parental responsibility measures.
g) Provide regular reports to leaders on the at-risk cohort.
h) Provide regular reports/caseloads to Education Welfare Service or independent attendance organisations to raise awareness of emerging at-risk pupils.

16. Pupils who are persistently absent (below 90%) or severely absent (below 70%)

16.1 To ensure we meet our aims of promoting high attendance through a positive school environment and building strong relationships with pupils/families, the following will take place for those at risk of persistent absence:

a) Pupils will be welcomed back after a period of absence and will be provided with catch-up support to build confidence and address any learning gaps.
b) Meet with parents where appropriate to discuss absence, patterns, barriers and problems and signpost and support access to any required services.
c) Establish action plans, where needed and appropriate, to remove barriers, provide additional support and set targets. These cases are discussed amongst senior leaders, the Senior Attendance Champion and any other relevant attendance staff. This could include the following:
    - Lunchtime arrangements.
    - Support from our Parent Support Link re. wake up routines or emotional wellbeing.
    - Lead daily or weekly check-ins to review progress and the impact of support.
    - Make regular contact with families to discuss progress.
d) Consider what support for re-engagement might be needed, including for vulnerable groups.

16.2 For those pupils who are persistently absent, the following will be put in place:

a) Develop and implement persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines with SMART targets that are shared with parents.
b) Identify tailored intervention which meets the needs of the pupil; for example:
    - Mentoring.
    - Integration plans building on positives.
    - Out-of-school-hours learning.

- Alternative Provision (AP), where appropriate.

c) Lead daily or weekly check-ins to review progress and impact of support.
d) Make regular contact with families to discuss progress.
e) Consider with family the use of a personal support plan for attendance.
f) Hold regular meetings or reviews of caseload with the Education Welfare Service, external partners and alternative providers to check on welfare and review progress.
g) Liaise with school leaders (DSLs, Inclusion Leader, Family Support Worker or similar) on referrals to external agencies and multi-agency assessments.
h) Coordinate and contribute to multi-agency meetings to review progress and agree on actions.
i) Work in partnership with Education Welfare Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
j) Provide regular reports to leaders on the impact of action plans and interventions.
k) Create and actively engage with parenting contracts.

17. Relevant legislation and guidance

17.1 The current (at the time of policy publication or review) relevant legislation and guidance are as follows:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- School Attendance (Pupil Registration) (England) Regulations 2024
- Working Together to Improve School Attendance (DfE, August 2024)
- Children Missing Education: Statutory Guidance
- Children and Families Act 2014
- Education (Information about Individual Pupils) (England) Regulations 2013 (as amended)
- Parental responsibility measures for school attendance and behaviour
- Keeping children safe in education.