



## The Circle Trust Document: Attendance Policy

### St Crispin's School

Author:	CEO
Approver:	Trustees
Owner:	Educational Outcomes Trustees
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#### Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	13.3.23	CEO	New Document	First release
1.0	8.3.23	Senior Deputy Headteacher	Adapted and adopted for St Crispin's School	First release
1.1				
1.2				
1.3				

## 1. Purpose of the Policy

- 1.1. The position of The Circle Trust is clear, that all schools will set high expectations for attendance and that these will be communicated clearly and consistently to parents/carers, children and young people.
- 1.2. It is essential for pupils to have high attendance to get the most out of their school experience, including their attainment, wellbeing, and wider life chances
- 1.3. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.
- 1.4. 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.

## 2. The Aims and Objectives of the Attendance Policy

- 2.1. The Circle Trust has developed this policy to be clear about the Trust's expectations for school attendance. This policy:
  - 2.1.1. Shows all stakeholders that The Circle Trust adheres to statutory duty and best practice in a transparent, consistent, considered and responsible way
  - 2.1.2. Gives clarity regarding the responsibilities of Trustees, the Chief Executive Officer, Local Advisory Boards and Headteachers in relation to attendance
  - 2.1.3. Is based on Department of Education (DfE) non-statutory guidance: [Working together to improve school attendance](#) and statutory guidance School behaviour and attendance: parental responsibility measures [here](#)
- 2.2. This policy has considered the Trust's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child

## 3. The Benefits of an effective Attendance Policy

- 3.1. An effective Attendance Policy will add value to The Circle Trust, supporting the Trust's objectives by:
  - 3.1.1. Acting in accordance with the Trust's core value of inclusion
  - 3.1.2. Ensures each school has a strong culture of high attendance underpinned by clear expectations, procedures and responsibilities

- 3.1.3. Improves educational outcomes for children and young people
- 3.1.4. Ensuring compliance with all legislation (including statutory guidance) and having due regard to non-statutory guidance

#### **4. Roles and responsibilities**

##### 4.1. The Trustees have a fundamental role to:

- 4.1.1. Approve this Attendance Policy ensuring it is in line with The Circle Trust's core values
- 4.1.2. Recognise the importance of school attendance and promote it across the Trust's ethos and policies
- 4.1.3. Hold ultimately responsibility for ensuring due regard to guidance and compliance with the law and statutory guidance on school attendance
- 4.1.4. Regularly review attendance data, discuss, and challenge trends across all schools in the Trust
- 4.1.5. Regularly review this Attendance Policy and approve changes or improvements

##### 4.2. The CEO will:

- 4.2.1. Operationally adhere to the Attendance Policy
- 4.2.2. Monitor and review the implementation of the Attendance Policy
- 4.2.3. Identify and monitor attendance patterns across the schools in the Trust to identify common issues and barriers and share or facilitate the sharing of effective practice between schools on attendance in order to improve attendance across the Trust
- 4.2.4. Ensure that attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. This may also include sharing of staff and other resources between schools in the area (especially where a member of staff is supporting pupils from the same family but at different schools run by the Trust).
- 4.2.5. Provide a mechanism for any changes to the Attendance Policy to be disseminated and discussed by Local Advisors and Headteachers

#### 4.3. The Local Advisors will:

- 4.3.1. Adhere to the attendance policy and approve and adopt their schools' individual procedures set out in the appendix of this policy ensuring these are tailored to the ethos and needs of their school
- 4.3.2. Ensure this policy is published on the school website and publicised regularly
- 4.3.3. Review the work of the school to proactively manage and improve attendance at their school
- 4.3.4. Ensure attendance improvement is prioritised in wider improvement strategies, such as raising attainment, behaviour, special educational needs and disabilities, wellbeing and safeguarding.
- 4.3.5. Recognise improving attendance requires constant focus, and effective whole school approaches require regular ongoing support, guidance, and challenge.
- 4.3.6. Ensure school leaders fulfil expectations and statutory duties.
- 4.3.7. Regularly review their school's attendance and absence data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most
- 4.3.8. Work with school leaders to set goals or areas of focus for attendance and provide support and challenge around delivery against those focus areas
- 4.3.9. Ensure school staff receive adequate training on attendance.

#### 4.4. The Headteacher will:

- 4.4.1. Operationally adhere to the Attendance Policy devising their school's absence procedures as set out in the appendix of this policy and promoting with staff, pupils, parents and carers clear and high expectations around attendance
- 4.4.2. Publish and publicise regularly this policy so that it is easily accessible to pupils, parents and staff considering duties in respect of the Equalities Act 2010.
- 4.4.3. Ensure accurate and complete admission and attendance registers and have effective day to day processes in place and applied across the school to track and follow up absence and poor punctuality

- 4.4.4. Ensure high standards of attendance by building and maintaining a whole school culture that promotes the benefits of high attendance and ensuring a calm, orderly, safe and supportive environment in which all pupils want to and can attend, and where all pupils learn and thrive
- 4.4.5. Recognise and promote good attendance as a learned behaviour and ensure the importance of developing good patterns of attendance are emphasised from the outset to pupils and parents joining the school
- 4.4.6. Interrogate attendance and absence data to identify patterns of poor attendance (at individual and cohort level) and ensure effective strategies are put in place and implemented in order to resolve issues before they become entrenched or severe
- 4.4.7. Build positive relationships with families to remove any barriers and support good attendance at school, including seeking early help where absence is a symptom of wider issues
- 4.4.8. Formalise support where absence persists or voluntary support is not engaged with nor working. This may include formalising support via a parenting contract or education supervision order. Where all other avenues have been exhausted support enforcement via Local Authority through statutory intervention or prosecution to protect a pupil's right to education
- 4.4.9. Grant or deny leaves of absence
- 4.4.10. Follow any attendance improvement plan
- 4.4.11. Work effectively with local partners to help remove the barriers to attendance that go beyond the school gates, including building strong links with local statutory services (including social care, health and police) and the voluntary and community sector.
- 4.4.12. Recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies
- 4.4.13. Act when children or young people are missing education - poor attendance can be a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation
- 4.4.14. Make sure all teaching and non-teaching staff know the importance of attendance, are consistent in their communication with parents and pupils and are able to access the training they need on attendance.

## 5. The law on school attendance

- 5.1. The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.
- 5.2. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school

## 6. Registers

- 6.1. The law requires all schools to have an admission register. All pupils (regardless of their age) must be placed on the admission register and have their attendance recorded in the attendance register.
- 6.2. The admission register (sometimes referred to as the school roll) must contain specific personal details of every pupil in the school along with the date of admission or re-admission to the school, information regarding parents and carers, and details of the school last attended. A pupil's name can only lawfully be deleted from the admission register if a reason set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006, as amended, applies.
- 6.3. Schools must also take the attendance register at the start of each morning session of each school day and once during each afternoon session. On each occasion they must record whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.
- 6.4. Schools will use Arbor (an electronic management information system) to keep their attendance and admission registers to improve accuracy, speed up the process of sharing and analysing information, and make returns to local authorities and DfE easier.
- 6.5. Registers are legal records and all schools must preserve every entry in the attendance or admission register for 3 years from the date of entry. As the attendance register is a record of the pupils present at the time it was taken, the register should only routinely be amended where the reason for absence cannot be established at the time it is taken and it is subsequently necessary to correct the entry. Where amendments are made, all schools must ensure the register shows the original entry, the amended entry, the reason for the amendment, the date on which the amendment was made, and the name and title of the person who made the amendment.
- 6.6. It is vital that the admission register is kept up to date and amended as soon as possible. Schools should encourage parents to inform them of any changes whenever they occur.

- 6.7. Schools must take the attendance register at the beginning of each morning session and once during each afternoon session. On each occasion they must record whether every pupil is:
- 6.7.1. Present
  - 6.7.2. Absent
  - 6.7.3. Attending an approved educational activity as defined in regulation 6(4); Schools must record the nature of the activity where a pupil of compulsory school age is attending an approved educational activity
  - 6.7.4. Unable to attend school due to exceptional circumstances as defined in regulation 6(5) of the Regulations. Schools must also record the nature of the circumstances where a pupil is unable to attend due to exceptional circumstances
- 6.8. Schools must record whether the absence of a pupil of compulsory school age is authorised or not.
- 6.9. Schools will use the national attendance and absence codes. The national codes enable schools to record and monitor attendance and absence in a consistent way and are used to collect statistics through the School Census system. The data helps schools, local authorities and the government to gain a greater understanding of the level of, and the reason for, absence and the delivery of education in accordance with DfE non-statutory guidance: [Working together to improve school attendance](#)
- 6.10. Deleting the name of a pupil of compulsory school age will only be in accordance with DfE non-statutory guidance: [Working together to improve school attendance](#) A pupil's name can only be deleted from the admission register for a reason set out in regulation 8 of the the Regulations. A pupil's name must not be removed for any other reason and doing so would constitute off-rolling.
- 6.11. In accordance with regulation 12(6) of the Regulations, a school must notify the local authority when a pupil's name is to be deleted from the admission register under any of the reasons set out in regulation 8, as soon as the pupil's name is to be deleted. This does not apply where the pupil's name is deleted after they have completed the school's final year (for example, pupils who leave primary school at the end of Year 6), unless the local authority requests such information.
- 6.12. Where a school notifies the local authority that a pupil's name is to be deleted from the admission register, as set out in regulation 12(7) of the Regulations, the school must provide the local authority with the following information:
- 6.12.1. the full name of the pupil;
  - 6.12.2. the full name and address of any parent the pupil normally lives with;

- 6.12.3. at least one emergency telephone number of any parent the pupil normally lives with; • if applicable, the full name and address of the parent who the pupil is going to live with, and the date the pupil will start living there;
- 6.12.4. if applicable, the name of the pupil's other school and when the pupil began or will begin to attend the school;
- 6.12.5. the reason set out in regulation 8 under which the pupil's name is to be deleted from the admission register.

## **7. Management of attendance**

- 7.1. Schools will systematically analyse their data to identify patterns to target their improvement efforts, and use this information to work effectively with the local authority and other local partners to overcome barriers to attendance.
- 7.2. Schools will have robust day to day processes to track and follow up absence and poor punctuality which are rigorously applied across the school. As a minimum this should include arrangements to:
  - 7.2.1. Proactively manage lateness and set out in their attendance procedure in the appendix of this policy the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session, and depending on the structure of the school day, not longer than either 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place.
  - 7.2.2. Expect parents to contact the school when their child is absent to explain the reason and 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 should be made to ensure safeguarding.
  - 7.2.3. Identify any absences that are not explained for each session and contact parents (and where appropriate foster carers and/or social workers) to understand why and when the pupil will return. Where absence is recorded as unexplained in the attendance register, the correct code should be inputted as soon as the reason is ascertained, but no later than 5 working days after the session.
  - 7.2.4. Where reasonably possible, schools should hold more than one emergency contact number for each pupil. This is good practice to give the school additional options to contact a responsible adult.
  - 7.2.5. Regularly inform parents about their child's attendance and absence levels. Schools should avoid headline percentages and instead make this understandable for parents (e.g. the amount of time missed and the impact on the pupil's learning).



- 7.2.6. Hold regular meetings with the parents of pupils who the school (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- 7.2.7. Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- 7.2.8. Make the necessary statutory data returns
- 7.2.9. Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps

## **8. Granting leave of absence**

- 8.1. Only exceptional circumstances warrant a leave of absence.
- 8.2. Schools should consider each application individually considering the specific facts and circumstances and relevant background context behind the request.
- 8.3. 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.
- 8.4. 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.

## **9. Analysis of attendance data**

- 9.1. As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate 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. To achieve this all schools are expected to:
  - 9.1.1. Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families. This should go beyond headline attendance percentages and should look at individual pupils, cohorts and groups (including their punctuality) across the school to help schools achieve their responsibilities under the Public Sector Equality Duty.
  - 9.1.2. When analysing patterns, some schools, especially secondary schools, may wish to look further into patterns of attendance within a session to ensure all pupils are attending all timetabled lessons.
  - 9.1.3. Use this analysis to provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and to leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).

- 9.1.4. Identify the pupils who need support and focus staff efforts on developing targeted actions for those cases having regard to and inline with paragraph 34-39 of the DfE guidance Working together to improve school attendance.
- 9.1.5. Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This should include analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance.
- 9.1.6. Benchmark their attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.
- 9.1.7. Devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher than average absence or for pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers.
- 9.1.8. Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented. The findings should then be used to evaluate approaches or inform future strategies.
- 9.1.9. Provide data and reports which includes:
  - 9.1.9.1. year groups
  - 9.1.9.2. pupils with special educational needs or disabilities
  - 9.1.9.3. pupils with a social worker or who are looked-after by the local authority
  - 9.1.9.4. pupils eligible for free school meals
  - 9.1.9.5. any pupils from backgrounds (including ethnicities, religions or beliefs, or sexual orientations where applicable) in the school community that have, or have historically had, lower attendance than their peers

## **10. Communicating with parents/carers, children and young people regarding Attendance**

10.1. Parents/carers are expected to:

- 10.1.1. Make sure their child attends every day on time
- 10.1.2. Call the school to report their child's absence (and each subsequent day of absence), and advise when they are expected to return
- 10.1.3. Provide the school with more than 1 emergency contact number for their child

10.1.4. Ensure that, where possible, appointments for their child are made outside of the school day

10.1.5. Attend meetings, where requested and whenever possible, where their child is considered vulnerable or is persistently or severely absent to discuss attendance and engagement at school

10.2. Schools will treat all pupils and parents with dignity and staff should model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance. In communicating with parents, schools should discuss the link between attendance and attainment and wider wellbeing, and challenge parents' views where they have misconceptions about what 'good' attendance looks like. Where a pupil or family needs support with attendance, it is important that the best placed person in the school works with and supports the family and wherever possible the person should be kept consistent.

10.3. Schools will consistently promote the benefits of good attendance at school

10.4. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners 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.

## **11. Persistent and severe absence from school**

11.1. Whilst every pupil has a right to a full-time education and high attendance expectations should be set for all pupils consequently this policy will be applied fairly and consistently but in doing so schools should always consider the individual needs of pupils and their families who have specific barriers to attendance.

11.2. Persistent absence is when a pupil misses 10% or more of school, severe absence is when a pupil is missing 50% or more of school

11.3. In the first instance, all schools are expected to:

11.3.1. Support pupils and parents by working together to address any in-school barriers to attendance.

11.3.2. Where barriers are outside of the school's control, all partners should 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 should be regularly discussed and reviewed together with pupils and families.

- 11.4. When planning for how to support vulnerable pupils, schools will have particular regard to pupils who have previously been persistently or severely absent at any point during the totality of their education. Data will go beyond utilising the current term's attendance data from day one of a new term. Schools will access to children's or young people's previous education, suspension, exclusion and attendance history so that they can plan proactively, even before the start of a new term or joining a new school.
- 11.5. Where absence intensifies, so should the support provided, which will require the school to work in tandem with the local authority and other relevant partners:
- 11.5.1. If the needs and barriers are individual to the pupil this may include provision of mentoring, careers advice, college placements, 1-2-1 tuition or out of hours learning, or where appropriate an education, health and care plan or alternative provision.
- 11.5.2. Where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.
- 11.5.3. Where engagement in support is proving challenging, schools should 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's point of contact in the local authority School Attendance Support Team. These meetings should clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in future, but should 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.
- 11.6. Where voluntary support has not been effective and/or has not been engaged with all schools should work with the local authority to:
- 11.6.1. Put formal support in place in the form of a parenting contract or an education supervision order.
- 11.6.2. Local Authority to 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.
- 11.6.3. Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
- 11.6.4. Local Authority to 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.

11.7. Make use with the Local Authority of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. Where they are used, it should be clear that it will change parental behaviour and in making the decision to use an intervention, headteachers and local authority officers should have regard to their safeguarding duties as set out in the statutory guidance on Keeping Children Safe in Education. It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family. These are:

11.7.1. Parenting contracts.

11.7.2. Education supervision orders

11.7.3. Attendance prosecution

11.7.4. Parenting orders

11.7.5. Fixed penalty notices

11.8. In all cases, the school should monitor the impact of any intervention(s) and adjust 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 should work together to identify the reasons why and either adjust or change the approach.

## **12. Staff training**

12.1. Improving attendance requires knowledge of guidance and regulations but also expertise in working with families to remove barriers to attendance and safeguard pupils. Just as those barriers are regularly evolving, so too is the training that school staff require to address them.

12.2. Training on attendance must be included in the school(s)' continued professional development offer for all staff, and that attendance is covered as part of induction. As a minimum this should include all staff understanding:

12.2.1. the importance of good attendance and that absence is almost always a symptom of wider circumstances

12.2.2. the law and requirements of schools including on the keeping of registers, on the school/trusts' strategies and procedures for tracking, following up and improving attendance

12.2.3. The Trust's strategies and procedures for tracking, following up and improving attendance

12.2.4. the processes for working with other partners to provide more intensive support to pupils who need it.

12.3. Dedicated attendance training must be provided to any staff with a specified attendance function in their role, including administrative, pastoral or family support staff and senior leaders. In addition, this should include:

12.3.1. the necessary skills to interpret and analyse attendance data,

12.3.2. and any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance.

12.4. One of the most successful approaches to improving attendance is the sharing of effective practice between schools. The Circle Trust will provide regular opportunities to bring together staff from different schools to learn from each other's attendance expertise and share effective interventions. As a minimum this includes:

12.4.1. sharing exemplar resources and documents such as communications to pupils and parents, regular networking or Q&A sessions

12.4.2. topical best practice training or webinars.

12.4.3. Engagement with local authorities providing opportunities to schools of all types within a geographical area to come together to share effective practice

### **13. Pupils with medical conditions or special educational needs and disabilities**

13.1. 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 should be the same as they are for any other pupil. That said, in working with their parents to improve attendance, schools should be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education. This should include:

13.1.1. Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed. Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.

13.1.2. Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, schools should work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Please see further details on SEN support and the school's SEN policy which is published on the school's website

- 13.1.3. Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- 13.1.4. Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance.
- 13.1.5. Ensure data is regularly monitored for these groups including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.
- 13.1.6. Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. Please see further information on supporting pupils with medical conditions on the Trust's policy for supporting pupils with medical conditions at school.
- 13.1.7. In all cases, schools should be sensitive and avoid stigmatising pupils and parents and they should talk to pupils and parents and understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual pupil's specific needs.

#### **14. Part-time timetables**

- 14.1. 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.
- 14.2. A part-time timetable should not be used to manage a pupil's behaviour.
- 14.3. A part-time timetable must 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 should have a time limit by which point the pupil is expected to attend fulltime, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

## **15. 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**

- 15.1. All schools should work with the local communities (including voluntary and community groups) to help remove the barriers to attendance that families experience. In some cases, families will experience the same or similar barriers to attendance for multiple children who attend different schools in the area. As such, it is of mutual benefit for such schools to work together where possible. This will be particularly beneficial in supporting transition between feeder schools.
- 15.2. Schools will work jointly and share data on individual cases where it is of benefit to the pupil (e.g. health services where there are medical conditions or the police where there are extra-familial harms). Local authorities and schools (of all types) are expected to have a regular Targeting Support Meetings at least termly. Further, to facilitate timely collaborative working across partners, all schools are also legally required to share information from their registers with the local authority. As a minimum this includes:
  - 15.2.1. Every time a pupil's name is to be added to, or deleted from, the school admission register outside of standard transition times (including the statutory reason for deletion). For deletions this must take place before the deletion, and for additions it must be no later than 5 working days after the addition.
  - 15.2.2. The name and address of any pupil who fails to attend school regularly or has missed school for 10 days or more without the absence being recorded as authorised. Local authorities should agree the frequency this must be shared with all schools in their area. This should be no less frequently than once per calendar month.
  - 15.2.3. Local authorities may seek, and schools are expected to provide, more frequent or comprehensive sharing of data than the statutory minimum where it is essential to fulfilling their obligations under the Education Acts. To avoid any unnecessary burdens for schools this should always be automatic from school registers and not require additional manual data collection/ returns (e.g. through a data aggregator directly from management information systems). This collaboration allows local authorities to facilitate quicker, more efficient joint working and better target their area wide attendance strategy.
  - 15.2.4. Similarly, whilst the law provides access to registers of maintained schools for local authority officers who need access to fulfil their obligations under the Education Acts, all schools, regardless of whether or not they are covered by that legislation, are still expected to provide the local authority with access to support joint working between schools, trusts and local authorities.



## 16. Attendance procedures

- 16.1. The position of The Circle Trust is clear, an individual school in the Trust's unique ethos should be preserved in perpetuity. Consequently, attendance procedures must be in line with this policy but appropriate for their cohort of children or young people.
- 16.2. Each school attendance procedures will be set out in three parts:
- 16.2.1. **PREVENTION** of poor attendance through strong and effective whole school attendance management
  - 16.2.2. **EARLY INTERVENTION** to reduce absence before it becomes habitual or severe
  - 16.2.3. **TARGETED** reengagement of persistent and severely absent pupils
- 16.3. Each school's attendance procedures in the appendix of this policy will set out:
- 16.3.1. The attendance and punctuality expectations of pupils and parents, including start and close of the day, register closing times and the processes for requesting leaves of absence and informing the school of the reason for an unexpected absence.
  - 16.3.2. The name and contact details of the senior leader responsible for the strategic approach to attendance in school.
  - 16.3.3. Information and contact details of the school staff who pupils and parents should contact about attendance on a day to day basis (such as a form tutor, attendance officer etc) and for more detailed support on attendance (such as a head of year, pastoral lead or family liaison officer etc).
  - 16.3.4. The school's day to day processes for managing attendance, for example first day calling and processes to follow up on unexplained absence.
  - 16.3.5. How the school is promoting and incentivising good attendance.
  - 16.3.6. The school's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
  - 16.3.7. The school'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.
  - 16.3.8. 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.
- 16.4. In developing and implementing their procedures, the school will consider the obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child

- 16.5. This policy must be easily accessible to leaders, staff, pupils and parents, including (but without limitation) published on the school website. Parents will be informed of the school's attendance procedures and policy with any initial information when pupils join the school and will be regularly reminded and when it is updated
- 16.6. When reviewing and updating the policy, schools should seek the views of parents and pupils

## **17. Amendments to this policy**

- 17.1. The CEO and any officer of the Trust nominated by the CEO is authorised to amend this Attendance Policy to reflect changes in personnel or procedure or changes in legislation or DfE guidance.
- 17.2. Any such changes must be reported to the Educational Outcomes Committee at its next scheduled meeting following the changes.

## Appendix

### St Crispin's School Attendance procedures in accordance with section 16 of this policy

#### Term 1

Heads of Year will monitor individual attendance looking for patterns, intervening should they have concerns, recognising that one period of illness within the first term can lower a student's attendance considerably. Therefore, intervention will occur where there are concerns that the absence is persistence and the procedures outlined below for Terms 2 and 3 will be adopted.

#### Terms 2 and 3

##### Step 1

To work WITH our families and address barriers to attendance, when a student's attendance falls to 95% or below, a letter will be sent by the Head of Year so that parents/carers are aware that their child's attendance is being monitored.

##### Step 2

Should the child's attendance have not improved following Step 1 and has continued to decline, the Head of Year will send a second letter to parents/carers to share that absences are no longer being authorised and that evidence is required (**this does not have to be a medical note – this can be a screenshot of a doctor's appointment/image of prescription bottles**) in order to do so. Head of Year to make Attendance Officer aware of student's attendance that is not to be authorised.

##### Step 3

Should the child's attendance fall below 90% following the actions outlined in Steps 1 and 2, the Head of Year will send a third letter to parents/carers to share that Wokingham's Education Welfare Officer has been in contact with regards to the child's attendance following a review of data and are monitoring.

##### Step 4

Should the child's attendance not increase the child will be open to a Pastoral Attendance Plan (PAP) sending an invite letter to parents/carers.

##### Step 5

If PAP not working following review, referral made to Education Welfare a pre-fast track meeting to be held with the Education Welfare Officer in attendance. Invite letter sent and include the Wokingham Fixed Penalty leaflet.

##### Step 6

Should the child's attendance not improve, they will be subject to Fast Track Proceedings/Fixed Penalty Notice by Education Welfare.

*Nb. At any point within the steps, a panel day can/may be held and the family will be invited in so we can hold discussions as to how we can support together in raising the child's attendance.*



# Attendance

## A Guide for Parents & Students

The Key to Academic Success is

EXCELLENT ATTENDANCE at School

### Why is school attendance so important?

Your child will have access to a safe learning environment  
Your child will receive the full-time education to which they are entitled  
Your child will achieve success with their learning at school  
Your child will have better choices when they leave school

### Medical Room Procedures

If a student feels unwell, they should go to the Medical Room. They will be assessed and parents will then be contacted directly by the school should the student need to be collected.

If your child contacts you directly, please contact the school before coming on site

### Leave of absence

For emergency medical/dental appointments, please send an email to [absence@crispins.co.uk](mailto:absence@crispins.co.uk) or contact the Main Office.

For ALL other absences, please complete a leave of absence form which can be found at <https://bit.ly/3dwQtgJ>

### Punctuality

Students should arrive to school by 8:30 each day. Those that are persistently late to school or lessons will be placed on report. Students who are on report and are late will be required to make up the corresponding minutes after school that day.

Attendance and Punctuality is taken seriously at St Crispin's. Students falling below 90% attendance fall into the PERSISTENT ABSENCE category and could be subject to parenting contracts and orders, penalty notices or prosecution.

If your child falls below 95% attendance, you will receive a letter from the Head of Year to share your child's attendance and invite a discussion as to how we can work together to increase your child's attendance.

Should your child's attendance continue to fall and reaches 90%, you will receive a letter from the school's Education Welfare Officer reaching out to support your child with their attendance.

If attendance fails to improve, this will lead to the child being placed on a Pastoral Attendance Plan (PAP) which puts in place targets to support the student.

Unfortunately, should these interventions not be successful, penalty notices or prosecution proceedings will be implemented.

If no reason for a child's absence has been received after two weeks, this will be marked as an unauthorised absence.

### Holidays During Term Time

Holidays during Term Time have a detrimental effect on learning. A student who takes a 10 day holiday during an academic year will only attain 94.7% attendance, on the condition that they attend every remaining school day.

If a student is then ill, each additional day they are absent from school will reduce their total attendance by 0.5%.

### Impact of low attendance



If there are any questions/problems please contact your child's Head of Year or Mr Blyth, Senior Deputy Head, on 0118 9781144 and we will endeavour to support you

To report an absence please email [absence@crispins.co.uk](mailto:absence@crispins.co.uk) or phone the school on 0118 9781144 and press option 1

Please follow these procedures for every day of absence

PLEASE SUPPORT YOUR CHILD WITH THEIR EDUCATION BY MAKING SURE THAT THEY ATTEND SCHOOL REGULARLY