ALDRIDGE EDUCATION

Attendance Policy

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Applies to (Mark as appropriate)			
Staff	Pupils / Students / Adult Learners	Parents / Carers / Guardians	Contractors
✓	✓	✓	✓
Volunteers	Students on placement	Trustees / LGC / Members	Visitors
	✓	✓	
Agency Staff	Other	a	a
✓			

Published Locations				
Trust Website	Academy Website	Aldridge Intranet	Student/Parent planners	On-request
	✓	✓		✓

Consultation (Complete as appropriate in line with master policy document)			
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Key Contact Personnel:

Principal	SLT Attendance Lead	Attendance Champion	Attendance Officer(s)	Mental Health Lead
Chris Hatherall	Paul Rigby	Paula Crean	Paula Crean	Phil Hilton

Head of Inclusion	Nominated Attendance Link Governor	Chair of Governors	Academy Local Authority	Local Authority Attendance link
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Contents

Key Contact Personnel: 4

1. Aims 6
2. Legislation and guidance 6
3. Academy procedures 7
   - 3.1 Attendance registers 7
   - 3.2 Unplanned absence, or pupils and students unexpectedly absent 7
   - 3.3 Medical or dental appointments 8
   - 3.4 Lateness and punctuality 8
   - 3.5 Following up absences 9
   - 3.6 Reporting to parents and carers 10
4. Authorised and Un-authorised absence 10
   - 4.1 Granting approval for term time absence 10
   - 4.2 Legal sanctions 11
   - Prosecution 12
5. Strategies for promoting attendance 12
   - 5.1 Rewards 15
6. Attendance Monitoring 16
7. Children who are absent from education 17
8. Children at risk of missing education 17
9. Pupils / students at alternative provision 18
10. Removing pupils/students from the school roll 18
11. Roles and responsibilities 19
    - 11.1 CEO 19
    - 11.3 Local Governing Committee (LGC) 19
    - 11.4 Principal 19
    - 11.5 Academy's SLT Attendance Lead 20
    - 11.6 Academy's senior Attendance Champion 20
    - 11.7 Attendance Officer / Manager / Designated Person 20
    - 11.8 Office / Reception staff 21
    - 11.9 Teaching / Support staff 21
    - 11.10 Parents / Carers 21
12. Monitoring of this policy 21
13. Links with other policies and procedures 21
14. Appendix A – Attendance Codes 22
15. Appendix B – Staged Letters to parent/carers 23
16. Appendix C - Application for pupil/student leave of absence 27
17. Appendix D – Procedure for removing a pupil/student from the school roll 28

18. Appendix E – Attendance reporting information for parents 26
19. Appendix F – Attendance monitoring & recording protocols..... 28

1. Aims

At Aldridge Education we believe that education should be stimulating, enriching and enjoyable at all phases. We believe that strong academies and Trusts achieve this through high-quality teaching, strong and relevant curricula that retain breadth within and between future career pathways, through clear boundaries and excellent relationships.

In order to achieve this, all of our pupils and students must have high level of attendance. Aldridge Education aims to ensure that attendance of learners across all key stages, is at least in line with the national average. It is clear that for pupils and students to reach their full potential they should rarely miss a day at school. Attendance is also a safeguarding matter. Poor attendance may be an indicator that a pupil or student's welfare is at risk. Weak attendance practice can risk pupils' or students' wellbeing. All academies within the Trust must ensure that effective attendance practice is understood by all staff and is closely linked with effective safeguarding practice.

The Trust has a robust, clear strategy in place for:

- Promoting good attendance and reducing absence, including persistent and severe absence
- Ensuring every pupil and student has access to full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school
- Promoting and supporting punctuality to lessons

We also support parents to perform their legal duty to ensure their children of compulsory school age attend school regularly and promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy meets the requirements of the school attendance guidance from the Department for Education (DfE) and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Working together to improve school attendance - August 2024
- Part 3 of The Independent School Standards
- The Education Act 1996
- The Education Act 2002
- The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013
- The Education (Pupil Registration) (England) (Amendment) Regulations 2016
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Education (Penalty Notices) (England) (Amendment) Regulations 2024
- The School Attendance (Pupil Registration) (England) Regulations 2024
- Keeping Children Safe in Education
- Mental health issues affecting a pupils attendance: guidance for schools

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

The academy will always work with the local authority if legal proceedings have to be evoked on a parent/carer. This will be led by Paula Crean with support from Debbie Parlane and Ruth O'Neill

3. Academy procedures

Once pupils become subject to the Admissions Policy in accordance with The Independent School Standards and further Government Guidance, pupils will become subject to this attendance policy following admission to the academy.

3.1 Attendance registers

By law, all schools are required to keep an attendance register, and all students must be placed on this register. Pupils and students are expected to arrive at school by 8:45am

The attendance register for the morning will be taken at 8:50am of each school day and kept open until 9:10am. The register for the second session will be taken at 12:30pm and be kept open until 1pm. It will mark whether every student is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix A for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or unauthorised (for pupils/students of compulsory school age)
- The nature of the activity if a pupil or student is attending an approved educational activity
- The nature of circumstances where a pupil or student is unable to attend due to exceptional circumstances

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

3.2 Unplanned absence, or pupils and students unexpectedly absent

If a pupil or student is unexpectedly absent from school, all efforts will be made to assure their whereabouts and welfare as quickly as possible. Often this will be achieved via a call home but sometimes this may require a home visit that confirms the child's whereabouts. The Principal will not accept anything short of a definitive confirmation of the child's whereabouts.

The DfE guidance, 'Keeping Children Safe in Education' states: "Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student". This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Parents and carers must notify the academy on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health. All academies within the trust will ensure that parents are informed that notification happens in the following way:-

Parent/carer must contact the academy by 8:45am on the first day of absence.

Parent/carer must provide details for the reasons for their child's absence.

If the parent/carer's reason for their child's absence is due to them having a contagious illness, i.e., diarrhoea, repeated vomiting, then the parent/carer will not be expected to call the academy on day 2. They will be told to call on day 3 if their child is still going to be absent from school, and then every day thereafter. If a parent/carer discloses that their child has a GP or hospital letter which states the number of days that they should be absent for, evidence of this will need to be provided by day 3, at which point parent/carers will not need to make daily contact for the duration of the absence.

The above process will be communicated to all parent/carers when their child joins the academy, via the introductory information provided. These details will also be made available on the academy's website. **(See Appendix E – Attendance reporting information for parents)**.

Absence due to illness (physical or mental ill-health) will usually be authorised unless the academy has a genuine concern about the authenticity of the illness. The academy may ask parents to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence and will not ask for medical evidence unnecessarily. If the academy is not satisfied about the authenticity of the illness, they will make the decision as to whether the absence will be recorded as unauthorised, and parents will be notified of this.

3.3 Medical or dental appointments

Missing registration for a medical or dental appointment should be counted as an authorised absence. Advance notice is required for authorising these absences, and the final decision as to whether to authorise will be the Principal's.

We encourage parents and carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil or student should be out of school for the minimum amount of time necessary. Parent/carers are to notify the academy in the following way:

- Contact the academy at least 24 hours in advance of the appointment
- Provide written evidence of the medical or dental appointment, preferably in advance but if not then upon their child returning to school

Where there are siblings who also attend the academy, parent/carers will not be authorised to remove those siblings from the academy so that they can also attend the appointment. Children also must not be absent for parent/carer appointments.

We also encourage parents and carers to ensure that pupils and students are in school before their appointment to be marked as attending before they leave for a medical or dental appointment. Pupils and students are expected to catch-up with any work missed through absence, and teachers will help students achieve this.

3.4 Lateness and punctuality

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

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

Continued lateness to school can have an impact on a pupil/student's ability as they are having a disrupted start to the day. All academies in the Trust will have interventions in place to help support pupils, students, and their families with punctuality. This may include:

- Breakfast Club
- Punctuality reports
- Teacher 'meet & greet' before the start of lessons
- Morning activity clubs
- Updates to parents/carers on individual and whole class/year group punctuality
- School staff on duty before the start of the school day outside key 'hot spots', i.e., local shops, tram/bus stops

- Allocating key responsibilities and/or tasks to students that can only be done before the start of the school day
- Providing a free breakfast

3.5 Following up absences

Academies will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session.

The academy will always offer support to the pupil and/or their parents/carers to help improve attendance and can include support from external partners and agencies. Where it is identified that support is required, interventions and any necessary referrals will be made as quickly as possible.

Where support is not appropriate, not successful, or not engaged with, the academy will issue notice to improve warning letters and/or issue a fixed penalty notice or other legal interventions, as appropriate

All academies within the Trust will follow up absences in the following way:

Parent/carer(s) are called on the **first day of absence** – if no contact is made with the primary contact, then this should include anyone with parental responsibility and those named as Emergency Contacts – even if they do not live with the pupil or student. If no contact is made, then messages are left to inform all contacts that a home visit will be carried out on day 2 if the pupil or student has not returned to school. **Details of the call home and to any other contacts to be recorded on Bromcom on the same day. If there are concerns about the pupil or student, then information is also to be logged on CPOMS.**

On day 2 of absence parent/carer(s) are called including anyone with parental responsibility and those named as Emergency Contacts – even if they do not live with the pupil or student. If no contact is made, then a **home visit is carried out that day for those students identified as being the most vulnerable or at risk**; where possible this should include speaking to neighbours. The priority for these visits should be for those pupils or students who have been identified by the academy as requiring immediate intervention.

If the pupil or student does not live with both parents, but both are named as contacts, then where possible a home visit should also be conducted at the second parent's address if no contact is made at the primary address. If parent/carer(s) aren't spoken to then a card or letter is left at the addresses visited, informing them of the visit, asking them to contact the academy and informing them that if no contact is made then another home visit will take place the following day. Information should include the name of the person to contact at school. **Details of the home visit, call home, and to any other contacts to be recorded on Bromcom on the same day.**

On day 3 of absence parent/carer(s) are called including anyone with parental responsibility and those named as Emergency Contacts – even if they do not live with the pupil or student. If no contact made, then a **home visit is carried out that day**; where possible this should include speaking to neighbours.

If the pupil or student does not live with both parents, but both are named as contacts, then where possible a home visit should also be conducted at the second parent's address if no contact is made at the primary address. If parent/carer(s) aren't spoken to then a card or letter is left at the addresses visited, informing them of the visit, asking them to contact the academy & informing them that if no contact is made then another home visit will take place the following day. Information should include the name of the person to contact at academy.

Designated Safeguarding Lead (DSL)must ensure a referral to children's social care to report the pupil/student as a CME. Primary parent/carer(s) to be informed that a referral as now been made. **On day 3 of absence, a CPOMS incident needs to be created for the student, detailing the actions from days 1 – 3, and any updates.**

On day 4 and 5 of absence the steps followed for day 2 to be repeated and all **details to be recorded on CPOMS as an 'Action' under the initial Incident created on day 3 of absence.**

By day 6, the steps followed for day 2 to be repeated. If no contact has been made with the parent/carer, nor the Emergency Contact(s), DSL must contact children's social care for an update on the referral made on day 3 and to inform them that the pupil/student has still not returned to school. **Details to be recorded on CPOMS as an 'Action' under the initial Incident created on day 3 of absence.**

On day 7 of absence the steps followed for day 2 to be repeated. Parent/carer(s) are called including anyone with parental responsibility and those named as Emergency Contacts – even if they do not live with the pupil or student. If no contact is made, then a **home visit must be carried out that day**; where possible this should include speaking to neighbours.

If the pupil or student does not live with both parents, but both are named as contacts, then where possible a home visit should also be conducted at the second parent's address if no contact is made at the primary address. If parent/carer(s) aren't spoken to then a card or letter is left at the addresses visited, informing them of the visit, asking them to contact the academy & informing them that if no contact is made then another home visit will take place the following day and that if no contact is made then the academy will contact the local authority to report the student as a Child Missing from Education (CME); information should include the name of the person to contact at academy. **Details to be recorded on CPOMS as an 'Action' under the initial Incident created on day 3 of absence.**

On day 8 of absence the steps followed for day 2 & 6 to be repeated. **Details to be recorded on CPOMS as an 'Action' under the initial Incident created on day 3 of absence.**

On day 9 of absence if there has still been no contact made by parent/carer(s) or Emergency Contacts, they are informed by phone and letter that the student is being referred to the local authority as a CME. Where a student does not live with both parents, but they are both named as contacts, the second parent is also to be contacted and informed of the actions to be taken. A home visit to be carried out to deliver the letter by hand. **Details of the call and letter to be recorded on CPOMS as an 'Action' under the initial Incident created on day 4 of absence.**

On day 10 of absence if there has still been no contact made to parent/carer(s), a referral is to be made to the local authority to report the student as a CME.

3.6 Reporting to parents and carers

Academies will report pupil and student attendance and punctuality to parents and carers at least once each academic year. This is typically included within the students' annual report.

4. Authorised and Un-authorised absence

4.1 Granting approval for term time absence

The Principal will not grant any leave of absence to pupils or students during term time unless they consider there to be 'exceptional circumstances'. A leave of absence is granted at the Principal's discretion, including the length of time the pupil or student is authorised to be absent for.

Exceptional circumstances include the following:

- acute family trauma
- terminal illness or death of a family member
- if a family member serves in the Armed Forces – Service personnel returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays
- following advice from a health professional
- out of school programme such as music, arts, sport operating at an appropriate standard

The Principal considers each application for term time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence will be granted entirely at the Principal's discretion. Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence. The Principal may require evidence to support any request for leave of absence.

Valid reasons for authorised absence may include:

- Illness and medical/dental appointments – as explained in sections 3.2 and 3.3
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parent/carer belongs. If necessary, the school will seek advice from the parent/carer's religious body to confirm whether the day is set apart.
- Traveller students 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 student is attending educational provision.
- Reduced timetables agreed between the school and parent/carers.
- Study leave.

All requests for term-time absence will need to be made in writing by the parent/carer using the 'Application for pupil/student leave of absence form' **(Appendix C)**, accessible via UTCW Website or UTCW reception. This form will then need to be completed and signed off by the Principal.

4.2 Legal sanctions

The academy will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions on which ones to implement will be made on an individual, case-by-case basis.

Penalty notices

The decision on whether or not to apply for a penalty notice ultimately rests with the Principal, following the local authority's code of conduct for issuing penalty notices, however the local authority makes the decision as to whether a fine will be issued.

However, the local authority or the police can also fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

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

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

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks). This can be a combination of any type of unauthorised absence and do not have to be over a consecutive period within the 10 weeks.
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

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

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

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, are not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

Notices to improve

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

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

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

Safeguarding the welfare of all pupils/students at the academy is paramount so there will be clear expectations of the academy and parent/carer(s) roles and responsibilities to ensure that the pupil/student is safe when not in school. If there are concerns that they are at risk of harm then referrals will be made to children's social care. All reduced timetables will be reviewed every 2 weeks and only extended if it is in the best interests of the pupil/student. Pupils and students will only have a present attendance mark recorded for when they are in school.

Prosecution

Local authorities have the power to prosecute parents and carers. Prosecution could lead to fines up to £2500, a community order and /or 3 months imprisonment. See paras 161 – 165 of Working together to improve school attendance for more information.

5. Strategies for promoting attendance

UTCW has a clear strategy to promote attendance which includes rewards, sanctions, assemblies, and meetings with parents and carers.

The academy uses the following strategies to promote and encourage improved attendance:

1.1 Clear Attendance Expectations and Culture

- A strong culture of high attendance is promoted through assemblies, tutor activities, newsletters, and consistent messaging from senior leaders.
- Attendance expectations are communicated regularly to pupils, staff, and families, including the importance of punctuality and the link between attendance and academic outcomes.
- Attendance data is monitored daily, with weekly analysis at senior leadership meetings to identify trends and concerns early.

1.2 First-Day Contact and Rapid Follow-Up

- Daily first-day absence calls are made by the attendance team.
- Text messages and emails are sent to parents/carers when contact cannot be made by phone.
- Home visits are conducted where necessary to check welfare and establish barriers to attendance.

1.3 Incentives and Recognition

- Attendance rewards are built into the school's positive behaviour system (certificates, badges, celebration assemblies, class rewards, termly recognition events).
- Form groups and year groups are recognised for improved or sustained attendance.
- Individual pupils with significant improvements receive personalised praise from senior staff.

1.4 Early Intervention and Escalation

- Weekly attendance panels identify pupils approaching 95%, 92%, and below 90% (PA threshold).
- Clear, stage-based intervention pathways include:
    - Initial concern letters
    - Meetings with pastoral staff
    - Attendance action plans
    - Parenting contracts
    - Referrals to external agencies
    - Legal processes where needed, in line with statutory guidance.

1.5 Family Engagement

- Attendance workshops support parents in understanding routines, sleep hygiene, and strategies for improving punctuality.
- Pastoral teams maintain regular communication with families to build trust and address practical barriers (transport, uniform, routines).
- Interpreters and translated materials are provided for families with English as an additional language (EAL).

Targeted Support for SEND Learners

2.1 SEND-Specific Monitoring and Analysis

- Attendance for SEND pupils is tracked separately to ensure early identification of need.
- Barriers are explored through the **Assess–Plan–Do–Review** cycle, working with parents and external professionals.

2.2 Adapted Attendance Plans

- Individual Attendance Plans incorporate reasonable adjustments aligned with the pupil's SEND profile, such as:
    - Adjusted timetables or phased returns
    - Safe arrival/departure arrangements
    - Flexible lesson transitions
    - Access to sensory breaks for pupils with sensory needs or ASD.

2.3 Teaching and Learning Adjustments

- Pupils receive Quality First Teaching with scaffolding and differentiated tasks. When pupils feel successful and supported in lessons, attendance improves.
- Key workers or TAs check in with pupils daily to support transitions, reduce anxiety, and encourage sustained attendance.

2.4 Specialist Interventions

- SALT, OT, EP, SEMH, or specialist behaviour support involvement where attendance is affected by communication difficulties, processing needs, or anxiety.
- Small-group nurture or SEND interventions (e.g., social communication groups, Zones of Regulation) supporting emotional readiness for learning and school engagement.

Support for Pupils Experiencing Physical Ill-Health

3.1 Health Care Plans and Liaison with Medics

- Individual Health Care Plans are created with parents and healthcare providers to ensure school can accommodate medical needs safely.
- Staff trained in managing specific conditions help pupils feel confident attending.

3.2 Reasonable Adjustments

- Adjustments include:
    - Access to lifts, reduced movement around school, and ergonomic equipment
    - Rest breaks during the day
    - Adapted PE programmes based on medical advice
    - Transport support or modified arrival routines
- Medical evidence is used to guide phased returns following long-term illness or surgery.

3.3 Reintegration Support

- Graduated reintegration plans help pupils return after extended medical absence, supported by teachers, pastoral staff, and parents.
- Remote learning or catch-up tuition is offered where appropriate to prevent pupils from feeling "behind," which can reduce return anxiety.

Support for Pupils Experiencing Mental Ill-Health

4.1 Early Identification and Pastoral Support

- Daily emotional check-ins for vulnerable pupils.
- Keyworker or mentor allocated for regular wellbeing support.
- Safe spaces for regulation or de-escalation during the school day.

4.2 Therapeutic and SEMH Interventions

- Access to ELSA support, school counselling, or specialist therapeutic provision (art therapy, nurture groups, CBT-informed approaches).
- Anxiety-reduction interventions such as:
    - Graduated exposure plans
    - "Meet and greet" on arrival
    - Timetabled wellbeing breaks
    - Regulated transitions between lessons.

4.3 Multi-Agency Collaboration

- Close involvement with CAMHS, Early Help, MHST (Mental Health Support Teams), social care, and external therapeutic providers to overcome barriers caused by mental ill-health.
- Joint meetings ensure coordinated strategies and consistent messaging across school and home.

Attendance for Vulnerable Groups

- Pupils with a social worker (CiN, CP, LAC/CLA) are monitored daily by safeguarding leads.
- Personal Education Plans (PEPs) include attendance targets and coordinated actions.
- Multi-agency professionals work together to address safety, stability, and wellbeing concerns that may impact attendance.

6. Monitoring Impact

- Weekly reports track attendance progress for whole school, year groups, vulnerable cohorts, and individual pupils.
- Senior leaders review data termly to evaluate which strategies are effective and adapt provision accordingly.
- Pupil voice, parent feedback, and staff insights contribute to continuous improvement.

The table below shows the impact absence has on learning:

Attendance Percentage	Learning days lost per academic year
98%	4
95%	10
90%	19
85%	29
80%	38
75%	48

5.1 Rewards

The academy will ensure that there are appropriate rewards in place to ensure that good and excellent attendance is acknowledged. All academies within the Trust will have reward systems in place to help support pupils, students, and their families with good, excellent, and improved attendance. This may include:

- Early lunch allocations
- Reward assemblies

- Academy trips
- Raffle prizes
- Termly and yearly prizes
- Class or tutor group prizes
- Class or tutor group rewards, i.e., weekly breakfasts, monetary reward
- Points System
- Certificates half termly, termly and yearly
- Recognition of individual and group attendance in home/school communications
- Reward afternoons
- Rewards for parents, i.e., food/retail vouchers

7. Attendance Monitoring

The academy will monitor pupil and student absence on a daily basis, scrutinising patterns on a weekly basis using best practice approaches to promote attendance. However, where attendance is not yet in line with the national average then SLT and staff will scrutinise attendance each day.

All academies within the Trust will use **(Appendix F - Attendance Monitoring & Recording Protocol)** to monitor and record attendance.

Analysis of attendance data will include data for each group (e.g., gender, SEND, Disadvantaged, Others, EAL, ethnic groups), year group, subgroups within each year group (where this is statistically useful). The academy will also look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns. Regular attendance reports will be provided to class teachers/form tutors, and other school leaders, to facilitate discussions with pupils and families around any attendance concerns. Data will also be used to monitor and evaluate the impact of any individual or whole-school interventions put in place in order to modify them and inform future strategies.

Particular weeks of the academic year will be analysed as well to identify sources of poor attendance (e.g., days close to periods of holidays or days of religious celebrations). The Senior Leadership Team (SLT) will implement systems to reduce the impact of regular low points of attendance during the academic year. These could include rewards, alterations to term dates and targeted use of staff training days and will be in line with the school's protocols in place in which to follow up on absences.

Pupil or student-level absence data is regularly shared with the CEO and Head of Inclusion.

Academies whose attendance is below the previous year's national average for the phase will have their attendance monitored weekly by the Head of Inclusion.

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
- Hold regular meetings with the parents of pupils/students who the academy (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
- Explore emotional based school avoidance (EBSA) strategies to support pupils/students with reengaging with the academy

The Trust has the ability to monitor academy attendance nationally through its data management systems and the CEO and Head of Inclusion will regularly discuss academy attendance data through the Trust's line management structure.

8. Children who are absent from education

Students who are absent from education for prolonged periods and/or on repeat occasions could indicate that they are at risk of some form of harm or abuse and is a warning sign to potential safeguarding issues, such as neglect, child sexual and child criminal exploitation - particularly county lines. All academies in the Trust will ensure that they respond promptly to persistently absent students and put strategies and interventions in place early to help prevent them becoming a child missing education in the future. They will also work with the local authority children's social care, attendance, virtual school and SEN teams to support, particularly where being absent from education may increase known safeguarding risks within the family or in the community.

Reducing persistent and severe absence is central to the academy's strategy for improving attendance. Regular meetings will be held with the parents/carers of pupils and students who the academy considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent. This is to:-

- Discuss attendance and engagement at school
- Listen, and understand barriers to attendance
- Explain the help that is available
- Explain the potential consequences of, and sanctions for, persistent and severe absence
- Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils/students.

9. Children at risk of missing education

All academies in the Trust will inform their local authority (LA) of any pupil or student who fails to attend school regularly or has been absent without the academy's permission for a continuous period of 10 days or more. As this could be a safeguarding issue, the senior leadership team (SLT) should ensure that regular follow up contact is made with the LA if the whereabouts of the student is not known or communicated to the academy.

If a vulnerable student cannot be contacted on the first day of absence, a home visit should be completed on day two and three of absence; this should happen on day four and five for a non-vulnerable student. This should continue until the information has been secured. If a student has an allocated social worker they should be informed immediately of any concerns that the student is missing education. SLT should follow the guidance issued by the Department for Education:

https://www.gov.uk/government/publications/children-missing-education

Students most at risk of going missing from education are those who:-

- Are at risk of harm or neglect
- Come from Gypsy, Roma or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

All academies will make 'reasonable enquiries' for students who haven't returned to the academy after 10 days of absence or have been absent without authorisation for 20 consecutive days. Making 'reasonable enquiries' is a joint responsibility with the local authority.

Academy's will:

- Contact parents/carers, relatives and neighbours using known contact details.

- Conduct a home visit in line with the timescales of the Trust attendance policy
- Make enquiries with any agencies, organisations or settings known to be involved with the family.
- Check with the local authority and school where the student moved from originally, or any past local authorities or schools that have educated the student.
- Check with the local authority where the student lives, if it's different from the one where the academy is located.
- Check with the Ministry of Defence Children's Education Advisory Service for children of service personnel.

Local authorities should:

- Contact parents/carers, relatives and neighbours using known contact details
- Checking local databases within the LA, or the DfE's Key to Success or school2school systems
- Make enquiries to other local databases, and agencies known to be involved with the family

10. .Pupils / students at alternative provision

All UTC Warrington pupils and students who attend an alternative provision remain the responsibility of the referring school and will be recorded as dual-registered. The attendance of pupils and students who have been placed in an alternative provision will be monitored daily, and the academy will contact the alternative provision by **10am** to ensure that the pupil/student has arrived on site. Where necessary, sanctions will be applied to parents if their child does not attend the provision.

Unauthorised absence from a provision will be followed up by the academy (in line with section 3.5), in conjunction with the provision, and if the pupil or student cannot be contacted on the first day of absence, a home visit will be completed – either by the provision or the academy.

If the pupil or student is known to children's social care, the DSL will be informed by the school's Attendance Manager/Officer as soon as their absence has been confirmed from the provision. The DSL will then contact the allocated social worker to inform them of the absence.

11. Removing pupils/students from the school roll

The Trust believes that a great education empowers our children and young people because it offers them genuine choice for their future decisions. We believe that it allows our students to understand the value of education and learning throughout their lives. We have zero tolerance of the practice of removing a child from a school's roll in order to appear to improve the school's performance data.

Whilst Aldridge Education recognises a parents' right to home educate their child, the Trust believes that the majority of students are better served in mainstream schooling. When a parent informs the school of their wishes for elected home-schooling arrangements, we will always strive to understand, and where possible remedy, the reasons for this decision so as to enable us to retain each pupil/student within a mainstream setting.

The Senior Leadership Team (SLT) must ensure that detailed records are kept for students who stop attending the academy and are removed from the roll/admissions register. Details must include:

- pupil / student's name
- pupil / student's date of birth
- date of entry to the school
- year group at entry to the school
- URN / UPN / ULN number
- the pupil / student's reason for leaving
- details of new school/educational establishment
- confirmation arrival date from new school / educational establishment
- date removed from roll
- date pupil / student files sent to new school / educational establishment
- date CME referral sent (if applicable)

- confirmation of whether the student is still on roll
- date local authority confirmed student could be removed from roll 2

The Principal **will seek** to meet with the pupil / student and their family, if removing them from roll is likely to take place. **If this is not possible then this meeting should take place with the SLT Attendance Lead**. This is in order to ensure that an effective level of support has been offered to the student and family as well as ensuring that the destination of the pupil / student is known.

The Principal will ensure that pupils / students are only removed from the school's roll/admissions register if one or more of the criteria (defined by The Education (Pupil Registration) (England) Regulations 2006; paragraph 8) are met and as described in the Department for Education's guidance:

https://www.gov.uk/government/publications/school-attendance

The Principal will inform the Head of Inclusion and follow the local authority's procedures for removing a pupil/student from roll, which will always involve officially notifying the local authority of the reasoning and intention to do so.

On receipt of written notification to home educate, the Principal will write formally to the parent, encouraging them to reconsider this decision. If they refuse to do so, the Principal will inform the Head of Inclusion as well as the student's Local Authority that the student is to be deleted from the admission register. **(Appendix D – Procedure for removing a pupil/student from the school roll)** will be used to record and monitor removal from roll.

If the local authority have not requested removal from roll, student should remain on roll until their whereabouts is located and they are known to be safe and well.

Where a pupil / student moves abroad, SLT will take all reasonable steps to assure themselves that the student is moving to another school. This is to ensure that all students are safe and in full time education as necessary.

12. Roles and responsibilities

11.1 CEO

The Chief Executive Officer will present an annual report on attendance to the Trustees, and ensure any feedback is implemented. The CEO will also raise specific attendance concerns with the Trustees, as and when they arise.

11.2 Head of Inclusion

The Head of Inclusion is responsible for, and leads the Trust work on attendance, working to ensure that all schools are fully compliant in line with the policy and statutory guidance. They are responsible for policy development, review and implementation, monitoring of practice, and overseeing the implementation of interventions and strategies to improve attendance.

11.3 Local Governing Committee (LGC)

The LGC is responsible for:

- Promoting the importance of school attendance across the academy's policies and ethos
- Challenging academy leaders to ensure they fulfil expectations and statutory duties
  Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole academy
- Challenging leaders to ensure staff receive adequate training on attendance
- Holding the Principal to account for the implementation of this policy

11.4 Principal

The Principal is responsible for setting a school-wide culture of high standards with attendance and ensuring that every staff member understands their role in driving and improving attendance within the academy.

The Principal is responsible for ensuring this policy is implemented consistently across the academy. This will be done through the monitoring of absence data and reporting it as required and will include the analysis of this data to help determine the need for additional support for students whose poor attendance is impacting their learning.

The Principal will help to develop staff capacity in order for them to adopt effective attendance practice, including monitoring the attendance of individual students and issuing fixed-penalty notices, where necessary. The Principal will decide which member of SLT will fulfil the role of Attendance lead in the school

The Principal will ensure that attendance is prioritised, and adequate resources provided for those staff tasked with carrying out the operational function of the responsibility area

11.5 Academy's SLT Attendance Lead

The SLT attendance lead:

- Monitors attendance data at the academy and individual student level daily
- Reports at least weekly (daily when attendance is below the national average) about attendance to the Principal and Trust Inclusion Lead (where necessary)
- Adheres to the academy's procedure for following up with families where attendance drops or is not yet high enough, working with relevant school staff and external agencies
- Recognises and understands their responsibility for attendance, and that they are accountable for ensuring that agreed interventions are followed
- Is responsible for ensuring that all staff supporting on attendance have adequate support to carry out the role
- Understands that the attendance outcome for their academy lies with them

11.6 Academy's senior Attendance Champion

The senior attendance champion is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Working closely with the academy's Attendance Officer

11.7 Attendance Officer / Manager / Designated Person

The Attendance Officer / Manager / Designated person (as identified by the academy in the absence of an 'attendance officer' post) is responsible for the management and dissemination of attendance data across the school, and to key members of staff who play a role in monitoring student's attendance. They are the link person between the academy and the local authority. They are responsible for ensuring the accurate completion of the daily attendance registers and following up on the non-completion of lesson registers.

They will also engage with pupils, students, and their parent/carers to ensure that attendance is tracked and monitored, and where appropriate rewards and sanctions are issued.

11.8 Office / Reception staff

Administrative staff are expected to take calls from parents and carers about absence and record it on the school system. They will also challenge information received via phone calls or emails if there is any doubt in its accuracy.

Any concerns identified will be reported immediately to the Attendance Manager or SLT Lead for Attendance. If a safeguarding concern is identified then an Incident is to be recorded on CPOMS

11.9 Teaching / Support staff

All staff are responsible for promoting good attendance. Class Teachers/Form Tutors/Teaching Assistants and Support staff are responsible for recording attendance accurately on a daily basis, using the correct codes, and submitting this information in the timeframe expected by the school. They will also follow up with students where there are concerns about their attendance. SLT should ensure that suitable training is in place for all staff who have to take the register – this includes agency and temporary staff.

11.10 Parents / Carers

Parents/carers are responsible for ensuring that children of statutory school age receive their entitlement to full-time education. Academies will work with parents to support this responsibility. Details of parent/carers responsibilities can be found within the following government guidance:

https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance

The academy will always work with families to support them in improving their child/ren's attendance, especially if a need has been identified or disclosed.

13. Monitoring of this policy

This policy will be reviewed annually by the Head of Inclusion.

14. Links with other policies and procedures

This policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Admissions Policies
- Equality objectives
- Behaviour policy

15. Appendix A – Attendance Codes

The following codes are taken from the DfE's guidance on school attendance .**Code**	**Definition**	**Scenario**
/	**Present (am)**	**Pupil is present at morning registration**
\	**Present (pm)**	**Pupil is present at afternoon registration**
L	**Late arrival**	**Pupil arrives late before register has closed**
	Attending a place other than the school	
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
	Absent – leave of absence	
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment

J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency

Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

16. Appendix E – Attendance reporting information for parents

The following information is provided to all parents when their child joins the academy. It outlines the academy's expectations on attendance, absences, and punctuality, as well as providing details on the timings of the school day.

At UTC Warrington, all our pupils and students must have high level of attendance. It is clear that for pupils and students to reach their full potential they should rarely miss a day at school. Attendance is also a safeguarding matter and poor attendance may be an indicator that a pupil's or student's welfare is at risk.

We are also here to support parents and carers to perform their legal duty in ensuring that their children of compulsory school age attend school regularly and on time. To do this we ask that parents and carers adhere to the following protocols:

Punctuality

Arriving to school on time is important, so as to allow all pupils and students to have a settled start to the day. Arriving late to school can often be disruptive to the pupil or student, as well as their teacher and their peers. Below are the timings of the school day:

Timings	**Schedule**
8:30am	School open to students.
8:45am	Time all pupils and students should be on site
8:50am	Registration / Tutor time
9:10am	Lesson / Period 1
10:10am	Lesson / Period 2
11:10am	BREAK
11:30am	Lesson / Period 3
12:30pm	Lesson / Period 4
1:30pm	LUNCH
2:15pm	Lesson / Period 5
3:15pm	End of school day/ Period 6
3:15pm	Extra Curricular activities

Arriving at school

Students are to enter the building via the Dallam Lane main entrance for 8:45am.

Lateness

Pupils and students are late to school if they arrive after 8:50am. If a pupil or student is late to school they will receive a late registration mark, and the following process will need to be followed:

Sign in using entry sign at reception. Break detention for 15 minutes issued.

Once they have signed in, they will then either be escorted to class, or asked to make their own way there.

If a pupil or student is late due to them attending an appointment, evidence of this should be provided at least 24 hours in advance of the appointment. If this is not possible, then the pupil or student should bring the appointment letter or card with them, and hand this into the Attendance Team Office.

We encourage parents and carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil or student should be out of school for the minimum amount of time necessary. Where there are siblings who also attend the academy, parent/carers must ensure that their other child/ren attend the academy on time on the morning of the appointment.

Absence

Parents and carers must notify the academy on the first day of an unplanned absence – for example, if your child is unable to attend due to ill health – and this must be done in the following way:

- Parent/carer must contact academy by 8:45am on the first day of absence, and the following phone number should be used 01925 737067
- Parent/carer is to provide details for the reasons for their child's absence.
- The member of staff taking the call will inform the parent/carer that they will need to contact the academy every day at 8:45am for the duration that their child will be absent.
- Upon the pupil or student's return to school, parent / carers will provide the academy with any relevant medical evidence for the absence

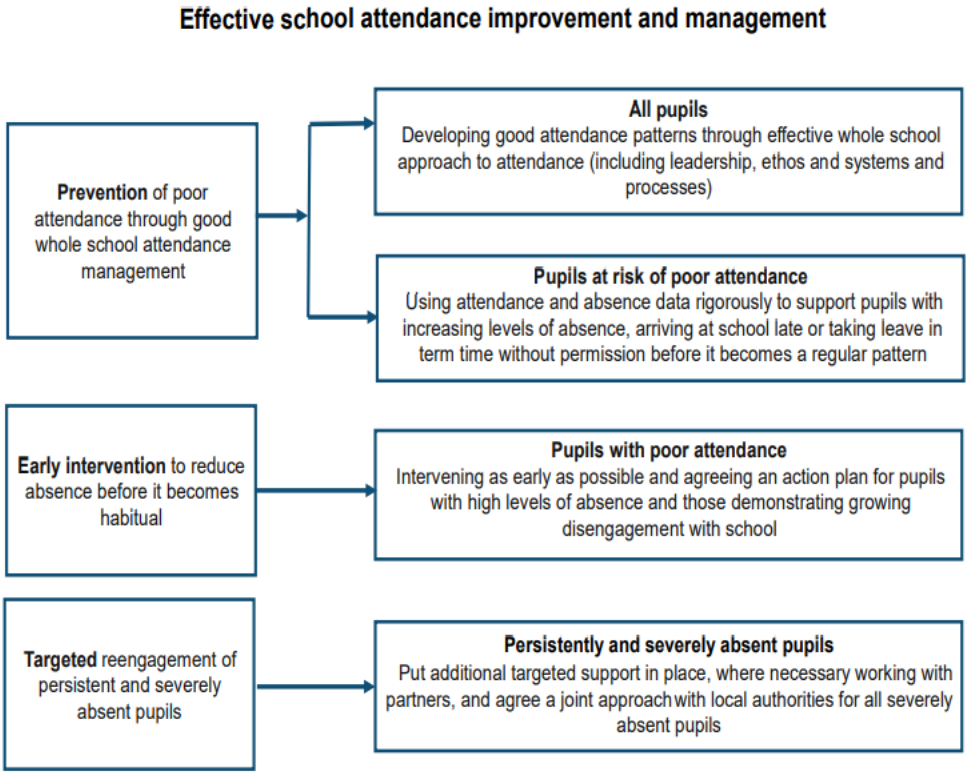
End of school day

The school day ends at 3:15pm and the expectation is that students leave via the exit at the main reception.

If a pupil or student is going to be attending an extra-curricular activity, parent / carers will be informed by The My Child at School App.

All pupils and students will not be allowed on site after 5pm.

17. Appendix F – Attendance monitoring & recording protocols



The below protocols have been written to aid academies in embedding the systems and processes needed to improve attendance in their setting. Securing good attendance cannot be seen in isolation, and effective practices for improvement will involve close interaction with all areas of a learner's education and experience which includes ensuring that there is an equitable and consistent approach with the curriculum, behaviour, incidents of bullying, SEND support, pastoral and mental health and wellbeing support, and effective use of resources, including pupil premium funding.

Stage	Attendance %	Action (WHAT)	Intervention (HOW)
0	99.5 - 97%	Positive praise and acknowledgement during tutor time for being in line with or above academy target. Positive behaviour points issued.	Positive letter
			Positive behaviour points issued via Bromcom
		Form tutors / class teachers to remind learners of attendance expectations and reporting reasons for absence. Also to check whether there are any wellbeing/welfare concerns that school need to be aware of.	Informal conversation by tutor or class teacher
		Unauthorised absence text/calls (Days 1 – 3) done by HoY.	Attendance comments updated on Bromcom by HoY admin or pastoral team
			Attendance Officer to update any internal monitoring tracker being used

		Recognised at year group level by ½ termly attendance assemblies.	Achievements acknowledged by year groups through weekly Pastoral Meetings
1	96 – 93%	Unauthorised absence text/calls (Days 1 – 3) done by HoY. Must include contacting all parents/carers with parental responsibility where contact cannot be made with the primary contact.	Attendance comments updated on Bromcom by HoY, admin or pastoral team
			Attendance Officer to update any internal monitoring tracker being used
		If no contact made with home by day 3, home visit conducted, prioritising those learners who have an allocated social worker, are LAC or with an EHCP.	Daily Home Visit schedule to be followed
			Home Visit reporting form to be completed
			Home Visit reporting form to be uploaded onto CPOMS
			Absence shared with external agencies where the learner has an allocated social worker are LAC or with an EHCP.
		Parents/carers informed of the learners fall in attendance and told that they will be required to attend a meeting with the HoY if there are further absences. Letter to be sent to all parents/carers with parental responsibility where contact details are known.	**Pre-warning letter – for academy's using the A* platform their template letter is to be used**
			Attendance monitored for two weeks. If no improvement, parent/carer meeting arranged
		Learner placed on attendance report to HoY (including any with U codes), for minimum of two weeks. If attendance improves, learner receives positive behaviour points and parents/carers are informed of the progress.	Bromcom updated by HoY, admin or pastoral team to state when learner went on report, to whom and for how long
			HoY, admin or pastoral team monitors the report daily
			HoY, admin or pastoral team issues positive reward points and makes a positive phone call home if attendance has improved
		If no improvements have been made whilst the learner is on report, they will be extended for another 2 weeks	HoY, admin or pastoral team to inform parents/carers of the extension.
			Second pre-warning letter if attendance falls within 2 week monitoring period. **For academy's using the A* platform their template letter is to be used**
			Bromcom updated by HoY, admin or pastoral team with the extended timeframe of 2 weeks
		Learners' current attendance discussed at weekly pastoral meetings and fortnightly year group attendance meetings. HoY encourages the learner not to drop further below the school attendance target and checks whether there are any wellbeing/welfare concerns that school need to be aware of.	Weekly pastoral meetings
			Fortnightly attendance meetings with the HoY/pastoral team and Attendance Officer
			Line Management meetings for the pastoral team and Attendance team discuss the actions and interventions that are taking place
		Learners who improve their attendance are recognised at year group level by ½ termly attendance assemblies	Improvements acknowledged by year groups through weekly Pastoral Meetings
		Learners within this attendance bracket are discussed weekly at every SLT meeting with updates provided on the actions and interventions that have taken place	SLT Lead for Attendance and Attendance Champion to provide updates, including week-on-week improvements for this cohort
2	92 – 90%	Unauthorised absence text/calls (Days 1 – 3) done by Attendance, admin or pastoral team. Must include contacting all parents/carers with parental responsibility where contact cannot be made with the primary contact.	Attendance comments updated on Bromcom by Attendance, admin or pastoral team
			Attendance Officer, admin or pastoral team to update any internal monitoring tracker being used
			Daily Home Visit schedule to be followed

		If no contact made with home by day 3, home visit conducted, prioritising those learners who have an allocated social worker, are LAC or with an EHCP.	Home Visit reporting form to be completed
			Home Visit reporting form to be uploaded onto CPOMS
			Absence shared with external agencies where the learner has an allocated social worker are LAC or with an EHCP.
		No further absences for illness are authorised unless medical evidence is provided	Attendance, admin or pastoral team to communicate this to the pastoral teams
			Bromcom is set up so that only the attendance team can issue an I code in the system
		Parent / carer meeting arranged with HoY or pastoral team. Letter to be sent to all parents/carers with parental responsibility where contact details are known.	**1st warning letter,** ensuring it states that no further absences for illness will be authorised. **For academy's using the A* platform their template letter is to be used**
			HoY or pastoral team contacts parents/carers to arrange a meeting. Bromcom is updated with the date and time
		Parent meeting held. HoY or pastoral team uses the EBSA Home/School indicators document to structure the conversation with the parents/carers - Home/School indicators. Attendance contract issued and discussion had about possible Early Help/CAF referral. Parents/carers to be informed that if attendance doesn't improve then further actions and warning letters will be issued. Learner will also now be placed on attendance report to the Attendance Officer.	HoY or pastoral team to record notes of the meeting and upload onto Bromcom
			HoY or pastoral team to update the Attendance Officer of the meeting as part of their fortnightly attendance meetings.
			Attendance contract to be prepared in advance of the meeting and signed by parents in the meeting. Copy to be given to the parent and uploaded onto Bromcom. To be reviewed fortnightly by the HoY or pastoral team.
			Early Help or CAF referral made by the HoY, pastoral team or DSL, where applicable.
		HoY or pastoral team meets with learner to discuss the parent/carer meeting held and to obtain their views on the Home/School indicators document. HoY to work with the learner to complete the Avoidance Heirarchy document and to RAG their timetable to indicate any lessons which the learner is struggling with. Strategies identified from this document to be communicated to all relevant staff.,	HoY or pastoral team to record notes of the meeting and upload onto Bromcom
			HoY or pastoral team to communicate strategies discussed to all relevant staff, ensuring that this is recorded on Bromcom
		CME issued for any learner who has been absent for 10+ days with no contact made with home or where the learner has not been seen by school	Attendance Officer to make referral to the LA
			Attendance Officer to add a note on CPOMS
			Attendance Officer to track all learners this applies to ensuring they're recording when the referral was made and steps taken by the LA
		FPN issued for any learner who has taken unauthorised holiday during term time (in line with the LAs number of consecutive sessions to have been missed)	Attendance Officer to make referral to the LA
			Attendance Officer to track all learners this applies to ensuring they're recording when the FPN referral was made and issued by the LA
		Where an EWO service is available, key learners from this attendance bracket are identified, referred and added to the EWOs caseload.	Attendance Officer to identify and refer any learners (where applicable)
			Attendance Officer to meet with the EWO every 2 – 4 weeks for an update on progress,

			interventions and whether any cases are to be escalated
		Intervention checklist to be created by the HoY or pastoral team and shared with the Attendance Officer.	HoY or pastoral team to update this document monthly and discuss actions within it during their fortnightly attendance meetings with the Attendance Officer
		Learner placed on attendance report to the Attendance Officer (including any with U codes), for minimum of two weeks. If attendance improves, learner receives positive behaviour points and parents/carers are informed of the progress.	Bromcom updated by Attendance Officer to state when learner went on report, to whom and for how long
			Attendance Officer monitors the report daily
			Attendance Officer issues positive reward points and makes a positive phone call home if attendance has improved.
		If no improvements have been made whilst the learner is on report, then they will be extended for an additional two weeks.	Attendance Officer to inform parents/carers of the extension
			1st FPN notice letter if attendance falls within 2 week monitoring period. **For academy's using the A* platform their template letter is to be used**
			Attendance Officer issues positive reward points and makes a positive phone call home if attendance has improved.
			Bromcom updated by Attendance Officer with the extended timeframe of 2 weeks
		Learners' current attendance discussed at weekly pastoral meetings and fortnightly year group attendance meetings. HoY / pastoral team and Attendance Officer encourages the learner not to drop further below the school attendance target and checks whether there are any wellbeing/welfare concerns that school need to be aware of.	Weekly pastoral meetings
			Fortnightly attendance meetings with the HoY and Attendance Officer
			Line Management meetings for the pastoral team and Attendance team discuss the actions and interventions that are taking place
		Learners within this attendance bracket are discussed weekly at every SLT meeting with updates provided on the actions and interventions that have taken place.	SLT Lead for Attendance to provide updates, including week-on-week improvements for this cohort
			DSL, LAC teacher and SENCo to update CPOMS with details of plans being amended
		DSL, LAC teacher and SENCo to liaise with external professionals for an improvement in attendance to be written into any learners CP/CIN plan, PEP or EHCP.	DSL, LAC teacher and SENCo to monitor the attendance of identified learners
		Learners who improve their attendance are recognised at year group level by ½ termly attendance assemblies.	Improvements acknowledged by year groups through weekly Pastoral Meetings
3	89 – 50%	Unauthorised absence text/calls (Days 1 – 3) done by Attendance team. Must include contacting all parents/carers with parental responsibility where contact cannot be made with the primary contact.	Attendance comments updated on Bromcom by Attendance, admin or pastoral team
			Attendance Officer to update any internal monitoring tracker being used
		If no contact made with home by day 3, home visit conducted, prioritising those learners who have an allocated social worker, are LAC or with an EHCP.	Daily Home Visit schedule to be followed
			Home Visit reporting form to be completed
			Home Visit reporting form to be uploaded onto CPOMS
			Absence shared with external agencies where the learner has an allocated social worker are LAC or with an EHCP.

		Parent / carer meeting arranged with Attendance Officer. Letter to be sent to all parents/carers with parental responsibility where contact details are known.	**1st or 2nd FPN notice letter. For academy's using the A* platform their template letter is to be used**
			Attendance Officer contacts parents/carers to arrange a meeting. Bromcom is updated with the date and time
		Parent meeting held. Attendance Officer uses the EBSA Parent Information form to structure the conversation with the parents/carers - Parent Information form. Attendance contract reviewed and discussion had about an Early Help/CAF referral being made. Parents/carers to be informed that if attendance doesn't improve then they are at risk of an FPN being issued.	Attendance Officer to record notes of the meeting and upload onto Bromcom
			Attendance Officer to update the HoY or pastoral team of the meeting as part of their fortnightly attendance meetings
			Attendance contract to be discussed in the meeting in line with the reviews made by the HoY or pastoral team. Contract extended for another two weeks if attendance is not improving rapidly
		Early Help or CAF referral made.	Early Help or CAF referral made by the HoY, pastoral team or DSL.
			CPOMS updated with details of the referral
		EOTAS / ELCAS / HLP referral made for learners where there is a diagnosed mental health concern.	Referral made by HoY, Attendance Officer, pastoral team or DSL.
			CPOMS updated with details of the referral
			Attendance monitored for learners receiving tutoring via this referral
		Attendance Officer and HoY/pastoral team meets with learner to explain the discussion had in the meeting with their parent/carer and to discuss progress with their Avoidance Hierarchy strategies.	Attendance Officer and HoY/pastoral team to review progress of strategies
			HoY or pastoral team to record notes of the meeting and upload onto Bromcom
		CME issued for any learner who has been absent for 10+ days with no contact made with home or where the learner has not been seen by school	Attendance Officer to make referral to the LA
			Attendance Officer to add a note on CPOMS
			Attendance Officer to track all learners this applies to ensuring they're recording when the referral was made and steps taken by the LA
		FPN issued for any learner who has taken unauthorised holiday during term time (in line with the LAs number of consecutive sessions to have been missed)	Attendance Officer to make referral to the LA
			Attendance Officer to track all learners this applies to ensuring they're recording when the FPN referral was made and issued by the LA
		Where an EWO service is available, key learners identified from the stage 3 attendance bracket who have now fallen into stage 4 are having their cases escalated by the LA	Attendance Officer to meet with the EWO every 2 – 4 weeks for an update on progress, interventions and whether any cases are to be escalated
		Intervention checklist to be updated by the HoY/pastoral team and Attendance Officer	HoY or pastoral team and Attendance Officer to update this document monthly and discuss actions within it during their fortnightly attendance meetings
		Learners' current attendance discussed at weekly pastoral meetings and fortnightly year group attendance meetings. HoY and Attendance Officer encourages the learner not to drop further below the school attendance target and checks whether there are any wellbeing/welfare concerns that school need to be aware of.	Weekly pastoral meetings
			Fortnightly attendance meetings with the HoY/pastoral team and Attendance Officer
			Line Management meetings for the pastoral team and Attendance team discuss the actions and interventions that are taking place

		Option 1: Learners within this attendance bracket are discussed weekly at every SLT meeting with updates provided on the actions and interventions that have taken place.	SLT Lead for Attendance to provide updates, including week-on-week improvements for this cohort
		Option 2: SLT with line management responsibly for a year group to monitor specific learners within this category	SLT to provide updates to the Principal ad SLT Lead for Attendance on improvements and/or continued concerns for learners they are monitoring
		DSL, LAC teacher and SENCo to escalate further concerns with external professionals for learners who are CP/CIN plan, PEP or EHCP.	DSL, LAC teacher and SENCo to monitor the attendance of identified learners and escalate concerns to professionals for additional support
			DSL, LAC teacher or SENCo to inform professionals of FPN being issued.
		Attendance Officer to consider placing the learner on a RTT for a maximum of 6 weeks	Attendance Officer to manage the implementation of all RTTs
			All RTTs to be reviewed fortnightly and be written into attendance contracts
			Parents/carers and learners to be informed that a RTT will only be offered for a 6 week period with incremental increases of hours built in each week.
		SLT Lead for Attendance to consider offering daytime VA provision to re-engage the learner with school	VA Lead to manage the implementation of daytime provision
			Attendance to be reviewed fortnightly and written into attendance contracts
			Parents/carers and learners to be informed that day time VA will only be offered for a specific period of time and will include reintegration back into school on a phased return.
		Learner to be offered AE virtual PSHE programme	PSHE Lead to manage the implementation of the programme, in conjunction with the TL for PSHE
			Engagement to be reviewed fortnightly by PSHE Lead
			Parents/carers and learners to be informed of the intervention and the timescale of enagagement
		Improvements in attendance are recognised and acknowledged.	HoY, pastoral team or Attendance Officer to make fortnightly phone calls home
			Warning letter or 1st/2nd FPN notice, if attendance falls within 2 week monitoring period. **For academy's using the A* platform their template letter is to be used**
		FPN referral made to the LA for learners whose attendance is less than 80%	HoY/Attendance Officer updates intervention checklist. This is to be sent with the referral to the LA.
			Referral shared with external agencies where the learner has an allocated social worker are LAC or with an EHCP.
4	49% and below	Unauthorised absence text/calls (Days 1 – 3) done by Attendance team. Must include contacting all parents/carers with parental responsibility where contact cannot be made with the primary contact.	Attendance comments updated on Bromcom by Attendance team
			Attendance Officer to update any internal monitoring tracker being used
			Daily Home Visit schedule to be followed

		Home visit conducted, prioritising those learners who have an allocated social worker, are LAC or with an EHCP.	Home Visit reporting form to be completed
			Home Visit reporting form to be uploaded onto CPOMS
			Absence shared with external agencies where the learner has an allocated social worker are LAC or with an EHCP.
		CME issued for any learner who has been absent for 10+ days with no contact made with home or where the learner has not been seen by school.	Attendance Officer to make referral to the LA
			Attendance Officer to add a note on CPOMS
			Attendance Officer to track all learners this applies to ensuring they're recording when the referral was made and steps taken by the LA
		Referral made to children's social care – child absent from education	Referral made by the DSL.
			CPOMS updated with details of the referral
		Learners within this attendance bracket are discussed weekly at every SLT meeting with updates provided on the actions and interventions that have taken place.	SLT Lead for Attendance to provide updates, including week-on-week improvements for this cohort
		DSL, LAC teacher and SENCo to escalate further concerns with external professionals for learners who are CP/CIN plan, PEP or EHCP.	DSL, LAC teacher and SENCo to monitor the attendance of identified learners and escalate concerns to professionals for additional support.
			DSL, LAC teacher or SENCo to inform professionals of FPN being issued.
		EOTAS / ELCAS / HLP referral made for learners where there is a diagnosed mental health concern.	Referral made by HoY, pastoral team, Attendance Officer or DSL.
			CPOMS updated with details of the referral
			Attendance monitored for learners receiving tutoring via this referral
		SLT Lead for Attendance to consider offering daytime VA provision to re-engage the learner with school	VA Lead to manage the implementation of daytime provision
			Attendance to be reviewed fortnightly and written into attendance contracts
		Learner to be offered AE virtual PSHE programme	PSHE Lead to manage the implementation of the programme, in conjunction with the TL for PSHE
			Engagement to be reviewed fortnightly by PSHE Lead
			Parents/carers and learners to be informed of the intervention and the timescale of enagagement
		Improvements in attendance are recognised and acknowledged.	HoY/Attendance Officer to make fortnightly phone calls home
		Escalation referral made to the LA	HoY/Attendance Officer updates intervention checklist. This is to be sent with the referral to the LA.
			Referral shared with external agencies where the learner has an allocated social worker are LAC or with an EHCP.