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Colegio Hispano Británico

Líder mundial en enseñanzas británicas

# Attendance Policy

Policy Creation and Review	
Author(s)	Angela Nudds
Last Review Date	August 2023 Angela Nudds
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## Statement of Intent

We want your child to thrive in our school every day. We build strong and enduring relationships because we believe this is the foundation pupils need to fully engage in our community, to feel a sense of belonging and succeed.

Every child has a right to access education, and **everyone** is responsible for supporting and promoting excellent school attendance and punctuality. Colegio Hispano Britanico are committed to providing the highest quality of education to our pupils and we recognise the clear link between attendance and the attainment of our pupils.

The aim of this Attendance Policy is to enable CHB to provide a consistent practice that actively encourages and supports the highest possible levels of attendance for all our pupils. CHB takes a whole-school approach to maintaining regular attendance and to achieve this, all members of our school community have an important contribution to make. It is vital that we work in partnership to ensure that any in-school or out-of-school barriers are removed at the earliest opportunity, this is achieved through early and meaningful support.

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

We are committed to taking positive action regarding the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership. We make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage. Our relentless approach to ensuring our pupils attend school and receive the education that they deserve, and are entitled to, is central to our school values.

This policy is supported by policies relating to child protection and safeguarding, anti-bullying, behaviour, inclusive learning, equality, special educational needs and teaching and learning.

It is our duty to strive for a goal of 100% attendance for all pupils so that they can take full advantage of the opportunities offered. It is vital that your child is at school, on time, every day the school is open, unless the reason for absence is unavoidable. Therefore, this policy has been created to help support the school in effectively managing absences so that our pupils (your children) can make the most of the educational and life opportunities available to them.

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In summary, CHB aims to meet its obligations relating to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence by effectively removing the barriers to attendance
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence
- Minimising the disruption caused by late arrivals or non-attendance to the quality of the education and provisions for all pupils

## Scope of Policy

This policy applies to all school leaders, staff, parents, and pupils.

For the purposes of this policy, references to 'teachers' include all paid staff responsible for the supervision of pupils.

For the purposes of this policy, references to 'pupils' include all learners in our school.

For the purposes of this policy, references to 'school' refers to all education settings, regardless of type.

For the purposes of this policy and the procedures, the 'parent' of a pupil or young person as:

- Both of their natural parents, whether they are married or not.
- Any person who, although they are not the natural parent, has parental responsibility for the pupil or young person, as defined in the Children Act (1989).
- Any person who, although not the natural parent, has the care of the pupil or young person i.e., a person with whom the pupil lives, irrespective of their relationship to the pupil.

## Legal Framework

### **Responsibilities**

All children aged 5 - 16 years must receive suitable education. A pupil of compulsory school age who is registered at a school must, by law, attend regularly.

By law, parents have the prime responsibility for ensuring that pupils of compulsory school age attend regularly.

By law, all schools are required to keep an attendance register, and all pupils must be placed on this register from the beginning of the first day on which the school has agreed or has been notified that the pupil will attend the school.

By law, all schools must keep an admissions' register, the contents of which includes all pupils, their personal details, (including at least two telephone numbers for different safe adults, to ensure that we can always contact someone in the event of an emergency), the date of admission (or re-admission), information regarding parents and details of the school last attended.

Pupils will be removed from roll only when they complete their education stage, transfer to another school, move out of the area or emigrate or following a parental request for elective home education. We follow statutory guidance for removing pupils from roll and notifying the local authority.

There is a clear link between attainment and attendance. A parent commits an offence if they fail to ensure their child's regular attendance at a school where the child is registered. We therefore enforce the use of statutory action to encourage and promote attendance, this is done to ensure that all pupils can benefit from their legal right to receive an education.

School will communicate attendance concerns to correct authority. This will be done as soon as there is an attendance concern and immediately upon becoming a persistent absentee.

## Definitions

A pupil is classed as absent if they arrive after the register has closed or if they do not attend for any reason.

An authorised absence is when approval has been given in advance for a pupil of compulsory school age to be absent for a specific (legal) purpose, or we have accepted an explanation offered afterwards as justification for absence from a parent or carer. This may include:

- An absence for illness for which we have granted leave
- Medical or dental appointments may be granted leave where every attempt has been made to arrange outside of school hours, has been unsuccessful and so cannot be avoided, or where the appointment is a genuine emergency
- Religious or cultural observances for which we have granted leave. The day must be exclusively set apart for religious observance by the religious body to which the parents or pupil belong. Where necessary, we will seek advice from the parents' religious body about whether it has set the day apart for religious observance
- An absence due to a change to exceptional circumstances

An unauthorised absence is defined as one where we are not satisfied with the reasons given for the absence. Reasons may include:

- Parents keeping children from attending unnecessarily or without reason
- Missing sessions before or during the school day
- Absences which have never been properly explained
- Arrival after the register has closed
- Day trips and holidays in term time that have not been agreed
- Leaving our school without authorisation during the day

Persistent Absence is defined as: 10% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

Severe Absence is defined as: 50% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

Persistent lateness is defined as pupils who have five or more late marks recorded in a single half-term.

## Monitoring and Reviewing Attendance

We recognise that early intervention can prevent poor attendance. We monitor attendance and punctuality throughout the year. We recognise that certain groups of pupils may be more at risk of poor attendance and will provide support and assistance wherever possible.

We set challenging attendance targets for the whole school.

Pupil-level absence data is collected regularly and sent to the local authority.

Specific measures are taken to monitor attendance. These processes are embedded and regularly checked to ensure the effective safeguarding of all pupils through specific tailored interventions. Data on attendance is collected and analysed a minimum of once a half term. Key analysis is made of:

- Patterns of absence
- Patterns of lateness
- Patterns of medical appointments
- Correct and consistent use of absence codes
- Trends in reasons for absence
- Trends in particular groups of children for example, pupils with Special Educational Needs and Disability (SEND).

Attendance data informs action planning and supports the identification of key priorities in our school development plan and future revisions of this policy. The attendance data will be reported to the directors and all other relevant staff, to facilitate discussions with pupils and families. Data will also be used by the school to monitor the impact of any interventions put in place to modify them and inform future strategies.

### Reviewing this Policy

This policy will be reviewed every three years or in the following circumstances:

- Changes in legislation and/or government guidance
- As a result of any other significant change or event
- If the policy is determined not to be effective

## Appendices

### Appendix 1

#### Maintaining an Attendance Register

The attendance register will be taken at the start of the first session of each school day. It will mark whether each pupil is:

- Present
- Absent
- Late

The school day starts at 8.45 for KS3 and above (refer to the timetable) and 9.25 for the rest of the school. All pupils should be in their classroom at this time.

The first (morning) registration session starts at 9.25am. Pupils will receive a late mark if they are not in their designated classroom by 9.30am. The register closes at 9.30am. Pupils will receive a mark of absence if they do not attend before this time. Students who arrive late should register at the office.

If a pupil needs to leave school during the day, they must sign out at the main office with a parent once authorisation has been given from Tchay or Djek Deign.

#### Reporting Absence

It is the responsibility of the parent to inform us of a pupil absence and to inform us of any changes to contact details.

Parents are expected to inform us of their pupil's absence before 9.20am. On each day of absence providing the reason for absence and when their pupil will be returning to school. We will contact parents and/or other listed emergency contacts where no contact has been made. Where required, we may conduct reasonable enquiries with friends or neighbours and will carry out welfare home visits as necessary. If no contact is made, we may request a welfare check from the police.

#### Reasons for Absence

##### **Appointments**

As far as possible, medical, and dental appointments should be made outside of the school day. Where this is not possible, a note and appointment card should be sent to us prior to the appointment.

Pupils must attend before and after the appointment wherever possible. If the appointment requires the pupil to leave during the day, they must be signed out by an adult listed on the pupil's record. Should a pupil arrive late following an appointment, they should report to the school office to be signed in.

## **Religious Observance**

Parents must inform us, in advance, if absences are required for days of religious observance. We will authorise absences where a reasonable request is made. The day must be exclusively set apart for religious observance by the religious body to which the parents belong. Where necessary, we will seek advice from the parents' religious body about whether it has set the day apart for religious observance.

## **Illness**

Any authorisation of absence through illness is done so at the discretion of the Directors or member of staff delegated to carry out this task.

In the case of an illness which lasts for three days or more, parents may be asked to provide additional medical evidence before authorising the absence, however this will only be requested if there is any genuine and reasonable doubt about the authenticity of the illness. In this instance, if medical evidence is not provided, the absence may be recorded as unauthorised.

Where attendance is of a serious concern, we may require medical evidence to authorise any further periods of absence through illness. This will be determined on an individual basis. Parents will be notified of this by letter. Telephone calls and handwritten notes from a parent will not be accepted as medical evidence when attendance is a serious concern. For the purpose of this policy, 'serious concern' may be defined as: repeated unexplained/unauthorised absences or 3 x separate illnesses within a half term where no medical condition or underlying health issues have been identified.

Acceptable forms of medical evidence include:

- Medical card with one appointment entered with the pupil's name and surgery stamp included, signed by the receptionist
- Letter from a professional such as a hospital consultant
- Evidence of consultation
- Medication prescribed by a doctor
- Copy of prescription
- Print screen of medical notes / call log
- Letters detailing hospital appointments Doctor 'sick notes' are not required, and we do not expect parents to request these from their GPs.

In some cases, a pupil may be absent for long term due to an illness or injury. We will liaise with families to ensure children return to school quickly and that there are no safeguarding concerns.

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

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.



School will:

- Work with parents to improve attendance, be mindful of the barriers pupils face, make reasonable adjustments, and put additional support in place where necessary to help them access their full-time education. It is also expected that parents will engage with the support offered both internally and with external partners to ensure our children have all the support they need to thrive.
- Encourage positive conversations so that a good support plan can put in place including making reasonable adjustments.
- Consider possible explanations for absence including Emotionally Based School Avoidance (EBSA). **See page 17 for further information.**
- Work with parents to consider whether additional support from external partners would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Establish strategies for removing the in-school barriers this may include considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Ensure joined up pastoral care is in place and consider whether a time-limited, closely monitored and reviewed, phased return to school would be appropriate, for example for those affected by anxiety about school attendance.

## Requesting Leave in Term Time

Absence for purposes of leave during term time can only be authorised by the Director. Term-times are for education. This is the priority. We will rightly prioritise attendance. The decision to authorise a pupil's absence is wholly at the Directors discretion based on their assessment and merits of each individual request.

- If an event can be reasonably scheduled outside of term-time, then it would be normal to authorise absence for such an event – holidays are therefore not considered 'exceptional circumstances'. It is acceptable for the Directors to take a pupil's record of attendance into account when making absence-related decisions.
- We will take the needs of the families of service personnel into account if this prevents them from being able to take family holidays during scheduled holiday time.
- We have a duty to make reasonable adjustments for pupils with special needs and/or disabilities.

Family emergencies need careful consideration before decisions about attendance are made.

## Persistent and Severe Absence

Pupils with 90% or less attendance are classified as Persistent Absence (PA). PA includes both authorised and unauthorised absences.

Pupils with 50% or less attendance are classified as Severe Absence (SA). SA includes both authorised and unauthorised absences

All PA pupils will have bespoke action plans to try to improve their attendance to above 97%. This will be monitored by an allocated member of staff. Pupils who are PA will be discussed as a potential concern at weekly review meetings. Where pupils have an identified special educational need, the schools SENCO will also provide support, so that the impact of needs are clearly understood and appropriate, supportive actions are taken.

The school's strategy for tackling persistent absence, can be found in Appendix

### Following Up Absence and Taking Statutory Action

We will follow up any absences to ascertain the reason.

Unexplained absences will be followed up on the morning of the first day of unexplained absence and the school will identify whether the absence is approved or not.

In the case where the reason for absence cannot be ascertained by the school and no reason has been issued for the pupil's absence, the school will initiate further action.

It may occasionally be necessary to inform parents that no further absences will be authorised for a particular pupil unless medical evidence is provided. This decision can only be made by the Directors.

It is a parent's legal responsibility to ensure their children receive appropriate education. Failing to send children to school regularly without good reason is a criminal offence.

### Attendance Causing Concern

Specific measures to monitor attendance are embedded and regularly checked to ensure the safeguarding of all pupils through specific and tailored interventions.

CHB records and collects attendance data using our Data Management System, Alexia. We recognise that there are particular groups who nationally, and within our local setting, are more vulnerable and susceptible to lower attendance patterns such as pupils with Special Educational Needs or Disabilities. We work with families to overcome any specific barriers that children may be facing regardless of these needs to ensure that pupils access all their education.

Where attendance is deemed to be a concern, we talk to pupils and parents.

If the conversation with the pupil indicates a serious safeguarding concern, we will follow our safeguarding procedures as set out in our Safeguarding and Child Protection Policy.

### Supporting the Attendance of Every Pupil

We use a variety of strategies to encourage attendance:

- Building strong and enduring relationships with our pupils so they feel a sense of belonging in our school community
- Verbal encouragement and praise
- Create personalised and achievable targets for pupils, based on their medical needs and/or additional needs that is realistic and appropriate for each individual
- Create safe spaces for pupils to thrive
- Make decisions on targets in consultation with families, while understanding that a medical condition can worsen suddenly and taking this into account.

- Create opportunities for dialogue with families about attendance, ensuring that we work in partnership with parents
- Use different methods to encourage attendance; for instance, explaining the links between attendance and outcomes
- Raise the profile of attendance with families, particularly when pupils start at the setting
- Teach and model a love of learning, helping families to see the value of the education that is offered to them
- Look at the effect on attendance of decisions made at school level, for instance ending terms on a Monday or Tuesday
- Be aware of the complexity of different contexts and the pressures that families might experience, which may in turn contribute to poor attendance; for instance, in areas where many parents perform seasonal work and are unable to take holidays over the summer break.

We recognise that not all children, particularly those who are most vulnerable, are able to achieve 100% attendance through no fault of their own. We celebrate improvements in attendance and contextualised good attendance for individual pupils.

Our Behaviour Policy (including rewards, sanctions and exclusions) sets out the details of how we reward pupils for attendance and punctuality, and what sanctions we apply for lateness.

## Ethnic Minority Pupils

Pupil registration regulations states that absence should only be granted due to the exceptional circumstances relating to that application. It is important to note that Headteachers can determine the length of the authorised absence, as well as whether absence is authorised at all.

The following might be considered as exceptional circumstance for ethnic minority pupils:

- Religious festivals: the school should authorise any absence where the parent/carer's religious organisation sets the day as a religious festival.  
For example: There are two key festivals in Islam, Eid-ul-Fitr (celebration that takes place at the end of Ramadan, the period of fasting) and Eid-ul-Adha (festival of sacrifice). The dates of these key events are set according to the Islamic calendar. Muslim families usually need to take one or two days to celebrate these important festivals. Absences may be recorded as R.
- Religious rites e.g. Bar Mitzvah, Holy Communion. The Headteacher will consider each request for leave of absence individually to determine the number of days approved.
- Close family wedding if dates cannot be during school holidays.
- Illness or death of an immediate family member; the head teacher should consider time needed for the length of journey when child needs to travel abroad.
- Child, parent/carer requires medical treatment overseas or elsewhere in the UK due to language barrier or requiring specialist treatment elsewhere.
- Length of journey from abroad; the Headteacher will consider length of journey or limited regional flights.
- Cultural celebrations such as Chinese New Year or Diwali. Cultural celebrations give children a feeling of belonging and make them feel part of their culture. This sense of identity is like a natural buoy for a child's emotional health.

- Children attending their annual exam in their home country. There are exams which are compulsory in some EU countries. They are normally during holidays but can occasionally be requested during term time.
- Child, parent/ carer's visa have been revoked and they need to return to their birth country whilst pursuing the renewal of a visa.

## Appendix 2 – Framework of Responsibilities

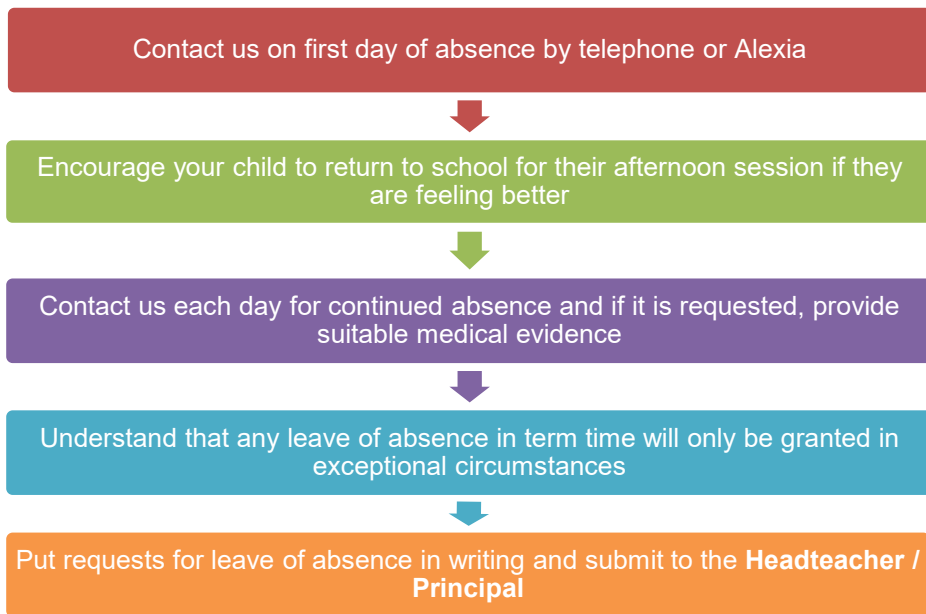
The foundation for good attendance is a strong partnership between the school, parents and the child, therefore, CHB expects everyone to uphold their responsibilities for promoting attendance at school.

To do this everyone must understand their role in promoting a positive culture of attendance and be clear about what is required of them individually as well as how they need to work together in partnership with others.

### Parents

- Ensure pupils attend regularly and punctually.
- Promote the value of good education and the importance of regular school attendance at home
- Do everything you can to prevent unnecessary school absences, such as by making medical and dental appointments outside of school hours.
- Work with the school and your child to address any in-school barriers to attendance and support their learning by taking an interest in what they have been doing at school.
- Enforce a regular routine at home in terms of homework, bedtime, etc. so that you child is used to consistency and the school day becomes part of that routine. It is vital that your child receives the same message at home as they do at school about the importance of attendance.
- Provide the school with more than one emergency contact for your child.
- Provide proof of medical appointments that can only be attended during the school day.
- Make early contact with us when you become aware of problems with your child attending school.
- Attend meetings if concerns are identified.
- Participate in Early Help Meetings if required.
- Support attendance contracts where appropriate.
- Support us in actioning agreed interventions/action plans.

**Please follow this process if your child is going to be absent from school:**



**Pupils**

- Attend school every day and every timetabled lesson punctually
- Acknowledge positive behaviours needed both inside and outside of our school
- Adhere to our systems for late registration
- Adhere to attendance contracts if they are in place
- Aim for the highest possible attendance
- Discuss concerns about your attendance or punctuality with a trusted adult in our school, especially if you are experiencing difficulties at school or at home which may impact on your attendance and/or learning
- Attend all lessons ready to learn with the appropriate learning tools requested and on time for your class. Lesson times will be made clear through your school timetable

**Support Staff**

- Understand that promoting pupil attendance is the responsibility of all staff. Be curious, aware, vigilant, well-informed and listen to what children say about the barriers to accessing education
- Assist in ensuring attendance has a high profile within the school
- Build on a culture of challenge when addressing persistent illness absences with parents
- Challenge parents when no reason has been provided for an absence
- Escalate concerns where required as per the Safeguarding and Child Protection Policy
- Participate in training in relation to attendance

**Teachers**

- Understand that promoting pupil attendance is the responsibility of all staff. Be curious, aware, vigilant, well-informed and listen to what children say about the barriers to accessing education

- Ensure attendance has a high profile within the class
- Consider whether a pupils known, or not yet identified, SEN could be impacting on attendance and whether provision and/or further reasonable adjustments should be made
- Build a culture of challenge when addressing absences with parents. Treat all pupils and parents with dignity and model respectful relationships to build a positive relationship between home and school
- Challenge parents when they do not provide a reason for absence
- Communicate with parents positively. Teachers should discuss the link between attendance and attainment and wider wellbeing. Teachers should challenge parents' views where they have misconceptions about what 'good' attendance looks like (this is outlined in more detail in figure 1 below).
- Escalate concerns as per the Safeguarding and Child Protection Policy.
- Analyse and report attendance figures for each pupil to parents regularly.
- Discuss attendance with parents at every opportunity (celebrate good attendance as well as concerning attendance).
- Participate in training relating to attendance as appropriate

Where a pupil or family need support with attendance, the best placed person in the school will support the family, this may or may not be the child's class teacher. This person should remain consistent, and the school will draw on positive relationships to listen to and understand the barriers to attendance the pupil or family is experiencing.

#### **The Attendance Officer / Office Manager**

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Offer support and guidance on attendance where needed
- Monitor and analyse attendance data and ensure these are sent regularly to class teachers
- Benchmark attendance data to identify areas of focus for improvement
- Provide regular attendance reports to school staff and report concerns about attendance to the Designated Senior Leader and Governor responsible for attendance
- Monitor pupils with attendance below 95% with regular communication with both the pupil and their parents, holding attendance meetings where required and agreeing individual action plans
- Escalate concerns where required as per the Safeguarding and Pupil Protection Policy

#### **Senior Leadership Team**

- Take a lead in promoting pupil attendance ensuring it is the responsibility of all staff. Be curious, aware, vigilant, well-informed and listen to what children say about the barriers to accessing education
- Ensure attendance has a high profile across the school.
- Work on proactively on building strong relationships with families.
- Build on a culture of challenge when addressing persistent illness absences with parents.
- Escalate concerns where required as per the Safeguarding and Child Protection Policy.
- Liaise with Attendance Lead, DSL, Behaviour Lead and SENCo as appropriate to discuss attendance concerns for individual pupils.
- Ensure there are designated staff with day-to-day responsibility for attendance matters and ensure that adequate, protected time is allocated to discharge these responsibilities.
- Take overall responsibility for ensuring our school conforms to all statutory requirements in respect of attendance e.g., deletion from school roll is adhered to for example.

## Directors

- Take a lead in promoting pupil attendance ensuring it is the responsibility of all staff. Be aware, vigilant, well-informed and listen to what children say about the barriers to accessing education
- Ensure the attendance policy is implemented consistently across the school
- Ensure attendance is a target in performance appraisals
- Ensure attendance has a high profile across the school in all communications
- Monitor school level absence data with the School Attendance Champion and report data to the Local Governing Board
- Support other staff in monitoring the attendance of individual pupils
- Decide whether to grant leave during term time for exceptional circumstances

### Figure 1:

**There are 175 school days each year, this means that there are 95 (not including weekends) non-school days a year.**

Attendance %	Rating	Days absent	Description
100%	Perfect Attendance	0	This is the best chance of success for your child
97%	Good Attendance	5	
95%	Improvement Required	9	Less chance of your child succeeding as it is harder for them to make progress
92%	Concern (Persistent Absence*)	14	
90%	<b>Serious Concern **</b>	<b>19</b>	<b>Serious Concern</b> <b>Missing this much education is not fair on your child and will result in legal action</b>

\*Persistent Absence is defined as: 10% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

\*\* Severe Absence is defined as: 50% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

## Appendix 3 – Creating a Positive Attendance Culture

The foundation for good attendance is a strong partnership between the school, parents and the child, therefore, CHB expects everyone to uphold their responsibilities for promoting attendance at School.

To do this everyone must understand their role in promoting a positive culture of attendance and be clear about what is required of them individually as well as how they need to work together in partnership with others.

Our school aims to meet its obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence

### **Ideas for improving attendance within the school:**

- A school culture which promotes positive relationships between staff and pupils can be a protective factor for good attendance.
- breakfast included can be beneficial.
- All parents receive regular attendance communication and ‘timely nudges’ e.g., via letters, phone calls, apps (well done if above 97% - expression of concern if below 96%, meeting if below 92% regular and repeated etc. Language and tone is important. Communication should include positive attendance as well as attendance causing concern
- Ensure there is graduated follow-up for example, if there is no improvement quickly, arrange another meeting
- Ensure that meetings are supportive and identify barriers, both in school and out of school. Send the action plan and a thank you as follow up
- Set weekly house points and merits for attendance
- Send letters home to praise strong attendance
- Have non-teaching pastoral workers in school who focus on family engagement
- Establish a listening service
- Send whole school / year group attendance data to all staff – this can be discussed in tutor time
- Ensure vulnerable families are allocated a key worker e.g., SENDCO, lead for medical support, pupil premium champion, wellbeing lead, director of learning, tutors, pastoral worker etc.

### **Summary**

- Focus on ‘routines, responses, and relationships’ (as outlined above)
- Exploit the opportunities to work together
- Use data to underpin all attendance strategies
- Access the school’s wider support network
- Ensure school are working in partnership – especially where there are barriers out of schools control – treat parents, carers and families as partners
- Senior leaders need to lead the culture of attendance being everyone’s responsibility
- All staff need to take responsibility; attendance needs to be a common thread running through the school
- School needs to initiate support and maintain a relentless focus on parental engagement



## Appendix 4 - Strategy for reducing persistent absence

- Attendance is high profile within the school and is communicated weekly to children and parents/carers
- Incentives are used, in consultation with the school council, to actively promote high or improved attendance within the school. Where needed, this considers pupil's individual needs
- Attendance of the whole school is reviewed weekly by the attendance officer and our attendance officer
- An initial letter is sent to parents/carers explaining that their child's attendance is causing the school concern, and this will be closely monitored. The attendance champion (or delegated member of staff) will ensure that all possible support has been offered. For some young people, poor attendance could be indicative of additional needs including anxiety typically referred to as emotionally based school avoidance (EBSA)
- If attendance continues to decline, a 2nd letter is issued, explaining that daily calls will be made
- Further decline in attendance will result in a meeting with the principal, school attendance officer and commissioned welfare officer to look at proactive strategies to improve attendance. Future actions are outlined to parents/carers and children should this continue to decline.
- The local authority is notified of any further decline for consideration of next steps, this may involve legal action.